

International Journal of Education and Management

SEPTEMBER 2021 VOLUME6 NUMBER3

Publisher: ACADEMIC PUBLISHING HOUSE
Address: Quastisky Building, Road Town, Tortola, British Virgin Islands
UK Postal Code: VG1110



ACADEMIC PUBLISHING HOUSE

CONTENTS

| | |
|---|----|
| DILEMMA AND CHOICE OF COLOR-FIELD PAINTING..... | 1 |
| RESEARCH ON THE CURRENT SITUATION OF OCCUPATION TRANSITION EDUCATION FOR MENTAL RETARDED STUDENTS UNDER THE BACKGROUND OF COVID-19—TAKING HENAN PROVINCE AS AN EXAMPLE..... | 4 |
| ON THE TEACHING MODE OF ORAL ENGLISH WITH THE ASSISTANCE OF MULTIMEDIA..... | 7 |
| AN ANALYSIS OF THE REBELLIOUS SPIRIT OF JANE EYRE..... | 9 |
| AN ANALYSIS OF THE STRUCTURE AND TYPES OF TEACHER EDUCATION CURRICULUM IN LOCAL NORMAL UNIVERSITIES IN CHINA..... | 12 |
| RESEARCH ON THE TRAINING MODE OF INNOVATIVE ACCOUNTING TALENTS IN COLLEGES..... | 18 |
| THE EXPLORATION OF THE EVALUATION INDICATORS OF THE ALUMNI WORK BASED ON THE TWO TIERS MANAGEMENT OF THE UNIVERSITY AND THE COLLEGE..... | 25 |
| A PRELIMINARY STUDY ON THE IMPLEMENTATION OF ECOLOGICAL CIVILIZATION EDUCATION IN GEOGRAPHY COURSE FOR SIX-YEAR NORMAL UNIVERSITY STUDENTS.... | 28 |
| TRANSMITTING HAND PUPPETRY AS AN INTANGIBLE HERITAGE..... | 31 |
| THE AGE FACTOR AND AN EARLY START IN FOREIGN LANGUAGE LEARNING: IS IT ALWAYS BETTER TO START YOUNG?..... | 34 |
| A COMPARISON STUDY ON LANGUAGE LEARNING STRATEGIES OF EFL LEARNERS..... | 37 |
| EXPERIMENTAL RESEARCH ON THE STRATEGY TRAINING OF ENGLISH READING IN HIGHER VOCATIONAL COLLEGES..... | 42 |
| PRACTICE OF ONLINE ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES..... | 45 |
| INNOVATIVE THINKING AND ANALYSIS OF FINANCIAL MANAGEMENT MODE OF ENTERPRISES UNDER THE NEW ECONOMY..... | 47 |
| RESEARCH ON ACADEMIC WRITING ABILITY OF ENGLISH FOR SCIENCE AND TECHNOLOGY BASED ON ESP..... | 50 |
| P&G ANNUAL REPORT COMPARISON..... | 52 |
| TEACHING REFORM AND DESIGN OF INTERNATIONAL BUSINESS CORRESPONDENCE BASED ON BOPPPS TEACHING MODEL..... | 55 |
| RESEARCH ON THE LACK OF PROFESSIONAL ETHICS OF PRESCHOOL TEACHERS FROM THE PERSPECTIVE OF "SHENDU"..... | 60 |
| EXPLORATION AND PRACTICE OF IDEOLOGICAL AND POLITICAL THEORIES TEACHING IN ENGLISH COURSE..... | 63 |
| THE IMPORTANCE AND TEACHING RESEARCH OF RESPIRATION IN VOCAL MUSIC SINGING..... | 65 |
| PROBLEMS AND COUNTERMEASURES IN SUBJECT TEACHING AND PRACTICAL APPLICATION IN THE PROFESSIONALIZATION OF ENGLISH EDUCATION IN HIGHER VOCATIONAL SCHOOLS..... | 67 |
| CULTIVATION OF COLLEGE STUDENTS' INNOVATION AND PRACTICE ABILITY AND CLASSROOM TEACHING AND LEARNING..... | 70 |
| A STUDY ON THE INFLUENCE OF ERROR ANALYSIS IN L2 WRITING LEARNING..... | 73 |
| WHY BANK ACCOUNTS OF FOREIGN TRADE COMPANIES ARE FREQUENTLY FROZEN: AN ANALYSIS—THE EXAMPLE OF THE TONY SUPPLY CHAIN COMPANY..... | 75 |
| EXPLORATION ON THE SIGNIFICANCE OF UNIVERSITY STUDENTS' VOLUNTARY SERVICE IN IDEOLOGICAL AND POLITICAL EDUCATION..... | 79 |
| ROLE OF TRAGEDY IN THE POETICS OF ARISTOTLE..... | 82 |
| RESEARCH ON THE MENTAL HEALTH PROBLEMS AND SOLUTIONS OF COLLEGE STUDENTS IN THE NEW ERA..... | 85 |
| RESEARCH ON THEORETICAL LOGIC AND STRATEGIC ORIENTATION THE DEVELOPMENT OF DIGITAL ECONOMY DRIVEN BY BLOCKCHAIN TECHNOLOGY..... | 88 |

| | |
|--|-----|
| APPLICATION OF FUNCTIONALIST TRANSLATION THEORY IN THE TEACHING OF BUSINESS ENGLISH TRANSLATION..... | 90 |
| MINDFUL AWAKENING: A STUDY OF CREATIVITY IN PRESCHOOL CHILDREN'S ART EDUCATION..... | 93 |
| IMPLEMENTATION PATH OF REGIONAL STEAM CURRICULUM IN PRIMARY AND SECONDARY SCHOOLS..... | 96 |
| ON THE PRACTICAL TEACHING OF IDEOLOGICAL AND POLITICAL COURSE IN COLLEGES AND UNIVERSITIES..... | 101 |
| ON THE KEY POINTS OF INTEGRATION OF EDUCATION IN IDEOLOGY AND POLITICS AND STUDENT MANAGEMENT IN COLLEGES AND UNIVERSITIES..... | 104 |
| STORYTELLING IN THE CONTEXT OF DESTINATION BRANDING: A CASE STUDY OF MA'ANSHAN CITY, CHINA..... | 107 |
| RESEARCH ON THE SOLUTION TO THE INVISIBLE LOSS OF PRESCHOOL TEACHERS IN POVERTY-STRICKEN AREAS..... | 110 |
| APPLICATION RESEARCH ON THE GAME TEACHING METHOD IN PRIMARY SCHOOL ART CLASSROOM..... | 113 |
| RESEARCH ON THE CRIMINALIZATION OF THE ACT OF TAMPERING AND FORGERYING ARCHIVES..... | 116 |
| ON THE CULTURAL COMMUNICATION FUNCTION OF HIGHER EDUCATION IN THE CONTEXT OF CULTURAL CONFIDENCE..... | 119 |
| RESEARCH ON THE ABILITY CULTIVATION OF NORMAL UNIVERSITY STUDENTS UNDER THE BACKGROUND OF EXCELLENT TEACHER CULTIVATION..... | 122 |
| TAKE MG ANIMATION AS AN EXAMPLE TO ANALYZE THE APPLICATION OF GEOMETRY IN ANIMATION..... | 125 |
| THE NECESSITY OF MENTAL HEALTH EDUCATION IN JUNIOR MIDDLE SCHOOL..... | 127 |
| RESEARCH ON INFORMATIZATION TEACHING DESIGN IN SECONDARY VOCATIONAL SCHOOLS..... | 130 |
| EXPLORATION AND PRACTICE OF THE TEACHING MODE IN ROTATING CLASSROOM UNDER THE CONCEPT OF EMERGING ENGINEERING EDUCATION—TAKE THE COURSE OF PRINCIPLE AND APPLICATION OF SINGLE CHIP MICROCOMPUTER AS AN EXAMPLE..... | 133 |
| EXPLORATION AND PRACTICE OF THE INTEGRATION AND INNOVATION OF BASIC-LEVEL PARTY CONSTRUCTION AND IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES UNDER "INTERNET +" BACKGROUND..... | 136 |
| DISCUSSION IN INQUIRY-BASED LEARNING (IBL)..... | 140 |
| RESEARCH ON THE CULTIVATION PATH OF STUDENTS' APPLICATION ABILITY IN LINEAR ALGEBRA COURSE..... | 142 |
| DIVERGENT ADOPTIONS OF SOCIAL DARWINISM: ADOLF HITLER' S NATIONAL SOCIALIST MOVEMENT AND CHINA' S MODERN NATIONAL ENLIGHTENMENT..... | 145 |
| NEW TRENDS OF CURRICULUM REFORM IN INTERNATIONAL VOCATIONAL EDUCATION BASED ON THE COMPARISON AND ANALYSIS OF GERMANY, EU AND AUSTRALIA..... | 148 |
| AN IDEOLOGICAL CRITICISM OF THE JOE BIDEN'S INAUGURAL SPEECH..... | 151 |
| A STUDY ON THE CORRELATION BETWEEN BUSINESS ENGLISH WRITING AND METACOGNITIVE STRATEGIES..... | 155 |
| EXPLORATION AND PRACTICE OF STRATEGIES FOR EFFECTIVE READING IN CHINESE TEACHING IN SENIOR MIDDLE SCHOOLS..... | 158 |
| PARENTS' PARTICIPATION IN SCHOOL GOVERNANCE: DILEMMA AND SOLUTION..... | 160 |
| RESEARCH ON THE PATH OF PHYSICAL EDUCATION CURRICULUM CONSTRUCTION..... | 164 |
| STUDY ON NATURAL DISASTERS AND DISASTER RESISTANCE BEHAVIOR IN ANIMAL HUSBANDRY AREA——A CASE STUDY OF SNOWSTORM IN XIWU BANNER IN 1992..... | 167 |
| THE ROLE OF TEACHERS AND STUDENTS IN THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING..... | 170 |
| OBSERVATION AND RESEARCH ON THE INTERSUBJECTIVITY OF TEACHERS AND CHILDREN——TAKING THE SCIENTIFIC ACTIVITY OF A MIDDLE CLASS AS AN EXAMPLE..... | 173 |
| THE CRITICAL THINKING SKILLS OF ENGLISH TEACHERS IN CHINESE NORMAL UNIVERSITIES..... | 176 |
| TEACHING DESIGN AND IMPLEMENTATION OF THE COURSE OF "COMPUTER NETWORK TECHNOLOGY"..... | 179 |

| | |
|--|------------|
| A BRIEF ANALYSIS OF ROLE OF EDUCATIONAL PSYCHOLOGY IN TASK-BASED TEACHING | 182 |
| RESEARCH ON THE EDUCATION REFORM OF JOURNALISM AND COMMUNICATION BASED ON INTERNET+ | 184 |
| RESEARCH ON IMAGE SEGMENTATION METHODS BASED ON COMPUTER MATHEMATICAL MORPHOLOGY | 186 |
| ON TECHNOLOGY OF CHARACTER ASSEMBLY AND PLANNING OF CHARACTER ACTION IN 3D ANIMATION PRODUCTION | 189 |
| INTERPRETATION OF SYMBOLIC NARRATIVE IN JUDITH —— FROM THE PERSPECTIVE OF GREIMAS’ ACTION META-MODEL AND SYMBOLIC MATRIX THEORY | 191 |
| EXTERNAL AND ORGANIZATION DRIVERS FOR FLEXIBLE WORKING AND BENEFIT AND LIMITED OF LOCATION WORKING WITHIN A SERVER COMPANY | 194 |
| AN ANALYSIS OF THE CAUSES AND HARMS OF FORWARD EDUCATION | 198 |
| DISCUSSION ON THE CONSTRUCTION AND PRACTICE OF ONLINE TEACHING ECOLOGY IN THE SMART LEARNING ENVIRONMENT | 200 |
| CHINESE UNDERGRADUATE ACTING TRAINING SYSTEM: DIFFERENT REQUIREMENTS FOR CURRICULUM MODIFICATIONS FOR STAGE ACTING AND SCREEN ACTING | 203 |
| THOUGHTS ON THE PATH INNOVATION OF TEACHERS' MORAL CULTIVATION EDUCATION BASED ON CARE THEORY | 205 |
| APPLICATION OF BLENDED TEACHING MODEL IN PUBLIC TEACHING OF COLLEGE ENGLISH | 208 |
| THE INTERNET + DISCIPLINE COMPETITION TEAM HELP THE APPLIED UNDERGRADUATE STUDENTS IMPROVE THE EMPLOYABILITY AND ENTREPRENEURSHIP | 211 |
| OPPORTUNITIES, CHALLENGES AND COUNTERMEASURES OF MIXED OWNERSHIP OF HIGHER VOCATIONAL EDUCATION UNDER THE BACKGROUND OF DOUBLE HIGH CONSTRUCTION | 214 |
| RESEARCH ON THE COUNTERMEASURES OF HIGH QUALITY AND BALANCED DEVELOPMENT OF BASIC EDUCATION | 217 |
| RESEARCH ON PATH INNOVATION OF ECONOMIC TRANSFORMATION IN RESOURCE-BASED REGIONS UNDER UNCERTAIN ENVIRONMENT | 220 |
| A STUDY ON THE INFLUENCE OF TBI TEACHING MODEL UNDER CBI TEACHING CONCEPT ON SENIOR STUDENTS' ACHIEVEMENT MOTIVATION IN ENGLISH WRITING | 223 |
| SELF-CONSTRUCTION FROM THE PERSPECTIVE OF SOCIAL COGNITION: TAKING ADDRESS FORMS AS AN EXAMPLE | 226 |
| CAUSES AND COUNTERMEASURES OF THE BRAIN DRAIN IN ENTERPRISES | 228 |
| ANALYSIS ON THE APPLICATION OF SUMU DYEING IN FASHION DESIGN | 231 |
| STUDY ON THE INFLUENCE OF MULTI-AGENT COLLABORATIVE GOVERNANCE ON PUBLIC HEALTH EVENTS | 233 |
| RESEARCH ON THE INFLUENCING FACTORS OF STUDENTS' LEARNING ENGAGEMENT IN HIGHER VOCATIONAL SCHOOLS | 236 |
| MODERN MANAGEMENT SCIENCE THEORY AND EDUCATIONAL ADMINISTRATION IN COLLEGES AND UNIVERSITIES | 238 |
| GUIDANCE AND AUTONOMY: TEACHER LEADERSHIP AND MANAGEMENT IN SCHOOL REFORM | 241 |
| A STUDY ON PROFESSIONAL ACCOMPLISHMENT ORIENTED COLLEGE ENGLISH CURRICULUM LINK-UP SYSTEM OF SECONDARY AND HIGHER VOCATIONAL BRIDGING EDUCATION - EXAMPLED ON QINGDAO TECHNICAL COLLEGE | 243 |
| THE FUSION DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION AND MUSIC EDUCATION IN VOCATIONAL COLLEGES | 246 |
| SEXUAL POLITICS IN MEASURE FOR MEASURE | 249 |
| INCORPORATING BACKWARD DESIGN IN EFL STUDENT TEACHING PRACTICUM ASSESSMENT | 252 |
| ANALYSIS ON THE ROLE OF APPLIED LINGUISTICS IN FOREIGN LANGUAGE LEARNING | 256 |
| CRITICALLY ASSESS THE CLAIM “WORDS DON’ T MATTER ANYMORE. THE PICTURES MATTER” | 259 |
| FACTORS AFFECTING THE INTERPRETER AND COPING STRATEGIES | 262 |
| CONSTRUCTION OF CIS CORPORATE CULTURE MODEL FROM THE PERSPECTIVE OF ORGANIZATIONAL BEHAVIOR CHARACTERISTICS | 265 |

| | |
|--|-----|
| ON THE STRATEGY OF INFORMATION CONSTRUCTION OF TEACHING MANAGEMENT IN COLLEGES AND UNIVERSITIES..... | 267 |
| ON MEDIATION OF INNOVATION OF BUSINESS MODEL AND THE REGULATION OF MARKET ENVIRONMENT..... | 270 |
| RESEARCH ON ENTERPRISE ECONOMIC MANAGEMENT BASED ON FLEXIBLE MANAGEMENT..... | 272 |
| ON GUIDANCE OF COLLEGE ENGLISH EDUCATION TO STUDENTS' INNOVATIVE ENTREPRENEURSHIP..... | 275 |
| ON THE COMPOSITION OF TEACHERS' ABILITY OF MENTAL HEALTH EDUCATION..... | 277 |
| STRENGTHENING THE EDUCATION OF TRADITIONAL CULTURE IN ENGLISH TEACHING | 279 |
| ON ORGANIZATIONAL CULTURE AND CULTURAL SHAPING: THE PERSPECTIVE CHANGE OF LIBRARY MANAGEMENT..... | 281 |
| ON INTEGRATION OF CHINESE EXCELLENT TRADITIONAL CULTURE IN ENGLISH EDUCATION..... | 283 |
| THE HUMANISTIC SPIRIT IN “THE OPEN BOAT” | 285 |
| REFORM AND EXPLORATION OF NETWORK TEACHING IN COMPUTER CONTROL TECHNOLOGY COURSE..... | 288 |
| A SIGN OF GLOBALIZATION: A CULTURAL ANALYSIS OF THE HELLENISTIC AGE..... | 292 |

Dilemma and Choice of Color-field Painting

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Abstract: The development of American abstract expressionism from "action painting" to "color-field painting" is a constantly updated interpretation of the "purity" of art without doubt. From the first generation of artists involved in the genre to the second, the conflict between the inheritance and innovation has always been there. In the liberal world of individuality, "color-field painting" is mixed with complex tension, contradiction and conflict. Between dilemma and choice, the authenticity of painting itself should be explored.

Keywords: Color-field Painting; Dilemma; Choice

1. DELIMMA

The individuality of the subject and the difference of the objective object in the style of "gamut painting" are simultaneously extreme in the abstract form, resulting in the limitation of its own development. From the perspective of the law of the development of Western art, all styles known as "-ism" are destined to be stylized and formatted. When a style reaches its peak, it indicates that it begins to decline. One of the reasons is that the recognition of the whole society and the increase of imitators reduce its social status and value unconsciously. The second reason is that the artist's exploration is entirely based on a principled personal theory. In this way, the formatted, repetitive, and routine dehumanization modes devoid of the sensitivity of personal intelligence and the renewal of eternal themes. Among them, some artists continue to develop the "purity" of color-field painting into more concise abstract art based on the ideas of predecessors and continue to develop into the schools like "minimalist art" and "dynamic art". Finally, it becomes a piece of color, a dot or a geometric symbol that can no longer be simplified. It even becomes the blank of ideas and picture, which has led to the debate on the final conclusion of art. Some artists like "pop art", the combination of mass media and advertising that had arrived from Britain. A new form and a new visual world are impacting "color-field painting" artists. Some critics have pointed out that the rise of "Pop Art" in the United States has fundamentally hindered the development of Abstract Expressionism and deemed it an outdated art. Formalist interpreters target the artists of "color-field painting". According to Newman, the highest realm of painting art is dominated by the theme of the surreal lofty realm and supported by the "pure thought". If this concept of painting in the form of non-geometric abstract elements needs to be realized, then it is doomed to identify a unified style

and other forms of service cannot be added to the original style.

After Newman's Oment 1, there seems to be no more variation in the internal structure of works like Who's Afraid of Red, Yellow and Blue, Jericho and Chartres. The internal structure is still formatted by the combination of the background color of the super-large space area and the combination of "zipper", but the width, number and direction of "zipper" are constantly changed, parallel or vertical. The selected colors are monochrome or the hue is slightly changed hue to create a mysterious visual effect without breaking through the structure. In the creation of painting, the eternal painting works have not been achieved. Greenberg points out that "although Newman's art is derived from the theory of a convincing and flourishing basic format, his alleged changes (such as the width, number, and orientation of the 'zipper') have given the Forum more to say about his style." [1] Undoubtedly, Newman gradually simplified the pure thoughts and practical works of the lofty realm into a principle and a format, which limited people's interest and emotional experience in the lofty realm to a certain extent. In the early 1960s, in pursuit of a purer and truer painting, Roscoe removed all elements irrelevant to ideas and used black colors to show the mystery of the painting. He tried to find the inner connection and formal expression that are suited to the tragic consciousness in the black color. This form of expression is as simple as it can be. In the creation of large works, an inevitable limitation is pointed out. According to him, large works are usually displayed in large museums, or in whole sections of a family room. With the infinite objective existence and deliberate follow, there is a potential danger of the work itself. The danger is that the artwork may become a symbol of wall decoration service, rather than the work itself, which distorts the meaning of the work as well as its value. Because the artwork is created according to the scale of natural life, rather than the prescribed institutional scale. Then he began to explore his limitations. He ended his life because of his illness. At the same time, the question of this limitation remains an open-ended answer. For the style of large color-field painting, they are stylized. For abstract painting itself, this is a topic to continue to explore, providing new thinking for subsequent artists.

Diebenkorn is a concrete and abstract artist, whose life is always accompanied by dilemma and choice. On the exploration of the abstract painting, the concrete painting and back to the abstract painting, he

always explores "freedom" in planar painting. He does not fully adopt Pollock's haphazard style of painting, nor did he fully follow Mondrian's rationally constituted style. Instead, he seeks a balance between concretization and abstraction. When he returns to the exploratory period of concrete painting, which coincides with the decline of abstract expressionism. In this process, he tries hard to establish his own painting language and pushed to the extreme.

The limitation of individual style development faced by artists of "color-field painting" is the problem of the large color-field style itself, and is also the dilemma faced by abstract painting. It is also the reason for the gradual decline of Abstract Expressionism in the United States in the late 1950s.

2.CHOICE

People's constant "dissatisfaction" with abstract art has promoted its own development choice. When the shape and color of the painting elements of "color-field painting" develop to the extreme, what the pure minimalism can achieve is a formalized, standardized and patterned framework. The geometry and plane composition of the picture under the format show the objective existence of the form, not the subjective intention of the form. Because of this formal framework, artists have a lot of restrictions on the choice of painting language, and the space for personality expression is reduced. It is difficult to establish a more subjective expression of color language, the innovation of form and the expansion of picture style. Therefore, the second generation of artists focuses on subjective expression, rather than the objective and universal inheritance and development under the influence of European modern art, just like the abstract interpretation of objective reason in the imprint of Mondrian's art.

However, when subjectivity is endowed with subjective possibility, subjectivity leads the starting point of painting, and then meets an accidental painting phenomenon, which is exactly what Pollock's "action painting" style pursues. Relatively speaking, "action painting" has a freer way of expression and accidental picture effect, and emphasizes the process and state of the artist's painting. It evokes emotional changes in the audience in the picture of accidental changes in the field of unknown quantity. This way of painting is actually an expression of the ego, which naturally relegates the dominant position of the artist in the painting. The painting materials control the artist's painting state. For example, the occasional color fluid, the thickness of the materials, the texture effect and other rich changes constructed impact the visual tension and the strong visual appeal attracts the audience. The inherent limitations of this seemingly free, flowing, comfortable way of painting are also highlighted. When "action painting" and "color gamut painting"

"deimage" the image, it is not absolute freedom, but a kind of control. The elimination of the image of objective objects deprives artists of the way to express themselves through concrete depictions. Painting elements such as color, brush strokes and texture show isolation after getting rid of the image and alienate from the subjective intention of the author. Furthermore, it returns to the painting material itself, presenting the audience with the formal framework of the material itself. When action painters and color-field painters tend to be pure in the individualization of art, the participation of subjective intention in the work is reduced. Similarly, the elimination of objective and natural images leads to the elimination of the difference of nature itself in the works. Therefore, the diversified development of abstract painting is hindered and gradually becomes convergent, single and repetitive. That means the creative process is coming to an end. The dilemma of these two styles of painting leads to the confusion of the second generation of artists when they are faced with the choice of development. How to establish their own painting language?

After the first generation of artists establishes this abstract style, some artists of the second generation face with the dilemma of persistence or giving up. At the beginning of 1960, the color-field style of painting began to decline, which means the gradual decline of abstract expressionism. During this period, Diebenkorn gave up abstract painting and turned to the exploration of concrete painting for about 10 years. Later, he returned to his exploration of abstract painting and created the influential series Ocean Park. This turn is undoubtedly a new understanding of the objective nature. Because he believes that abstract painting is still possible, he takes the objective nature as the reference for his creation, seeks for a fitting point between visual experience and objective nature, and constructs his own painting style. In *A Triumph of Painting? A Triumph of America?* written by Zhanggan, it explains that abstract expressionism is a secular, spiritual art that collects what it can find about the most important ideas of human life and then tries to explain, transform, and ultimately change the current state of human beings." [2]

3.CONCLUSION

The highlight of the limitations of "color-field painting" also means the decline of abstract expressionism. There will be new "challenges" between dilemma and choice in the abstract painting. If the form and idea go ahead of the cognition of painting itself, painting will lose its vitality. Then, it is necessary to return to the exploration of objective and natural origin and absorb valuable nutrients. Because the possibility, diversity and eternal development of art should be answered by the role of the difference between the creative subject and the objective nature.

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Research on the Current Situation of Occupation Transition Education for Mental Retarded Students under the Background of COVID-19

——Taking Henan Province as an Example

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Abstract: Under the background of COVID-19, the employment problem of students with mental retardation is more prominent, and their vocational education in school and their career transition before employment directly determine their future employment situation. This paper explores the vocational education and occupation transition of senior students with mental retardation in compulsory education, and makes a detailed investigation and analysis on the education and professional transition service of students with mental retardation.

Keywords: COVID-19; mental retardation; career transition

1. QUESTIONS RAISED

Transition education is a concept widely used in the field of special education. In 1990, the United States Education Act for the Physically and Mentally Handicapped defined "career transition" as: "career transition is a series of extensive services and related experience oriented by social adaptation." It is very necessary for people with mental retardation to receive transition education before employment. [1] At present, the transition education in ordinary schools in China has been relatively perfect, but the transition education and related research in the process of supporting employment for the mentally

handicapped are still relatively few.

Although some students can find jobs with the help of community and school, they can not adapt to work and social life well due to their own physiological and psychological reasons, and the employment situation is not optimistic.

Since the outbreak of COVID-19, the operation of various industries in society has been seriously affected, and the employment adaptation of the disabled before graduation is even more urgent. It is particularly necessary to carry out practical research on the occupation transition of the students with moderate to severe mental retardation from school to society, so as to solve the transition problem of the occupation transition of students with mental retardation from "school person" to "social person", to promote students with mental retardation to adapt to urban community life and integrate into the mainstream society. [2]

2. RESEARCH METHODS

In this paper, 53 senior teachers from 10 special education schools in Luoyang, Nanyang, Xinxiang, Sanmenxia and Puyang of Henan Province were investigated and interviewed. The data were analyzed by SPSS 22.0, and the questionnaire used the self-made survey form of Vocational Education in special education schools.

Table 1 Basic Information of Teachers (number)

| Gender | Age | Qualification Obtaining situation | | | Offered courses | | |
|----------------|---------|-----------------------------------|--------------|-----------|--------------------|----------------|--------------------|
| | | teacher | psychiatrist | physician | specialized course | literacy class | vocational courses |
| Male (11) | 20-29 | 1 | 0 | 0 | 0 | 2 | 0 |
| | 30-39 | 1 | 0 | 0 | 2 | 2 | 0 |
| | 40-49 | 0 | 0 | 0 | 0 | 2 | 0 |
| | Over 50 | 0 | 0 | 0 | 1 | 2 | 0 |
| Female (42) | 20-29 | 9 | 0 | 0 | 2 | 7 | 0 |
| | 30-39 | 14 | 6 | 0 | 3 | 12 | 2 |
| | 40-49 | 10 | 2 | 1 | 2 | 8 | 1 |
| | Over 50 | 5 | | 1 | 0 | 5 | 0 |
| Total | | 40 | 8 | 2 | 10 | 40 | 3 |

3. RESEARCH RESULTS

3.1 Basic information of teachers

Most of them are female teachers. In terms of age structure, 15.1% of them are 20-29 years old; 45.3% are 30-39 years old; 24.5% are 40-49 years old, and 15.1% are over 50 years old. The age structure is reasonable, with middle-aged and young teachers in the majority. From the perspective of teaching disciplines, 18.9% of teachers are engaged in life adaptation, sensory integration, cognition, language training and other professional courses; 75.5% are engaged in cultural courses, and 5.7% are engaged in vocational adaptation and education.

In addition, from the relevant professional qualifications obtained by teachers, teachers' professional qualifications accounted for the largest proportion, reaching 81.2%, doctors' qualifications accounted for only 3.8%, and psychological counselors accounted for 15.1%.

3.2 Teaching content, teaching standardization and teaching methods

In terms of teaching content, in the process of teaching, 38 teachers think that they have integrated the relevant knowledge of occupation and employment, accounting for 71.7%; Only 13 teachers thought that they did not, accounting for 24.5%.

In terms of teaching standardization, there are 46 teachers (86.8%) who think that there are national unified syllabus and teaching materials in teaching. There were 6 people (11.3%) who thought that there was no syllabus or textbook. One person thought that there were municipal teaching syllabus and teaching materials, accounting for 1.9%. In fact, most of the courses without syllabus and textbooks are functional training courses such as language, cognition and sensory integration.

In terms of teaching methods, 33 teachers thought that the teaching of students with mental retardation was mainly collective teaching, accounting for 62.3%. There are 18 teachers who think that individual guidance after collective teaching, accounting for 34%. Only one teacher, accounting for 1.9%, thought that individualized special training was the main way. [3]

3.3 Vocational training courses

From the school vocational training courses, the survey shows that the courses from more to less are: Handmade 25%, baking cooking 23.6%, car washing 22.2%, musical instruments and music 8.3%, planting 5.6%, hairdressing and manicure 5.6%, massage 4.2%, paper cutting 2.8%, home administration 2.8%. It can be seen that each school will set up targeted vocational education courses according to its own advantages and resources, among which hand-made, baking and cooking, car washing are the most common.

3.4 Employment related services

In terms of employment related services, the survey showed that 32 teachers thought that there was no

special person in charge of the employment of students with mental retardation, accounting for 60.4%; 33 teachers thought that there were no employment education courses for students with mental retardation, accounting for 62.3%; 27 teachers thought that the employment tracking service for the students with mental retardation after graduation was also very lacking, accounting for 50.9%. However, quite a number of schools have targeted employment welfare units and school enterprise cooperation projects.

4. SUGGESTIONS

4.1 To improve the professional level of vocational education teachers in the stage of compulsory education

At present, the lack of vocational education teachers is one of the difficulties in special education schools, so we should pay attention to the cultivation of vocational teachers. However, the number of vocational education teachers is not enough, and the degree of specialization of the existing vocational education teachers is low. Graduates with teaching ability can be introduced from vocational and technical colleges, and in-service teachers can participate in vocational learning, so as to promote the transformation of some special education teachers to vocational education teachers.

4.2 To improve the professional standards of special education teachers, and enhance the service ability of teachers

Most of the students with mental retardation return to family life after graduation, and do not have a smooth employment. Secondly, the employment transition service for students with mental retardation in special education schools is not enough, and there is no special person responsible for it, no employment education courses, and no employment tracking service after graduation. There is no specific standard for special education teachers' transition service ability, which directly leads to the lack of guidance and evaluation standards. Therefore, special education teachers' transition service ability can be included in the existing special education teachers' professional standards. [4]

4.3 To follow the principle of individualization and carry out targeted training

The results show that students with mental retardation have good health and safety awareness and leisure and entertainment ability, but poor ability to live at home and use community. Therefore, we should follow the principle of individualization, help students with mental retardation to complete the smooth transition from school to post school life through ITP, or strengthen the education and training of their home life ability, practical community ability and social communication ability. [5]

4.4 To call on the public to pay attention and strengthen cooperation from all walks of life

It's necessary to call on more enterprises to actively

accept the employment of the mentally handicapped groups and expand their employment scope. The school actively absorbs various resources to provide more practical opportunities for students. At the same time, it is suggested that these enterprises which accept the employment of the mentally handicapped groups can be given better tax incentives and incentives to promote the stability and sustainability of resources.

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On the Teaching Mode of Oral English with the Assistance of Multimedia

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Abstract: English is an important part of modern education. In the context of the increasing foreign trade, it is particularly important skillfully use oral language. With the advancement of science and technology, the use of multimedia-assisted teaching methods has emerged and gradually developed. Such new teaching model has considerable advantages and unique features for overcoming the difficulties of oral English teaching over the years. Multimedia teaching can stimulate students' interest, improve the enthusiasm of English teaching, and help students to take the initiative in oral communication. This paper studies the current situation and difficulties of oral English teaching, and analyzes the advantages and practical models of multimedia-assisted teaching.

Keywords: Multimedia; English; Oral language; Teaching

INTRODUCTION

With the development of multimedia, the use of multimedia in education has become more and more common, and multimedia-assisted education has become a new direction for the development of educational technology abroad and at home. English education has also been reformed through this advanced technology.

Multimedia provides advanced teaching methods and unprecedented teaching conditions for English teaching. The effects of English teaching are mainly manifested in students' abilities in listening, pronunciation, reading, writing and translation, but modern English teaching focuses more on improving students' ability to communicate in English [1].

1. TRADITIONAL TEACHING MODE OF ORAL ENGLISH AND ITS DIFFICULTIES

1.1 Limited teaching conditions are and students' lack of interest

English teaching in China is mainly affected by behavioral theory and various conditions, especially in terms of hardware equipment, the teacher-centered teaching model is teacher, blackboard, and chalk. In this model, the teacher has to talk more and analyze in depth and detail. Students are accustomed to writing and excerpting. Teachers teach according to their understanding of teaching content, while students only memorize them mechanically. The interaction between teachers and students is sparse. Many students are limited in time due to classroom

activities, resulting in less possibility of participation and the lack of sufficient practical opportunities. As a result, students' enthusiasm of learning has not been well developed. For a long time, students lost interest in classroom activities, and even feel bored and tired. The final result is that the students who have learned oral English do not want to speak English, and they dare not speak English and have no confidence in spoken English.

1.2 Difficulties in traditional oral teaching

The difficulties often encountered in oral English teaching are as follows: (1) Oral English is fragmented. There is a lack of logic and it is difficult to adopt a step-by-step approach. (2) The practice of boring language makes it difficult for students to mobilize. (3) It is difficult to organize education in the classroom. (4) The expression level of students varies greatly, and the level of students varies. (5) Students have poor skills in English thinking, grammatical errors and cultural differences in communication have increased. Teachers tend to teach language courses straightforwardly, and ignore the development of students' communication skills. (6) Oral textbooks tend to be updated more slowly, and discussed topics are often outdated, which does not conform to students' communication interests. These are difficult problems for English teachers. Even if they want to cultivate students' communication skills, it is difficult to develop oral English teaching, which makes students' comprehensive ability even more difficult.

2. THE TEACHING MODE OF MULTIMEDIA-ASSISTED ORAL ENGLISH

2.1 Retelling method

Retelling is not a single recitation, and there is no requirement for learners' memory ability. It requires students to use the language from a dynamic perspective, which is based on the performance of the material and his own understanding. Retelling the main content of the material can exercise the students' memory, logical thinking ability, creativity and oral English ability, which is worth trying in oral English teaching.

2.2 Dubbing practice

By using multimedia to show a movie, the teacher first keeps silent and asks students to watch the silent movie, then guess the next content and dialogues, and then play the sound so that students can prove their

conjecture. By using the pause key to analyze sentence by sentence, the students can imitate and dub. Through these exercises, students can improve their observation ability and oral imitation ability [2].

2.3 Film viewing method

World classics are not only lively, but also useful for oral English learning. Many words and dialogues are worth watching and pondering. Oral English teachers can also choose the movies that students are interested in, so that students can learn knowledge, vivid stories, elegant music and various emotions in happiness, which are also helpful to students. Watching first-class foreign movies can not only help students to learn pure pronunciation, but also help them to learn many simple and practical English expressions.

2.4 Scenario representation method

The students are required to collect a large number of relevant words before the scene dialogue in the next lesson, highlight the theme and expression, and are given three or four minutes to share their research results. Then the prepared situation will be displayed on the screen, so that the team can choose the situation they like to do the actual preparation work. Students have a sense that they can do their best in practice and learn the language in a positive and interesting way.

In addition to these methods, it can also include a variety of games-guessing, information consultation and impromptu speech. Therefore, some scholars suggest that only by providing students with different forms of teaching activities can they ensure a sustained interest in learning. In a word, teachers should make full use of the advantages of multimedia and play an active role in the classroom to stimulate students' interest and guide students to actively participate in classroom activities and transform English knowledge into communication skills.

3. ADVANTAGES OF MULTIMEDIA-ASSISTED ORAL TEACHING

3.1 To strengthen sensory stimulation and improve learning efficiency

The use of multimedia-assisted teaching can display sounds, images, texts and animations to learners, strengthen students' intuitive experience, and make learning vivid and happy. Internet resources provide students with the necessary teaching materials for learning, such as basic knowledge, vocabulary examples, etc., which not only have film effects, but are also rich in information. In the same class, traditional teaching cannot provide students with such a large amount of information and learning content.

3.2 To provide a high-quality learning environment and overcome the shortcomings of traditional

teaching

Oral communication requires an environment where we can learn and use oral English. Most traditional oral English training is only conducted in the classroom, and students often learn oral English for exams and grades. With the help of multimedia, students can directly play English movies, English programs and reference materials according to their own requirements, and even communicate with foreign friends in English. Multimedia provides students with opportunities to obtain English information and practice, which is helpful to improve students' oral communication skills.

The foreign language course is essentially a professional skill training course, and the intensity of students' practice is directly proportional to the speed of improving their speaking ability. In traditional classrooms, due to the limitation of the number of students, teaching time and teachers' energy, the intensity of student practice is relatively insufficient [3]. Educational software can replace this part of the teacher's work, overcome the shortcomings of the traditional school model, and students can practice according to their own needs.

4. CONCLUSION

In summary, the advantages of multimedia-assisted language teaching are clear. It is rich in wealth and interesting forms, which can stimulate students' interest in education and improve their oral English skills. Multimedia technology, as an auxiliary tool, breaks the limitations of traditional teaching methods, and will become an important part of oral English teaching, making oral English teaching a brand new development. Of course, teachers should not rely too much on multimedia technology, they must use it appropriately and reasonably. Multimedia technology can never replace the teacher's role in guidance and supervision. There is no doubt that the dissemination and development of multimedia technology will bring many benefits to language education and will benefit many teachers and students.

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An Analysis of the Rebellious Spirit of Jane Eyre

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Abstract: Jane Eyre is the masterpiece of Charlotte Bronte, a well-known woman writer in England, and is one of the unique novels in the Victorian Age as well. It tells a story about Jane Eyre, a woman with knowledge and rebellious spirit pursuing liberty, equality and true love. In this paper, I'll briefly introduce the life experiences of Charlotte Bronte, analyze Jane Eyre's rebellious spirit and put forward my own views.

Keyword: Rebellious spirit ; Jane Eyre ; Charlotte Bronte

1. INTRODUCTION

1.1 The background

In the 19th century, under the influence of the development of the industrial revolution, a large number of progressive ideological trends such as democracy and science flooded in, which promoted the growth of female writers. The Bronte sisters became the household female writers in this period, among which Charlotte Bronte was the oldest sister, the author of Jane Eyre, which is also her representative work. The two younger sisters were Emily Bronte, the author of Wuthering Heights, and Anne Bronte, the author of Agnes Gray. At that time, the social status of women was relatively lower than men. With few job opportunities for them, women did not have the equal rights as men, and they weren't able to strive for higher status for themselves. Perhaps out of concerns over the public's discrimination against female writers and ignoring the value of the work, Charlotte used Currer Bell, the relatively neutral pseudonym to publish Jane Eyre for the first time. For a time, it was believed that the works of her sisters were also wrote by Currer Bell. Later, when Charlotte republished Jane Eyre, she clarified it.

The critics describe Jane Eyre as a "poetic life" portrayal of Charlotte. It is an autobiographical work, because in which the heroine Jane Eyre's life experiences, personality, thoughts and willpower have reflected Charlotte herself. Besides, some ghostly and horrible elements in Jane Eyre deprive from Charlotte's tragic childhood.

Mr. Bronte was a poor clergyman. After their mother died, the Bronte sisters were sent to the Clergy Daughters' School in 1824. The tough and cruel life of the school was the prototype of the Lowood school in which Jane Eyre studies. In the school, due to the bad food and poor living conditions, the two elder

sisters, Maria and Elizabeth died of lung disease, which caused a great blow to Charlotte. When Charlotte grew up, she worked as a governess, which was the only occupation open to ladies at that time, during which she suffered a lot of discrimination and cruel treatment. After the success of the three sisters' literary creation, Anne and Emily died of tuberculosis and inflammation of the lungs respectively.

Charlotte had an independent view of love. At the age of 38, she overcame the strong opposition of her stubborn father and married a clergyman. Though love came a bit late, it gave Charlotte great comfort and happiness. But at the year of her marriage, she passed away after catching the chill. The rough life experiences were the inspiration of Charlotte's creation, which also cultivated her strong self-esteem character. It also gave Jane Eyre spiritual quality, so that she still firmly pursued the belief of equality and freedom in her tragic life experiences, and maintained the independent and self-strengthening characteristics.

1.2 Main content

Jane Eyre was an orphan. Both her father and mother had died when she was a baby. Then she lived a tough life in her uncle's home. Especially after her uncle passed away, her aunt severely abused her and sent her to Lowood school, which was called "hell on earth". In the school, Jane Eyre got acquainted with her best friend, Helen, who died in an infectious cold in Lowood. After growing up, Jane Eyre's love with Rochester had been challenged. Jane Eyre felt obliged to pursuing independence in economic and equality in status. When Rochester was a rich manor owner, Jane Eyre's mood was up and down. Her belief of independence and self-esteem made her unable to accept Rochester's love with ease. Finally, Rochester lost his property and became blind. Jane Eyre resolutely returned to him, and got both status and spiritual equality of ideal love.

2. JANE EYRE'S REBELLIOUS SPIRIT

2.1 Jane Eyre's unfortunate childhood at Gateshead

In Jane Eyre, Jane's childhood and youth were unfortunate. Born in a poor clergyman family, her parents died when she was still a baby, and she was fostered to her uncle's home. After her uncle's death, her cousin despised her, and her aunt abused her. Even the servants screwed her over, too. However, her experience did not make her lose heart towards life, instead, make her rebellious spirit rooted in her mind. She always protected herself through actions in

time. "In the face of the abuse of her cousin and aunt, she was not frightened at all. When John beat her, she dared to wrestle with him and fulminated against him, "Wicked and cruel boy! You are like a murderer---you are like a slave-driver---you are like the Roman emperors [4]5!"

When the snobbish servant Miss Abbott said, "For shame! What shocking conduct, Miss Eyre, to strike a young gentleman, your benefactress's son! Your young master[4]6." She retorted, "Master! How is he my master? Am I a servant[4]6?" She insisted, "You think I have no feelings, and that I can do without one bit of love or kindness; but I cannot live so: and you have no pity[4]6." The confrontation with Mrs. Reed spoke out her inner feelings "I am not deceitful, if I were, I should say I love you: I dislike you the worst of anybody in the world except John Reed[4]30." "I am glad you are no relation of mine, I will never call you aunt again so long as I live. I will never come to see you when I am grown up; and if any one asks me how I liked you, and how you treated me, I will say the very thought of you makes me sick, and that you treated me with miserable cruelty[4]30." She couldn't bear her aunt's unreasonable slander. She confirmed that she was not a child who was addicted to lying. She was not adored just because she was honest. To my mind, the difference between Jane Eyre and the other women is that Jane Eyre has been aware of the oppression she has suffered as a woman. And after being tolerant and silent over and over again, she found that it didn't change the present situation. Eventually, she was no longer silent, beginning to speak for herself and protesting the oppression brought by the male dominated society under the patriarchy. And the female consciousness of Jane Eyre came to life. All the sufferings had tempered her mind. Her young heart was full of rebellious consciousness, and she was not willing to be pushed around. This kind of rebellious consciousness in her childhood was valuable.

2.2 Jane Eyre's tenacity in girlhood

After leaving her aunt's home, Jane came to Lowood school. It was full of hunger and cold. With the hard living conditions and cold, hypocritical and pedantic superintendent, children here including Jane Eyre suffered both physically and mentally. Luckily, here, Jane met a beautiful and kind-hearted girl, Helen and the understanding teacher, Miss Temple. The presence of Helen and Miss Temple resisted the anger of Jane Eyre and mitigated her rebellion. Thanks to their help and protection, Jane Eyre spent eight years in peace. And she also had versatility, knowledge, sound character and strong minds.

The similar family background and childhood experience made Jane Eyre and Helen become good friends, sympathizing and supporting with each other. But different from Jane Eyre's rebellion, Helen was a good girl who was used to rolling with the punches, accepting and tolerating humiliation, which

frequently made Jane Eyre feel helpless and irritated. When seeing Helen being beaten, "while I paused from my sewing, because my fingers quivered at this spectacle with a sentiment of unavailing and imported anger, not a feature of her pensive face altered its ordinary expression[4]48." Jane Eyre was surprised at Helen's silence. It also affected Jane Eyre, making her mind a little more peaceful. As an angel in Lowood school, a hell on earth under the cover of religion, Miss Temple often helped those lonely and helpless girls through her trivial power. With the care of Miss Temple, Jane Eyre learned the necessary knowledge, talent and quality for outstanding women. However, Miss Temple's sudden leaving took away the only sense of security of Jane Eyre, as well as the fantasy that made Jane Eyre feel that Lowood was like home. However, in Lowood school, the typhus fever broke out, out of 80 girls were unfortunately infected with diseases, including Jane's good friend Helen, whose death, on the one hand, made Jane Eyre lose her only friend, on the other hand, it also made her understand one thing: death was not terrible, but the silence and tolerance in the face of death and oppression was. And it added infinite strength and courage to her rebellion in the future. Helen's death made Jane sorrowful, and also strengthened Jane's determination to fight against the unfair reality. Instead of being threatened by the tough life and harsh superintendent, she was full of disgust and hatred for the inhuman treatment of the school, and her rebellious spirit was further sublimated.

2.3 Jane Eyre's self-esteem and self-respect at Thornfield Hall

Jane received six years of education and served as a teacher for two years at the Lowood school. After Miss Temple left school, Jane came to Thornfield Hall as a governess. Her student was a girl under 10 years old, Miss Adele. Jane found that Rochester, the owner of the manor, was melancholy, moody, and sometimes rude. From a humble background, Jane Eyre looked plain, but she was honest, independent, and dared to express her views. She dared to express her feelings to her employer, but it didn't mean that she would yield to him, on the contrary, she would express her opposition to him at certain times.

For example, when Rochester wanted to marry Miss Ingram and planned to keep Jane as his governess, Jane retorted angrily, "do you think I can stay to become nothing to you? Do you think I am an automaton? ---machine without feelings? And can bear to have my morsel of bread snatched from my lips, and my drop of living water dashed from my cup? Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong!--I have as much soul as you,---and full as much heart! And if God had gifted me with some beauty and much wealth, I should have made it as hard for you to leave me, as it is now for me to leave you. I am not talking to you now through the medium

of custom, conventionalities, nor even of mortal flesh;---it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood at God's feet, equal,---as we are[4]244-245!" She tried hard to maintain her independent character. Jane's self-esteem and self respect won Rochester's heart. At this moment, Jane also fell in love with Rochester and agreed to his proposal. At the time of the marriage with Rochester, Jane Eyre suddenly knew that Rochester got married 15 years ago, and his wife was the crazy woman locked in the third floor. Although she knew Rochester really loved her, she could not obtain the status of a lawful wife. Therefore, Jane Eyre resolutely chose to give up this relationship. Moreover, she thought that love should be equal and sincere. She couldn't bear being cheated and was not willing to accept the incomplete love. This was also the peak of Jane Eyre's rebellious consciousness.

2.4 Jane Eyre's determination to come back to Rochester

After leaving the Thornfield Hall, Jane suffered a lot of pain and misery. Later, she met the parson Mr. St. John. Soon, Jane learned that Mr. St. John was her cousin and that her uncle had left her all his property before he died. Then Jane decided to divide the inheritance equally. Mr. St. John appreciated Jane Eyre's characteristics of self-strengthening, self-supporting and self-esteem. Mr. St. John proposed to Jane and asked her to go to India to preach with him. However, Mr. St. John did not propose to Jane Eyre with true love, but the consideration of finding a suitable wife for the missionary.

Jane refused him in that St. John thought that she was only suitable to be a missionary's wife. Jane Eyre insisted that the basis of marriage be love. She was not willing to be used as a tool by Mr. St. John. At this moment, Jane realized that she still loved Rochester. Then she resolutely chose to return to

Rochester. But when she came to Thornfield Hall, the beautiful manor had turned into ruins. The kind and responsible Rochester became blinded in order to save her. Even so, Jane didn't disdain him at all and got married with him. Two years later, Rochester's eyes recovered, and he could see the beautiful woman and the world again. Eventually, Jane got a happy life with her love after suffering a lot of pain.

3. CONCLUSION

To sum up, Jane Eyre, the representative work of Charlotte Bronte, a famous British woman writer, tells the story of an intellectual woman who pursues freedom, equality and true love and is full of rebellious spirit. The novel concentrates realism, romanticism, feminism and autobiography, breaking the traditional shackles of British literature and injects new power into the feminist movement. In the childhood, Jane had been full of rebellious consciousness, unwilling to put up with the bullying of Mrs. Reed, her cousins and the maids. In her girlhood, Jane's rebellious spirit had been further sublimated. Facing her lover Rochester, she resolutely maintained her character of independence and self-esteem, pursuing sincere, equal, pure and beautiful love. In the end, she managed to find her own happiness and love.

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An analysis of the Structure and Types of Teacher Education Curriculum in Local Normal Universities in China

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Abstract: The structure and types of the teacher education curriculum is one of the important components within any national educational system. Based on the text analysis of 45 teacher education professional curriculum programs in 15 normal colleges in China, we compared them on two key features: (1) the structure teacher education curriculum, and (2) the types of teacher education courses. In this study we found that, the curriculum structure of teacher education has been gradually optimized, and the scope and content of general education are expanded, and the number of teacher professional courses has increased. The teacher education curriculum has obviously changed from "knowledge - based" to "ability - based". However, the courses from elective section of general education are limited and the curriculum system lacks gradient. Therefore, it is necessary to design interdisciplinary courses, optimize relevant course contents, increase the gradient of course system, and strengthen individual-oriented curriculum elements.

Keywords: new teacher education; teacher education, curriculum reform

1. INTRODUCTION

The State Council of the Central Committee of the Communist Party of China issued Opinions on Deepening the Reform of Teaching Staff Construction in the New Era (opinions) in 2018 and the Ministry of Education issued Action Plan for Revitalizing Teacher Education (2018 – 2022) (action plan). It aims to promote the reform and development of teacher education at present and improve the quality of teacher education. MOE also proposed that teacher education with Chinese characteristics should be re-built.[1] Therefore, it is believed that teacher education in China has entered an era of "new normal education". Some scholars believe that it is a change of direction and re-position to "de-normalization" in 1990s.[2] But it does not only mean to follow the old path, but also inherit and transcend the original normal education. Moreover, it reflects the open, professional and lifelong nature for teacher

education.[3] More than half of the existing 192 normal universities in China are local normal universities[4] and are undertaking the important task of cultivating basic education teachers, and are playing an important role in serving the local economic, cultural, educational and social development at present. This study analyzed the current situation of curriculum reform for teacher education in local normal universities so as to put forward suggestions for possible improvements of teacher education curriculum. Two research questions:

(1) What is the structure teacher education curriculum in local normal universities in China?

(2) What are the types of teacher education courses in local normal colleges in China?

2. CONCEPTS AND METHODS

There are mainly three value orientations of teacher education curriculum, namely, knowledge-based orientation, competency-based orientation and individual orientation.[5] Knowledge-based orientation focuses on teachers' mastery of subject-related professional knowledge, educational professional knowledge and practical knowledge; The competency-based orientation focuses on what professional abilities the qualified teachers should have, and emphasizes the cultivation of explicit abilities and competency for teaching practice; Individual orientation focuses on the free development of teachers' personality, teachers' needs for self-improvement and self-development, and cultivation for teachers' scientific and humanistic qualities. However, cultivating teachers with abilities for practicing teachers' ethics (learning to teach, learning to educate and learning to develop) became the current goal and orientation of teacher education in China.[6] This orientation does not only require teachers to master certain knowledge and have certain ability, but also requires the teachers to possess certain moral sentiments and know how to develop themselves, which integrate the knowledge-based, competency-based and individual orientations.[7]

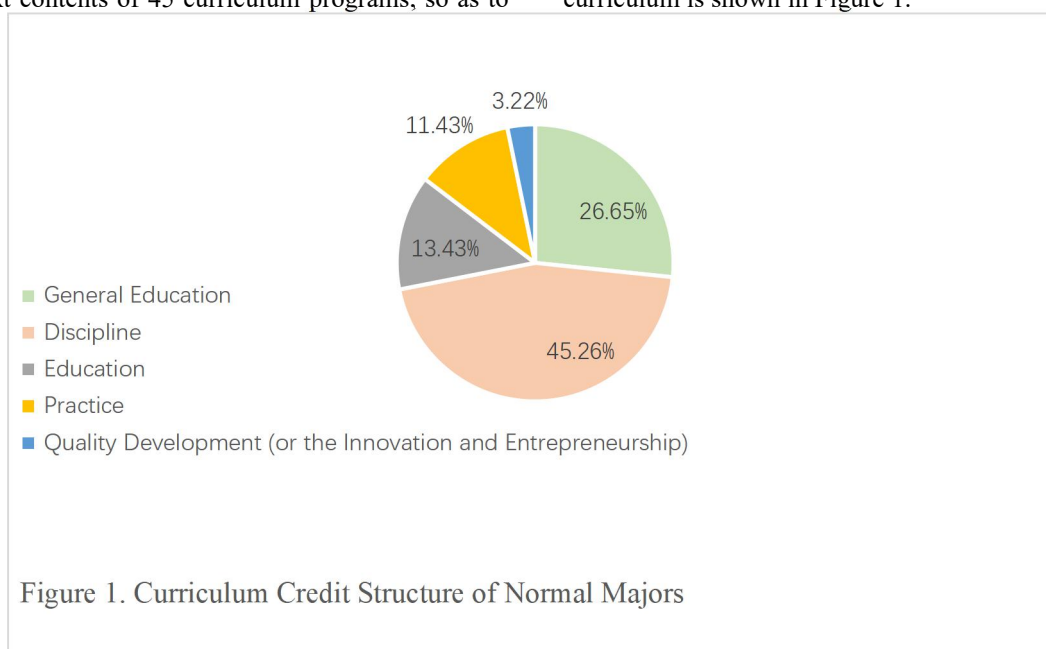
This study selected the curriculum programs which were implemented in 2020 (including relevant curriculum syllabus, teaching plan, revision guidance and specific curriculum implementation) for science undergraduates in 15 local normal universities as samples (45 copies in total). The sampling methods are convenient sampling and random sampling. 15 universities are located in provincial capital city or prefecture-level city from these provinces of Jiangsu, Shandong, Guangdong, Guizhou, Hebei, respectively, among which provincial normal universities account for 91.1 % (41 curriculum programs), while the municipal normal universities account for 8.9 % (4 curriculum programs). The majors involved include mathematics, physics, chemistry, life science, science education, computer, geography science, information and technology, psychology. Based on the qualitative research method, this study sorted out and analyzed the text contents of 45 curriculum programs, so as to

analyse the structure and types of teacher education curriculum in local normal universities in the new era, and reflect upon the problems that need to be improved in the process of teacher education reform in local normal universities.

3.FINDING

3.1The curriculum structure

The author sorted out the curriculum structure of 45 curriculum programs, and found that the minimum score of the credit of each major is 157, and the maximum is 176.5, with an average score of 167.3. Therefore, the author analyzed the curriculum credit structure of each normal major to find out each normal major mainly has five kinds of curriculum types, including the General Education, the Discipline, the Education, the Practice and the Quality Development (or the Innovation and Entrepreneurship). The credit structure for each curriculum is shown in Figure 1.



The traditional teacher education curriculum consists of public basic curriculum module, discipline curriculum module and education curriculum module, together with necessary internships and graduation thesis. The proportion of discipline curriculum module is relatively high, and the credits account for 60 % – 70 % of the total. However, the education curriculum is the same as before, including pedagogy, psychology and education law, and the credits only account for 6 % – 10 %.[8] This survey found that the discipline curriculum module of teacher education curriculum in local normal universities still received attention, and its credits accounted for 45.26 %. Although it still ranks the first in the credit structure, its proportion shows a decreasing trend. General education curriculum module is also placed in an important position, which accounts for 26.65%, ranking the second. The percentage of education curriculum is 13.43 %, showing an obvious upward

trend.

It is also found that many schools regard students' social practice, scientific and technological innovation, cultural and sports activities, subject competitions as an independent curriculum module for quality development or innovation and entrepreneurship, which shows that the practice courses are further strengthened and expanded. The percentage of quality development or innovation and entrepreneurship courses is low. However, it is well accepted that the local normal universities have attached importance to setting up the curriculum goal for improving the quality or innovation and entrepreneurship of the students.

3.2General education curriculum

General education curriculum is fully introduced in 15 local normal universities, and includes compulsory public basic courses (two moral education courses, English, P.E. and computer, etc.)

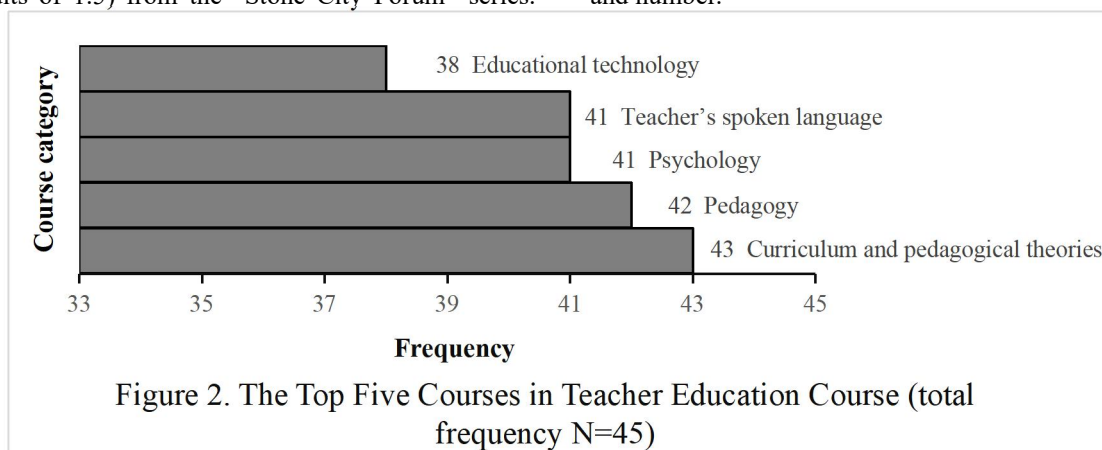
and elective courses including humanities and arts, social science and natural science courses. At the same time, some universities have also added the education courses for international mutual understandings and some courses with local cultures. Moreover, these courses show certain interdisciplinary characteristics. These elective courses in each university have generally 6–15 credits, and most schools divide them into 3–7 modules or types. There is the assignment of the elective courses of one university as an example as follows.

The elective courses from general education curriculum in this university include philosophical ethics and human feelings module, science and technology development and scientific spirit module, political law and civic awareness module, Chinese and foreign culture and world vision module, art appreciation and aesthetic experience module, social life and survival wisdom module, stone city forum module. The six modules of the elective courses are divided into humanities, science and sports and arts. Students have at least three cross-category electives (total credits of 4.5), including “humanities” 1 (credits: 1.5) + “science” 1 (credits: 1.5) + “sports and arts” 1 (credits: 1.5), and eight lectures (total credits of 1.5) from the “Stone City Forum” series.

The aim of these selective courses focuses on cultivating students' humanitarianism, scientific spirit, civic awareness, world vision, aesthetic taste and survival wisdom, and lays a foundation for students' all-round development and professional development.

3.3 Education curriculum

Teachers are versatile professionals who do not only need to know 'what to teach', but also must know 'how to teach'. [10] Therefore, the education curriculum module cannot be separated from teacher education curriculum and it includes these courses that present the characteristics of education majors such as pedagogy, psychology, curriculum and pedagogical theories and educational technology that are still the main courses of the education curriculum module in local normal universities (see Figure 2). In addition, relevant elective courses such as 'developmental psychology', 'adolescent psychology', 'psychology of teaching and learning', 'education measurement and evaluation', 'educational statistics' are also presented in this curriculum module in various universities. Some courses for cultivating teaching skills, such as “education technology”, “microteaching”, “art of classroom teaching”, “Mandarin and oral skills”, “teacher etiquettes”, have gradually shown an upward trend in terms of content and number.



3.4 Practice courses

The practice curriculum module is an important part of the teacher education curriculum both in China and abroad, which aims to cultivate the teaching ability for the pre-service teachers through the real teaching situations or simulated teaching cases. Two of the 45 copies of curriculum programs do not indicate the time for teaching practice, while 43 (95.6 % of the total) indicate the time from 10 weeks to 18 weeks. The practice course include practice with experienced teachers and intensive internship. We will refer to practice with experienced teachers as apprenticeships. The apprenticeships is basically arranged in the first semester or the next semester of the third academic year, while the intensive internship is in the first semester of the fourth academic year or throughout the whole year. Some curriculum programs even add

the teaching observation and experience in the first or second year. It can be seen that the current intensive practical curriculum for teacher education integrates the practical courses with the theoretical courses, and strives to put practical courses through the whole process.

Quality development courses or innovative entrepreneurship courses also belong to practice curriculum module. These courses, which are not included in the general education curriculum, help improve the ability of scientific research and innovation for teachers as well as their quality. The credits are basically between 3 and 10. Table 1 shows the arrangements for quality development courses as well as innovation and entrepreneurship courses in the typical schools. In the guidance for the curriculum programs in each school, the objectives

and contents of these courses are explained to some extent. For example, University A clearly puts forward

...build up the training platform for student practice and innovation, support the students to participate in scientific research so as to integrate the practice training as well as innovation and entrepreneurship education with the whole process of talent training; increase the practical teaching and reform the teaching methods, vigorously strengthen the construction of open experiments and innovative entrepreneurial training projects so as to cultivate students' innovative spirit and practical ability; strengthen the integration of professional education and innovation and entrepreneurship education, improve the curriculum system of innovation and entrepreneurship education, excavate and enrich education resources for innovation and entrepreneurship in various professional courses, and emphasize the innovation and entrepreneurship education in the process of imparting knowledge.

The concept for the quality development courses or

Table 1 A List of Quality Development Courses or Innovation and Entrepreneurship Courses in Typical Universities

| University | Courses | Credit and Proportion |
|------------|---|-------------------------|
| A | innovation and entrepreneurship competitions, certificates for professional skills, innovation and entrepreneurship training projects, achievements in scientific research and national patents, self-employment projects | ≤ 8 , $\leq 4.7\%$ |
| B | innovation and entrepreneurship courses, training courses for scientific research | ≥ 3 , $\geq 1.9\%$ |
| C | quality and ability development courses; innovative practice in the professional practice courses | 3, 1.7-1.8% |
| D | entrepreneurship courses in general education and practice | 4, 2.4-2.5% |
| E | innovation and entrepreneurship courses in quality development plan and general education | 8, 4.7% |

4.CONCLUSION

Since the public compulsory courses for general education are stipulated by the education authorities (e.g. two moral education courses, English, P.E. and computer etc.), most of courses for cultivating the scientific and humanistic qualities of pre-service teachers are elective. However, from the assignment of these curricula in 15 normal universities, the traditional public basic courses belong to general education, which accounts for a large proportion, while the elective ones only account for less than 10 %. Therefore, the reform for general education curriculum is incomplete. Moreover, there is a fact that public courses are carried out in the name of general education curriculum, which may lead to the results that both the students and the teachers for these courses pay little attention to most of the elective, so it is difficult to achieve the goal of the general education curriculum.

The general education curriculum of each university must respond to its cultural backgrounds, social and political characteristics, training objectives and

innovation and entrepreneurship courses are consistent with the reflective and critical concept for the teacher education reform advocated by the United States.[10] For example, the 'New College Curriculum' for the Normal School of Columbia University emphasizes the cultivation of the pre-service teachers' critical spirits under the influence of critical orientation, and advocates the pre-service teachers to go out of the classroom to participate in practical research, so that they can understand the relationship between education, society and culture.[11] Therefore, quality development courses or innovation and entrepreneurship courses help promote the cultivation of reflective and research type teachers with critical spirits. It also complies with the requirements that teachers are reflective practitioners who should fulfill professional development in the process of studying their own experience and improving educational and teaching behaviors in 'Teacher Education Curriculum Standards'. Table 1

missions.[12] According to the survey results, most general education curriculum for normal majors is similar to those for non-normal majors without highlighting the requirements for cultivating the pre-service teachers' cultural qualities. Some experience is worth learning in the world. For example, Thomson University in USA has set up the general education courses for expanding students' disciplinary visions, namely, Educational History and Contemporary View: American Urban Schools & Education, Morality and Change.[13] The general education courses for normal majors in Singapore include Social Situations of Teaching and Learning and Literature, Education and Culture.

From the perspective of curriculum provision, some elective courses for general education are interdisciplinary in some sense, but they account for very small proportion. The proportion for the quality development courses or innovation and entrepreneurship courses is very low, which are with certain characteristics of discipline integration. Secondly, the local normal universities do not only

attach importance to pedagogy, psychology and discipline teaching theory, but also set up a certain number of education courses (such as modern education technology, primary and secondary school teaching material analysis), which reflects the development trend changing from the traditional knowledge-based orientation to ability-based orientation for normal education. However, there is still a lack of interdisciplinary courses from the cooperation of colleges and an integration of arts and sciences. These practice and research courses with the combination of the discipline knowledge, education theory and practice being similar to the clinical simulation courses for training doctors are insufficient. Therefore, the teacher education courses in local normal universities has changed from knowledge-based orientation to ability-based orientation. In the process, courses with the individual-based orientation for promoting the reflection, integration and innovation of pre-service teachers still need to be further strengthened.

From the survey of 15 normal universities, the curriculum system focuses on the horizontal breadth and lacks a certain gradient. the practical courses mainly focus on the teaching skills of pre-service teachers but ignore the cultivation of teachers' professional beliefs and emotions as well as the improvement of teachers' reflective ability. From the perspective of improving the depth, how to design the curriculum system for cultivating the students' high-level abilities need to be discussed though we extended the time for practice courses.

5. SUGGESTIONS FOR IMPROVEMENT

We need to set up a curriculum structure with a certain breadth and a certain gradient. Low-grade courses should be basic and extensive while the high-grade courses should be challenging and cutting-edge. We should not only extend the time and change the location for the senior students' internships, but also create a peak experience for them based on their learning characteristics and curriculum gradient as well as the internship projects in primary and secondary schools. We should increase the opportunities for practice and research, and establish challenging peak courses for normal majors through courses for advanced seminars, clinical simulations and internship reflections.

The general education curriculum module should select the interdisciplinary problems from society, economy, politics and education between China and Western countries in the new era as course resources. Education curriculum module need to integrate theory and practice to promote the teachers' wisdom in complex situations.

It is worth mentioning that the practice courses for pre-service teachers for rural areas should emphasize the devotion to rural education and integrate the rural elements.

More practice courses such as experience and research could be added to help students understand the value of rural education and enhance their confidence to make contributions. From the perspective of teacher education, some investigation, narration and case analysis related with educational policies and social situations should also be included in quality development courses or innovation and entrepreneurship courses.

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Research on the Training Mode of Innovative Accounting Talents in Colleges and Universities in the Era of Knowledge Economy

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Abstract: In the era of knowledge economy, in order to grasp development opportunities and meet challenges, countries generally attach importance to innovative education and training innovative talents. Innovative education in colleges and universities, as the main part of cultivating innovative talents, undertakes the main task of cultivating innovative talents.

Keywords: knowledge economy; Innovative talents; Cultivation mode

1.BACKGROUND OF KNOWLEDGE ECONOMY

Knowledge economy is more cited or researched as a concept in higher education. But the knowledge economy is, in the final analysis, an economy, and higher education is a social organization for cultivating talents. The two can be said to be completely different fields, but knowledge has become the link between higher education and the knowledge economy. Because there is an inseparable internal connection between the rapid and comprehensive development of higher education and the rapid progress of science and technology. First, higher education has promoted the development of the knowledge economy in terms of scientific and technological innovation. Now the ability of higher education to innovate in science and technology has been recognized by the public. The most important element of the knowledge economy is knowledge. Without the vigorous promotion of higher education in imparting knowledge and cultivating innovative talents, a country's economic development would be like water without a source. Second, from the perspective of the operational laws of education, the knowledge economy has promoted the development of higher education, and has also put forward new requirements for higher education; higher education provides talents for the knowledge economy, and the sustainable development of the knowledge economy provides talents for higher education training. Material security. The interaction and complementarity between the two make them closely integrated.

2.THE REQUIREMENTS OF KNOWLEDGE-BASED ECONOMY SOCIETY FOR ACCOUNTING INNOVATIVE TALENTS

2.1.The organic combination of basic knowledge and professional knowledge is the knowledge premise of innovative talents. In the era of knowledge economy, the level of basic knowledge and professional knowledge can not directly determine the level of its innovation ability, but the improvement of its innovation ability must be based on its knowledge level. It is a wrong understanding to cut off innovation from knowledge and emphasize one aspect unilaterally. First of all, innovative talents should have solid basic knowledge. Secondly, innovative talents should master advanced professional knowledge and skills. Third, innovative talents should combine solid basic knowledge with profound professional knowledge and skills, so as to become a complete and effective innovative knowledge system.

2.2.Highly developed intelligence level and innovative ability. Innovation mainly depends on highly developed intelligence and innovative ability based on developed intelligence with solid basic knowledge. Innovative talents generally have: First, they have a keen sense of innovation needs. They can be keenly aware of what innovation society needs, which is directly related to whether to innovate without social needs and the effectiveness of innovation results. Second, the ability to transform innovation achievements. It is one of the basic qualities of innovative talents. Innovative talents have proved their achievements in theory through their own efforts, but whether their innovative achievements can be transformed into realistic productivity is one of the important indicators to measure whether innovative talents are qualified or not. Third, learn new knowledge and scientific research ability independently and quickly. After entering the era of knowledge economy, the speed of knowledge renewal is very fast. Innovative talents should learn how to quickly master new knowledge and understand the current scientific development trend, which can increase the effectiveness of

innovation and avoid useless work. Therefore, it is an essential quality for innovation to acquire new knowledge independently. Scientific research ability is one of the basic qualities that innovative talents must possess, which includes: the ability to collect, organize and analyze data; Mastering scientific research methods; The ability to think independently and the ability to transform innovation into productivity.

2.3. Free development personality with innovative quality. The process of innovative talents' innovation can be said to be the process of displaying their own personality, and those who are modeled and surrounded by numerous restraints cannot innovate. First of all, we should have the innovative spirit to face difficulties, setbacks and numerous pressures, and always insist on our own judgment and firmly believe in our own abilities. Strong curiosity and desire for knowledge are also the basic qualities of innovative talents. Secondly, the correct scientific attitude and the spirit of cooperation also influence the success of innovation. In the attitude towards scientific research, innovative talents should follow the qualities of seeking truth from facts, being cautious, making bold assumptions and carefully verifying. Innovative talents should be modest and cautious in their attitude of cooperation with others, and take mutual learning and common progress as the basic principle. Those who despise others and admire themselves will encounter difficulties in the process of innovation and hinder the realization of innovation goals.

2.4. The value orientation of life place that is willing to make hard efforts for innovation. They regard innovation as a part of realizing their life value, combine society, country and human with innovation activities, and pursue their life for social development, national prosperity and human progress. Innovative talents should also establish correct moral values. Innovation can promote social development, and the same part of innovation can also bring disaster to society and even the whole mankind, so as to establish a correct moral outlook and urge one's own innovation direction and behavior, so as to truly contribute to mankind.

3. CONSTRUCTION OF ACCOUNTING TALENTS TRAINING MODE

(A) The Construction of Trinity Talents Training Model Based on Ability Standard

The way to educate professionals with ability as the focus is put forward on the basis of contrast with the way of educating talents with subject knowledge as the focus. One of the biggest characteristics of the ability-based talent training model is that it pays great attention to ability training and ability. Training is the same as the focus of subject knowledge education. Of course, this does not deny the role of subject knowledge as the focus. If we want to educate students who are "employment-oriented and

ability-oriented" well, we must change the original teaching arrangements. After the change, the teaching arrangement will focus on students' practical learning, putting theoretical knowledge into practical operation, to a "certain and sufficient" level, taking all practical training as the focus of teaching, and rationally using theoretical knowledge.

For the arrangement of teaching courses, it is necessary to realize in-depth reforms of the curriculum system, focus on cultivating accounting talents with professional application ability, arrange courses reasonably and effectively, and focus on the cultivation of basic courses for students, based on "Enough" standard to show the advantages of practical courses. Adhere to the practice of integrating engineering and learning, educating the talents that social enterprises really need, transforming traditional teaching methods, and organically combining theoretical teaching with practical teaching. At the same time, pay attention to the training of students' professional ethics and health psychology and other personal qualities to improve students' professional ethics and good psychological quality.

Effectively screen, integrate and strengthen the original accounting professional courses

Screening is to judge the courses and professional knowledge that you need to master based on the two principles of necessity and sufficiency, which can adapt to the development of modern society, and delete those unnecessary, purely theoretical content that has no practical value.

Integration is to systematically integrate the same content in similar or related professional curriculum settings, and then form an organic whole in one's mind, which not only saves unnecessary time wastage, but also improves Improve your own learning efficiency. For example, in "Accounting Fundamentals", the teaching of basic accounting theory has formed a systematic and detailed explanation, so when learning "Enterprise Financial Accounting", the same or similar content in the first chapter can be deleted. , And then a simple review is enough. At the same time, the content of the teaching materials should be sorted appropriately to adapt to the specific learning situation of the students and the mastery of the teaching content of the teacher. For example, when studying the two chapters of "Accounting Vouchers" and "Main Business Accounting" in "Accounting Fundamentals", you can integrate theory with practice and teach in a backward-to-forward way. It conforms to the students' cognitive law, and is more conducive to students' thinking activities, and better grasps the content of this chapter of accounting documents. This means that in the teaching process, we must break through the previous traditional teaching methods and teach flexibly.

Reinforcement, focusing on the development and

training of their own practical operating ability, and then completing the writing of applied textbooks with the aid of the analysis and summary of the practice, and also focusing on the learning and application of students' operating ability. When writing course materials, follow the rules of "wide foundation, emphasis on practicality", choose the course teaching content correctly and reasonably, so that the theoretical knowledge is put into practical activities, and the moral education teaching is integrated into the professional curriculum. In the course of teaching, and the academic certificate and vocational qualification certificate can also be combined to form a new teaching concept and teaching method that focuses on practical ability.

Take employment as the orientation, strengthen practice and skill training

Vocational education is slowly advancing, and educational innovation is also continuing to develop. People are beginning to pay more attention to the education of practical skills for vocational education. The first step is to increase the teaching weight of practical courses. As we all know, the general professional class time arrangement is 70% of the total class time, and then the practical class time is 50% of the professional class time. Therefore, the education and teaching of professional skills emphasizes practice, and these two standards must be met: professional courses and skills practice Carry out a good integration; let the skill practice ability well adapt to the requirements of the current market and position, and be targeted. The theory can be well applied to practice, and theory is the guiding ideology of practice. For example, in the basic theory teaching of "Basic Accounting" and "Enterprise Financial Accounting", single-item simulation training is used. The original vouchers, accounting vouchers, account books, and statements involved in "Basic Accounting" can be completed by means of simulated data filling, and when teaching "Enterprise Financial Accounting", it is by means of the original vouchers used for simulation. Analysis to complete the explanation of all economic business activities. Realize the transformation from "textual expression" to "written proof". This has also paved the way for future students to carry out practical training, internships and internships in cooperation with schools and enterprises.

Construct curriculum modules with the goal of comprehensive vocational ability training

Regarding how to arrange the courses of the accounting major, it is necessary to link the goals and standards to be achieved in the cultivation of talents. In the teaching methods of students, it is necessary to analyze and understand and master professional theoretical knowledge while strengthening the practical operation ability. At the same time, the previous three-stage teaching method is no longer used, but the curriculum is divided into four modules

according to different functions for teaching, which are cultural basic module, professional basic module, professional assessment training module and moral education module. These four modules all work in coordination and complement each other.

(B) accurate positioning of training objectives

Students who come out with new ideas and goals are talents with real abilities. Implement the teaching goal of "starting from employment and taking ability as the foundation". This method is the inevitable outcome of the reform of secondary vocational education, and it is also beneficial to cultivate talents with high level of practical operation. Therefore, the reform of teaching in secondary vocational schools should be closely linked with the development direction of market economy, adhere to the viewpoint of competency-based teaching, and strengthen the cultivation of the working ability and overall quality of the teaching objects. First, we should be aware of the future work direction, basically focusing on small and medium-sized companies, especially small private companies; Second, actively learn the latest knowledge, understand the new knowledge framework, and strengthen overall literacy.

From the perspective of market demand, there are three levels of job requirements in the company's accounting work: first, simple financial work; Secondly, accounting workers are required to be responsible for the operation of the company and related decision-making matters.

Accounting talents training plan in colleges and universities: firstly, they can meet the post requirements of the company; secondly, they have excellent professional ethics and professional standards, can easily and correctly use their professional knowledge, and have comprehensive quality, which can provide comprehensive high-skilled talents for accounting, management and service positions; moreover, colleges and universities pay attention to the future growth space of students, and strengthen their knowledge level for upgrading, so that such talents can meet the requirements of colleges and universities for accepting students' ability in accounting.

(C) under the knowledge-based economy, ability-based curriculum design

The method of focusing on ability to educate professionals is put forward on the basis of comparing with the method of focusing on subject knowledge. One of the biggest characteristics of the ability-based talent training model is that it pays great attention to ability training and ability training, which is the same as the focus of subject knowledge education. Of course, this does not deny the role of focusing on subject knowledge. If we want to educate students who are "employment-oriented and ability-based", we should change the original teaching arrangement. After the change, the teaching arrangement will focus on the students' practical

learning, put the theoretical knowledge into practical operation, reach a certain and sufficient level, take all practical training as the teaching focus, and use the theoretical knowledge reasonably.

As far as the arrangement of teaching courses is concerned, it is necessary to reform the curriculum system in depth, focus on cultivating accounting talents with professional application ability, arrange courses reasonably and effectively, pay attention to the cultivation of students' basic courses, and show the advantages of practical courses based on the standard of "certain and sufficient". Adhere to the integration of engineering and learning, educate talents that social enterprises really need, change traditional teaching methods, and organically combine theoretical teaching with practical teaching. At the same time, we should pay attention to the curriculum training of students' professional ethics and healthy psychology, so as to enhance students' professional ethics and good psychological quality.

Effectively screen, integrate and strengthen the original accounting courses

Screening is to judge the courses and professional knowledge that one needs to master and can adapt to the development of modern society by taking the two principles of necessity and sufficiency as the standard, and to delete those unnecessary, useless and purely theoretical contents.

Integration is the systematic integration of similar meanings or the same contents in the curriculum of related majors, and then forms an organic whole which is interrelated and interactive in one's own mind, which can not only save unnecessary waste of time, but also improve one's learning efficiency. For example, in the Basic Accounting, the teaching of the basic accounting theory has formed a systematic and detailed explanation, so when studying the Financial Accounting of Enterprises, the same or similar contents in the first chapter can be deleted, and then a simple review can be made. At the same time, the content of teaching materials should be sorted properly, so as to adapt to the specific learning situation of students and the mastery of teachers' teaching content.

Strengthening, focusing on the cultivation and training of one's own practical operation ability, and then completing the writing of applied teaching materials with the help of analysis and summary of practice, and also paying attention to students' learning and application of operation ability. In the course of writing textbooks, we should abide by the rule of "wide foundation, emphasis on practicality", correctly and reasonably select the course teaching content, put the theoretical knowledge into practical activities, combine moral education with professional courses, and combine academic certificates with vocational qualification certificates, so as to form a new teaching concept and teaching method focusing on practical ability.

Employment-oriented, strengthen practice and skills training

Vocational education is advancing slowly, and educational innovation is developing continuously. People begin to pay more attention to the education of practical skills of vocational education. The first step is to increase the teaching weight of practical courses. As we all know, the arrangement of general professional class hours is 70% of the total class hours, and then the practical class hours are 50% of the professional class hours. Therefore, the education and teaching of professional skills emphasizes on practice, and these two standards must be met: professional courses and skills practice are well integrated; Let the skills and practical ability adapt well to the requirements of the current market and position, and be targeted. So that theory can be well applied to practice, and theory is the guiding ideology of practice. For example, in the basic theory teaching of Basic Accounting and Enterprise Financial Accounting, single simulation training is adopted. The original vouchers, bookkeeping vouchers, account books and reports involved in Basic Accounting can be completed by means of simulated data, while the explanation of all economic and business activities can be completed by means of the analysis of the original vouchers used by simulation in the teaching of Enterprise Financial Accounting. Realize the transformation from "written expression" to "written proof". This also lays a good foundation for students to practice, probation and post practice with school-enterprise cooperation. With the goal of cultivating comprehensive professional ability, construct curriculum module

As to how to arrange the courses of accounting specialty, it is necessary to link the goals and standards of talent cultivation, analyze and understand students' teaching methods, master professional theoretical knowledge and strengthen practical operation ability. At the same time, instead of using the previous three-stage teaching form, the course is divided into four modules according to different functions, namely, cultural foundation module, professional foundation module, professional examination training module and moral education module. These four modules are coordinated and complement each other.

Modular decomposition of teaching mode is to refine the teaching objectives in essence, which makes the teaching objectives clearer and clearer. There are two types of professional courses, one is required and the other is optional. Elective courses are selected by students according to their own interests or personal development needs. In this part of the professional basic module, the core courses of a major are the most basic subjects that the major requires to master, and other courses can be selected and set differently according to the different directions of each major. There are two main goals of curriculum module

setting, one is to strengthen skills training, and the other is to improve comprehensive professional ability. Finally, it can realize the training of accounting majors with practicality, flexibility, sociality and sustainable development.

The main purpose of setting up the cultural basic module is to improve students' scientific and cultural quality and help students form a good reading habit; And can understand and master the use of modern office facilities; Enhance students' self-learning ability and self-control awareness, and improve students' social adaptability in all aspects, thus providing a good cultural foundation for them to go further in their study and work.

Professional basic module: The teaching philosophy of this module is "ability-based, employment-oriented, and the cultivation of comprehensive professional ability as the goal". It combines practice with professional theoretical knowledge to strengthen the ability to put theoretical application knowledge into practice. This module can be associated with the professional examination and training module, and cooperate with each other to become a professional module structure. When teaching and learning in the course, there is no conflict between the two modules. What should be paid attention to is the connection and difference between the two modules. In this part, there are three kinds of specialized courses, namely, industrial enterprise accounting, commercial enterprise accounting and financial enterprise accounting. Students' choices are mainly based on their own interests and abilities.

Professional assessment training module: This module is mainly aimed at students' comprehensive operation ability, textual research and practice ability. At the beginning, students are required to learn the knowledge of various professional courses, and they can be integrated and applied together; Then there is textual research. The basic certificates to be obtained are accounting qualification certificate, accounting computerization certificate, etc. If the students' major is three years, the textual research usually begins in the third or fourth semester. It is necessary to start comprehensive training and probation in the fifth semester. Finally, it is an internship.

(D) multiple innovations in teaching methods

To change the traditional single pure theoretical teaching form in the past, so as to promote the enhancement of students' professional skills, it is like using brand-new teaching methods as much as possible while continuing to strive for education and teaching, for example, combining with practical cases, collaborating in groups, simulating practice or debating. In this way, it can greatly arouse students' enthusiasm and autonomy in learning, and enable students to develop and enhance their skills in autonomous learning, unity and cooperation, and finding and solving problems independently.

When teaching, teachers should abandon the previous teaching method of "full house irrigation", pay attention to students' main role, fully arouse students' enthusiasm for learning, and advocate the application of efficient teaching methods combining the practice of "learning by music, doing by learning, and learning by doing", so that students can not only experience the fun of learning, but also practice in a happy learning atmosphere, and then slowly understand and master the classroom teaching content. In the process of teaching, teachers can also combine heuristic, interactive, case teaching, situational teaching and other teaching methods that can produce more interaction with students, realize the perfect combination of "teaching, learning and doing", focus on cultivating students' accounting ability, and implement teaching activities integrating theory with practice through the accounting workflow of checking original vouchers, filling in accounting vouchers, registering account books and compiling accounting reports. In this process, Attention should be paid to the improvement of students' hands-on operation ability, as well as the cultivation and exercise of innovation ability, independent thinking ability and adaptability to deal with problems, so as to comprehensively improve the teaching effect and enhance students' comprehensive quality.

In the teaching process, the post project teaching mode of post-driven, project-oriented and integration of classroom and practice place should be used flexibly. Each post project is taught one by one according to the six working steps of "task, plan, decision-making, implementation, inspection and evaluation". A detailed post assessment scheme is helpful to comprehensively measure students' learning effect, and truly realize the new transformation of professional docking industry, curriculum docking post and teaching material docking skills.

In terms of assessment methods, colleges and universities stick to the traditional single theoretical assessment standard, while students pay attention to rote learning of theoretical knowledge in teaching materials in order to cope with the upcoming theoretical written test, which can not truly reflect a student's actual professional ability and comprehensive ability, which is actually contrary to the employment-oriented school-running policy. Therefore, in students' daily teaching activities, some examinations on quality, ability and skills should be added, and the promotion of these examinations will promote students' professional ability. The main methods are as follows: taking team project operation, simulating the establishment of a company, negotiating and so on to train and cultivate students' professional ability. In terms of assessment methods, it is necessary to closely combine students' employment direction for assessment, and focus on students' professional ability. The main new

assessment methods are: case reports, classroom speeches of case discussions, and scoring of accounting simulation operations. In addition, the evaluation criteria for students' experimental courses should be comprehensively evaluated in combination with students' performances in all aspects, with emphasis on stimulating students' autonomous learning and attaching importance to the improvement of their own abilities.

(E) Optimize teaching equipment and training bases

Improve the on-campus training base

When establishing an on-campus training base, the requirements for the base mainly include: having perfect functions, advanced equipment, distinctive features and meeting the needs of teaching, etc. Because the accounting industry is quite special, it has caused some troubles for off-campus training, which highlights the preciousness of on-campus training. Then, in order to provide students with a platform for skilled accounting post setting, business operation process and skill practice, the school will set up a training base with the advantages of comprehensive performance, high-end facilities, outstanding characteristics, etc., and at the same time realize the needs of curriculum teaching purposes. The training content mainly aims at these seven aspects: accounting comprehensive practice, accounting manual simulation, accounting computerization, enterprise tax payment, ERP sand table comprehensive simulation, marketing simulation, enterprise simulation electronic sand table application collaborative platform, etc. The establishment of this training base will greatly improve students' comprehensive professional ability. The training contents set during the experimental period in the school basically include: counting banknotes, bill processing, fixed assets accounting, voucher processing, wage accounting, inventory accounting, operating results accounting, cost accounting, current accounting, financial management, report preparation, comprehensive accounting treatment, banking, tax accounting and payment. With the help of the above-mentioned practical training operations, students can have a deeper understanding and mastery of accounting business processes.

Establishing a training base on campus can first stimulate students' learning enthusiasm and subjective initiative; Secondly, it can also help students to operate and train practical skills, and help students better understand the actual work and business processes, so that students can have higher professional ability and competitiveness in employment.

Strengthen school-enterprise cooperation

Because the school has increased the use scope of accounting simulation laboratory, and the hardware and software devices used in it have been further upgraded and optimized, the secondary vocational

schools should pay more attention to practical activities and setting up laboratories than ordinary universities, so as to improve the utilization rate of resources. On the premise of setting up a special laboratory on campus, the process of establishing an off-campus experimental site has become particularly fast, which can help students to find good opportunities for practical activities. At the same time, on the basis of mutual benefit, we should make rational use of social and educational resources and create many stable and safe experimental places outside the school. With the help of the cooperative relationship between the school and the company, we can get the latest economic information and the current company's requirements for the required talents at any time, and we can also get a lot of information about the technology in this industry. In addition, the school can put forward guiding opinions on the teaching work through the professionals and engineers in the company, which is helpful to realize the education and training of professionals and the arrangement of teaching methods. In addition, both schools and companies need to keep close contact with each other, so that both the future development direction, the sharing of information resources and the research of science and technology can reach the cooperation intention, promote the deep-level and high-content cooperation between schools and enterprises, and achieve mutual benefit and win-win. School-enterprise cooperation should avoid misunderstanding: we should not simply position school-enterprise cooperation as finding internship units for students, or just introduce enterprises into schools to provide suitable internship bases for students. In fact, school-enterprise cooperation should integrate the advantages of all aspects, and carry out school-enterprise cooperation from teachers, curriculum system, curriculum content, places and contents of students' practical training, etc., so as to improve students' professional skills and teachers' professional skills in an all-round way, enhance the professional curriculum construction that meets professional needs, and jointly develop vocational education textbooks to adapt to the development of the times.

Fully tap the radiation power of industrial enterprises, perfectly combine the educational function of schools with the social service function, establish diversified activities such as "order training", social vocational skills training, and jointly build training bases, and establish and improve an effective mechanism of resource sharing and mutual benefit between schools and enterprises.

Build a school-enterprise training base. To strengthen the corresponding relationship between post projects and practical training bases, on the basis of the principle of mutual benefit, both schools and enterprises need to clarify their rights and obligations, and jointly build and share practical training bases.

The actual facilities of the accounting simulation training room are improved, and training facilities such as manual accounting simulation training room and comprehensive accounting simulation training room are added to complete the connection between students' training and employment positions, and enterprise accountants are hired to train students' skills in various accounting positions under the simulation environment, so as to enhance students' comprehensive professional ability and practical operation ability.

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The Exploration of the Evaluation Indicators of the Alumni Work based on the Two Tiers Management of the University and the College

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Abstract: As the quick development of the Chinese universities, the alumni work has played an increasingly important role in a university. In order to set up a scientific, standardized and systematic alumni workflow and provide better services to alumnus, some universities have already tried to draft up some indicators to evaluate the alumni work performance. This article is to explore the key evaluation indicators of the alumni work under the two tiers management of the university and the colleges in it.

Keywords: alumni work, alumni service

INTRODUCTION

An integral university is comprised of all the students, teachers and staff in the university as well as all the alumnus who have already completed their education. The alumnus are the concentrated illustration of the achievements in the personnel training of a university. The contributions of the alumnus to the society determine the reputation of the university to a great extent. That's why it is said that alumnus are the precious strategic resources of a university [1]. Therefore, universities in China now are continuously strengthening the management of their alumnus, keeping frequent contacts with the alumnus, providing more services to alumnus, and seeking more opportunities to cooperate with alumnus, which aim to establish the community of the university and the alumnus, and to realize the working goals that gathering people by contacts, gathering attentions by services, and gathering powers by cooperation. A better performance of the alumni association in the new epoch will provide strong assistance for the growth and development of the university and the alumnus. At present, many famous Chinese universities have begun to make the top-level designs and development orientations for their alumni work by using the model of two tiers management of the university and the colleges in it [2]. As a new management model, it defines task responsibility and mission, that is, to move down the management focus, reinforce the college duties, and establish the management system with the macro-adjustment at the university level and the micro-implementation at the college level. Under the management model, the college has to carry out

its own alumni work, have more contacts, communication and cooperation with its alumnus and form an organic and unified network of the work. In order to arouse the attention of the colleges, some universities have drawn up some key indicators to evaluate the alumni work for the university and the college. The key indicators may push them to help the alumnus grow up and to offer the all-round services to the alumnus.

1.KEY INDICATORS FOR THE WHOLE UNIVERSITY

The Alumni Association Office in the university undertakes the functions of coordination, services, supervision and information construction. It has to coordinate all the departments in the university to work together to solve the major problems of alumni work, and set up the alumni work mechanism for the whole university. To some extent, to evaluate the work performance of the university is to evaluate the work performance of the Alumni Association Office in this university. And the key indicators to evaluate the Alumni Association Office should consider the facts about the macro-policy demand of colleges about establishing and perfecting the alumni services, the basic construction for the alumni work as an integral one, and the service mechanism as guiding principle for all the college alumni work.

1.1Regular united symposium of alumni work

Regular united symposium of alumni work is a necessary task. The president of the university should be the leader of the symposium and the vice president assigned responsibility for the alumni work should be the deputy team leader of the symposium. And the participants of the symposium should consist of the chiefs from the departments of Educational Administration, Graduate School, Student Affairs, Human Resource, and Archives as well as the Network Information Center and Library. Besides, the representatives of all the colleges and all the alumni associations should also be invited to join the symposium. The symposium should be the conventional mechanism of the university, which sets a secretariat in the Alumni Work Office, and regularly be held to discuss the definition of alumni, the classified services and the alumni affairs and so on. In the symposium, all the participants invited may communicate and notify the process of the alumni

work, the experience of organizing alumni activities, etc.

1.2 Alumni database construction

Accurate and effective alumni information collection and update are basis for alumni work. The Alumni Association Office should work with the Educational Administration, Graduate School, Archives, Informatization Promotion Office and Network Information Center to push the co-construction and sharing of the alumni information by linking up the data from the enrollment system, management system of student's status and employment system. The aim of the alumni database is to sort and count all the grades, classes, and integrate the alumni's academic information before graduation with their development information after graduation. For a university with long history, it is a task for the Alumni Association Office to check up the alumnus in different historical periods. The alumnus contains not only the students who got the diploma or the staff in the university, but also those who has ever got the short-time training or taken a refresher course, as well as the postdoctoral fellows and the visiting scholars [3]. The Alumni Association Office should make plans as a whole before establishing the alumni database, and classify and itemize the alumni in different periods and in different categories. Classification and itemization of the alumni in the university history are the prerequisite of the construction of alumni database, while easy sorts and counts are one of the goals of the construction of the database.

1.3 Optimized alumni services

The alumni work roadmap of the "Lifecycle" should be drawn up, and the contents of the complete cycle model service should be optimized, which means the university should supply services to the alumnus from their admission to their education to their employment, at last to that they become the alumnus [4]. The alumni service system should cover all the alumnus, including potential students, students on campus, and alumni at different ages after graduation. The service provided should make alumnus feel better so as to gain more sense of identity and close affinity from alumnus and gather the powers of alumnus. The Alumni Association Office should draw up the standardization and workflow of the alumni work, such as the details of the service programs when alumnus get back to school, the venues which is open to alumnus, distribution of the information about the alumni activities. Besides, the Alumni Association Office should push the procedure to establish the regional alumni organizations within China and the overseas alumni organizations in different countries.

2. KEY INDICATORS FOR THE COLLEGES

The college is the first line to get in touch with the alumnus in a university. The affection of alumnus to a university is shown specifically to the college in which they have ever received their own education

[5]. Good performance of the alumni work will benefit the college. For example, the information provided by the alumnus is powerful supplement for the colleges, such as the research information, employment information, and information between enterprises, etc. These information is so necessary and important that it will help improve the educational effects of a college. In view of the importance mentioned above, the key indicators to evaluate the alumni work performance of a college should focus on the maintenance of the long-term relationship between the alumnus and the college.

2.1 College alumni work system

The college in the university should build up the alumni work system. The dean take the overall responsibilities of the college alumni work, make college-level design and plans for the alumni work, set up a working team, and guarantee the work from the aspects of funds, personnel and sites. The alumni work system includes the jobs of training the alumni work team, no matter full time or part time employees, improving their working abilities, optimizing the evaluation and incentive of alumni staff, establishing strategic cooperation with the alumni enterprises, inviting alumni as tutors, and setting up the practice base for the college students, and so on.

2.2 Alumni contact network focusing on the class director system

The class director is the bridge and bond of the college and the alumni, and the important person for the implementation of the alumni work by the class grid management. It is necessary to build up the class director system, by which the college may contact all the class students in each grade through him/her. The building of the class director system is the key work of the formulation of alumni contact network. Therefore, colleges should devote much attention to the class directors. Before graduation, the colleges should coordinate with the Alumni Association Office of the university to select and appoint the class directors, and supply training for the class directors.

2.3 Alumni service system with the center of alumni homecoming activities

Inviting alumnus back home is one of the important ways to gather the power of alumnus for the college. The alumni service in a college should focus on the alumni homecoming activities. On the moment of the alumnus homecoming, the college may provide a series of services, such as providing brochures, propaganda materials and souvenirs, providing convenient and proper sites for their activities, providing the information or technology the alumni need, providing the chances for alumnus to cooperate with the other alumnus or the college, as well as providing the donation programs for alumnus to give back to Alma Mater.

3. CONCLUSION

The alumnus are the mobile name cards [5] of a

university and a college, and influence the school's honor. As the precious intangible assets of a university and a college, the alumnus may plastic the social image of a university and broaden the radiation of a college. Therefore, the alumni work of a university may help widely propagate the achievements and extend the social influence of the university and the colleges. How to build up the effective alumni work system at the level of a university and the level of a college needs a set of scientific evaluation indicator system as a practical guide.

ACKNOWLEDGEMENT:

This is the research result of the Higher Education Science Research-13th Five-year Plan Key Project of the China Society of Higher Education, the Special Projects “ 2017 Alumni Work in Universities ” . (Project No.: 2017XYZD01)

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A Preliminary Study on the Implementation of Ecological Civilization Education in Geography Course for Six-year Normal University Students

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Abstract: the ecological civilization education mainly through education related activities to achieve educatees ecological consciousness and civilization accomplishment and orderly development, and urge educatees to explore the system principle of nature and society, realize the human, human and nature, man and the comprehensive improvement of social relations, and guide the educatees realize all-round growth, more power in the process of social sustainable development. The six-year normal university students will mainly engage in education after graduation. Their ecological literacy will not only affect their personal ecological values and ecological morality, but also have a fundamental impact on the growth of more students. The study from the sixth-form students born geography curriculum value and significance of ecological civilization education in research, analyze and explore the effective ways of ecological civilization education, make the students more rational use of natural resources, the respect to nature and form healthy way of life consumption, realize the harmonious development of economic society and the nature.

Key words: six-year normal university students; Geography course; Ecological civilization

1. INTRODUCTION

Geography course takes the relationship between geographical environment, human activities and geographical environment as the main research content, which involves all fields of nature and humanity at the same time. Geography course has unique advantages in ecological civilization education, which plays a very positive role in the development of citizens' awareness of ecological civilization. In relationship as the main line of sixth-form students geography curriculum focuses on the coordinated development of population and land value and role of thought, actively advocate to partners which will be the students' consciousness of ecological civilization plays a vital role in culture, with the help of a comprehensive global macro perspective for students has more effective education

of ecological civilization.

2. VALUE OF THE IMPLEMENTATION OF ECOLOGICAL CIVILIZATION EDUCATION

2.1 Transmit environmental knowledge and establish a sense of environmental responsibility

Sixth-form students geography curriculum education main content covers the natural, cultural and regional three plates, emphasized in terms of education content and in the process of human survival and development is based on the nature, characteristics and law of environment, clear the environment associated with constraints, this is the students correctly understand the basis of the relationship between man and nature. Humanistic geography paper will focus on the related questions of human activities and geographical environment, regional geography focuses on basic rules of its development in the area of, at the same time, the present situation of the ecological environment in the process of education introduced a large number of related content, which will motivate the students of the ecological environment crisis, makes the students gradually develop environmental responsibility.

2.2 Cultivate the consciousness of ecological civilization and form the concept of sustainable development

Emphasis on ecological consciousness is mainly in ecological civilization education concept of nature, human and nature harmonious coexistence of modern citizens should keep the attitude to the treasure and rational use of natural resources, actively implement the harmonious coexistence of human and nature, and diverse in geography curriculum education material can provide effective guidance for geography teaching activities, students' saving consciousness will be gradually established. Sustainable development requires that we must pay attention to green GDP. Only by actively realizing environmental protection and sustainable development can students gradually form a healthy lifestyle and green behavior habits.

2.3 Take the initiative to form attitudes and values of ecological civilization

Teachers actively impart environmental knowledge to

students in teaching, encourage students to develop the awareness of ecological civilization, and actively practice the requirements of ecological civilization in life practice, which will enable students to gradually form a love and respect for the natural environment, maintain an equal and fair attitude, and face the world with a tolerant attitude. Sixth-form students geography curriculum during the ecological civilization education for students to focus on the environmental behavior of daily life, from the details make students form the correct attitudes and values, ecological civilization consciously in the life attitude and practice of ecological civilization value idea, this will ensure that they after into teaching jobs better result and influence their students, So that more people can pay attention to the environment and ecological civilization.

3. IMPLEMENTATION STRATEGY OF ECOLOGICAL CIVILIZATION EDUCATION IN GEOGRAPHY COURSE FOR 6-YEAR NORMAL UNIVERSITY STUDENTS

3.1 Digging into teaching resources and enriching the knowledge of geographical environment

High school geography teaching in the process of the implementation of ecological civilization education teachers should be covered in the teaching material of environmental protection laws keep attaches great importance to the education content, dig deep knowledge from the teaching material, will link up ecological civilization education content, eventually form a complete system of ecological civilization education, which will help students better understand and grasp the ecological civilization education related content, To realize the orderly improvement of students' ecological environment knowledge. In the process of resource integration, teachers should pay attention to the natural curriculum resources and social curriculum resources around the school, especially the contents related to the development, utilization and protection of hometown, encourage students to discuss and explore, and strengthen students' understanding and cognition of environmental knowledge. Students are very familiar with the topography, hydrology, natural resources and environmental conditions around the school. These contents are full of attraction for students, and they will have the desire to explore, which can help students better understand environmental knowledge and keep students clear about the ecological benefits and social environmental benefits.

3.2 Adhere to student-centered and build an ecological civilization education model

In teaching, teachers can try diversified teaching modes to activate students' interest and enthusiasm in environmental knowledge and eliminate the noise and boredom caused by geography learning. In the teaching process, teachers should actively adopt effective teaching methods to guide students to deeply explore environmental knowledge and

maintain strong enthusiasm. For example, teachers should guide students to participate in the discussion of ecological civilization education by means of cooperative learning mode, or use role-playing mode to clarify the positions of different groups in the discussion of environmental issues. For example, the author in the heart of the global climate warming teaching the students into several groups, the students try to respectively from the government, individual, scholars and the perspective of environmental groups to search for information, clear its own position and in-depth discussion, the students in the heat of the argument process and deal with the cause of the global warming has formed a more in-depth understanding of. Secondly, teachers can give full play to the advantages of modern teaching methods in the teaching process, and use multimedia and other ways to present dynamic scenes for students. For example, during the explanation of the relationship between Marine pollutants and ocean currents, the author used short videos to help students understand the causes and consequences of Marine pollution, and used animations to simulate the process of ocean currents to help students better understand knowledge. After watching, students put forward their own ideas and opinions, and students' understanding of environmental knowledge was effectively strengthened, and their enthusiasm for exploration was significantly improved.

3.3 Strengthen teachers' environmental awareness with the help of major festivals

World Earth Day, World Environment Day, World No Tobacco Day, and Arbor Day are all festivals set by international organizations and countries to protect the living environment of human beings. To carry out environmental protection and education activities in these festivals can make more people pay attention to the status quo of the world's beautiful scenery and resources. In particular, people can have a deeper understanding of the harm caused by human beings to the environment and actively improve the environment. The geography educators should make use of the major festivals to carry out propaganda and educational activities, so that students can form a sense of environmental responsibility and awareness of environmental distress. Geography teachers as the leading education should actively play the ecological civilization education, teachers themselves should continue to improve environmental awareness and environmental protection ability, guide students to gradually form a correct environmental moral character and environmental awareness, with their own words and deeds to influence more normal students.

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Transmitting Hand Puppetry as an Intangible Heritage

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Abstract: Intangible heritage is a growing concept of emphasis in international communities. Hand Puppetry is the most significant manifestation of the performing arts in Taiwan. This study will in particular explore organizational management and training approaches that ensure their artistry and skills are transmitted, contributing to the dissemination of intangible heritage.

Keywords: Hand Puppetry, Intangible Heritage, Performing Arts

1. INTRODUCTION

Intangible heritage has become one of the discourses of international communities and academia in recent decades. At the international level, UNESCO plays a leading role in recognizing and safeguarding intangible heritage as well as promoting international instruments and related activities (Lira & Amoêda, 2009). The UNESCO 2003 Convention defined the term ‘intangible heritage’ as the practices, representations, expressions, knowledge, skills - as well as the instruments, objects, artefacts and cultural spaces associated therewith - that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. Referring to Taiwan’s Cultural Heritage Preservation Act, intangible cultural heritage includes:

(1) Traditional Performing Arts;

(2) Traditional Craftsmanship;

(3) Oral Traditions and Expressions;

(4) Folklore;

(5) Traditional Knowledge and Practices.

2. PRACTICES OF HAND PUPPETRY

Inasmuch as Hand Puppetry can be treated as the representative of Taiwan’s intangible heritage in the performing arts. In general, Hand Puppetry has two categories: traditional Hand Puppetry and Golden Light Hand Puppetry. In terms of the evolution of Hand Puppetry, it has gone through three stages of development: the initial stage, the developed stage, and the transition stage. Various types of performances emerged during these stages, such as Longdi Play, Nanguan Play, Beiguan Hand Puppetry, Ancient Books Play, Swordsmen Play, Japanized Hand Puppetry, Outdoor-stage Hand Puppetry, Indoor-stage Hand Puppetry, Golden Light Hand Puppetry, Radio Hand Puppetry, Hand Puppetry Films, Recording Hand Puppetry, and TV Hand Puppetry.

2.1 Variations in the development

In the past decades, with the influence of circumstances and government policies, Hand Puppetry has undergone diverse shifts (Table 1) Hand Puppetry was introduced from Quanzhou and Zhangzhou, which was called a ‘Longdi Play’ at that time. Then, it was influenced by Nanguan and Beiguan plays to develop successive systems.

Table 1 Variations in the development of Hand Puppetry

| Variations | Type of Hand Puppetry (Liu, 1990) |
|---------------------------------|-----------------------------------|
| Growth and Localization | Longdi Play |
| | Nanguan Play |
| | Beiguan Hand Puppetry |
| | Ancient Books Play |
| | Swordsmen Play |
| | Outdoor-Stage Hand Puppetry |
| Political Concerns | Indoor-Stage Hand Puppetry |
| | Japanized Hand Puppetry |
| New Media and Modern Techniques | Golden Light Hand Puppetry |
| | Recording Hand Puppetry |
| | Radio Hand Puppetry |
| | Hand Puppetry Films |
| | TV Hand Puppetry |

However, with the appearances of new media (e.g. radio, television, films) and modern techniques, there were more types of performance generated, such as Golden Light Hand Puppetry and, in particular, TV

Hand Puppetry. Meanwhile, audiences had broader choices and turned away from indoor-stage performances. Practitioners hope to make a comeback to a former glory or prosperity; therefore,

refined, intercultural, performances are their strategy.

2.2 Management modes

For most practitioners of Hand Puppetry, to be living and dynamic has been their principle and intention. Regardless of official support and the intervention of civic organizations, these troupes and individuals always try to create their own value while

transforming as variations to accommodate the changing environment and different demands. Overall, current groups of Hand Puppetry can be divided into commercial-oriented and non-commercial-oriented troupes and artists by their natures (Table 2).

Table 2 Forms of current practitioners of Hand Puppetry

| Natures | Types | Occasions |
|--|-------------------------------------|--|
| Commercial-oriented troupes and artists | Theater performances | Troupes and artists mainly work for ticket-selling and refined performances. |
| | Outdoor-stage performances | Troupes and artists usually play for religious fairs and public performances. |
| | Business entertainment performances | Troupes and artist are invited by civil organizations and enterprises to present entertainment programs. |
| Non-commercial- oriented troupes and artists | Amateurs | Amateurs get together for their part-time hobbies. They will perform for religious groups and schools. |
| | School clubs | Certain artists are invited to teach pupils or university students in heritage and culture education. |
| | Communities associations | Some community development associations irregularly put on relevant courses for continuing education. |

For commercial purposes, there are three types of performances by current troupes and artists: theater/refined performances, outdoor-stage/folk performances, and business entertainment performances. Making profit and earning a living are certainly their objectives. Some practitioners consider the theater-based troupe as an ideal model and are attracted towards large-scale performances. If possible, some prefer to stay in outdoor-stage troupes to gain experience and then move into refined performance troupes. Yet, outdoor-stage performances are commonly seen at present, being used to delight the gods at religious festivals. The opportunities of performance are not ongoing and decline during their low season, and those performers have to look out for openings.

3. TRANSMISSION AND SUPPORT

3.1 Issues of training system

Since certain troupes are asked to perform commercially, they do not have time to arrange regular training courses to pass on skills. Accordingly, their practices are in rehearsal. They even go onto outdoor stages with hackneyed performances without gaining ground. On the other hand, some groups are formed due to their interests, such as amateur troupes, school clubs, and communities associations. Being amateurs, they have their own jobs. Unlike commercially-oriented troupes, it is unessential to take performing as a means of livelihood. Therefore, they do not have much pressure to gain an income, except to cover the expenses of running the troupe.

Most troupes' members get together because of their interests and hobbies. Due to their part-time attendance, amateur members can hardly learn and practice skills day after day, thus it will take a longer

time to foster performers. Regarding school clubs and communities associations, they invite experienced artists to teach students the basics and residents for continuing education in general. These can be held according to budgets without fixed schedules.

In the training systems of Hand Puppetry, being an apprentice with a troupe was the primary method in the past. Once entering the troupe, students have probably just started their independent self-training. Certainly, being in a troupe can enhance the strengths of students themselves because they may do sundry duties as well as confronting issues with memberships and audiences. This reflects that systematization is required in an internship.

3.2 Transmitting Hand Puppetry as living heritage

In the past, apprenticeships existed as a system of training for the performing arts. The apprentices had been fostered since they were children and hence were called 'contract-bound children', under a contract of a minimum of three and a half years. During this period, the apprentices unavoidably did odds jobs without being paid. However, their acquisition of skills was actually by means of random self-observation and continual practice. In the case of Hand Puppetry, the trainees aim to become puppeteers, even to be vocal leaders. They learn how to manipulate the puppets to present basic and highly difficult motions, as well as the five required skills - beating, stringing, blowing, singing, and speaking - while playing the various characters of puppets with different tones and expressions. Although the previous apprenticeship system of practitioners does not exist at present, there are other means to develop the new learners being engaged in Hand Puppetry. Among others, certain troupes, school clubs, and

community associations provide opportunities for professional and amateur training.

Facing changes in the types of entertainment in modern society and the demands of the market, most groups of traditional performing arts must innovate to retain and attract audiences. In addition, they have been trying to find niches within the cultural creative industries for their subsistence. In order to refine performances, they make an effort to integrate Eastern and Western culture to enrich music, plots, and costumes, as well as to introduce drama theories and stage-planning techniques including multimedia effects.

It is noteworthy that Hand Puppetry confront the difficulties of transmission. Firstly, the current practitioners can hardly find themselves successors on the grounds that they have economic concerns or have no interest in traditional performing arts. Secondly, a lack of resources and opportunities for performing have become issues and causes vicious competition between practitioners in order to get more openings. Thirdly, the timbre of performances has dropped and there has been a public bias towards performers. Lastly, the Taiwanese dialect used in the performances has gradually diminished among the younger generations of audiences, and some are fond of superficial shows with more sensual pleasures rather than the content of the performing arts.

4. IMPLICATIONS OF FINDINGS

Hand Puppetry has established links with the deep-rooted memories of most Taiwanese people as traditions, and they use the Taiwanese dialect for performances to express Taiwan's community identity. From the research findings, there are certain specific issues raised by this study as follows:

(1) With the changing circumstances, the Hand Puppetry troupes face challenges. They may refine their performances and seek other solutions to survive and develop.

(2) The apprentice system of passing on skills no longer exists in Hand Puppetry, so there is a gap between practitioners and successors, who may consider the issue of earning a living.

(3) There are some restrictions on the public sector's administrative system when safeguarding intangible heritage, including stereotypical rules, inconsistent operating procedures, and the size of allocated budgets.

In conclusion, Hand Puppetry is demonstrated to be part of an intangible heritage in the performing arts,

and part of Taiwan's tradition. Individual artists and group practitioners have been developing their troupes to two ways: using both commercial-oriented and non-commercial-oriented organizations for income, promotion, and transmission. In passing on their skills as living heritage, they require government support with subsidies and appropriate policy-making. Intangible heritage in Taiwan has introduced and presented its own tradition, identity, wisdom, sense, and memories to international communities.

Prior to the introduction and registration of intangible heritage in recent years, troupes and artists have performed and practiced in their own particular ways for years, as they have had to adjust to survive in a changing environment. The fundamental method must be to assist existing troupes and artists to understand themselves and to strengthen their advantages to be self-supporting and to pass on their skills and knowledge.

5. CONCLUSION

The performing arts are not only a form of artistry but also reflects the values of gender diversity and socio-economic positions. In addition, practitioners strive to subsist in a changing environment through different means. They may combine various traditions or add new elements to their creations, either refining them or making them popular. Numerous cultural teams of performing arts have different orientations to manage their troupes. In any case, they are engaged in promoting and passing on their skills and knowledge. Moreover, the government plays a supporting role in their transmission with more extensive perspectives to provide solutions and coping strategies. In the official implementation of safeguarding intangible heritage, the government has had refer to other countries' protection system. However, it is extremely important to establish an integrated mechanism supporting the needs of practitioners.

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The Age Factor and an Early Start in Foreign Language Learning: Is It Always Better to Start Young?

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Abstract: Whether there is an age factor in language learning has always been a concern of researchers all over the world. This paper discusses several theories and experiments on age factor, and finally comes to the conclusion that age factor exists in a sensitive period and has an effect on people's second language learning.

Keyword: age factor, second language acquisition, sensitive period

1. INTRODUCTION

The age factor which is or not an important element to influence foreign language learning specially in second language acquisition (SLA) dimension is always argued by scholars in the area of SLA. The majority of scholars agreed that there are critical periods existed in SLA, during which learners of SLA be able to acquire L2 best, and you cannot acquire L2 as your mother tongue once the critical period pass by.

However, some scholars have reserved attitude about whether AOA is the key factor in SLA. The theory of Fundamental Difference Hypothesis (Bley-Vroman, 1988) presented is considered to be opposition theory to age effects on SLA to some extent. Hence, from the perspective of age effect, this paper hopes to summarize some representative theories and relevant research work that have been continuously developed in age effects and discuss the evidence of L2 age effects. In addition, based on DeKeyser (2000), empirical study is conducted to explore the relationship between Fundamental Difference Hypothesis and AOA.

2. CRITICAL PERIODS AND SENSITIVE PERIODS

Lenneberg first started to propose the critical period learning in the native language. He based his findings, which is critical periods exist in field of linguistics, on a series of biologists' studies of critical periods. (Trettenbrein, 2017; Herschensohn, 2013). Lenneberg was inspired by a series of researches from biologists, then he compared animal communication systems with human language systems and pointed out that human language, as the research from biology field exhibited, will never reach the ceiling of a normal mother tongue if it is not acquired at a critical period. (Trettenbrein, 2017). For example, Wolf child is a

very representative and well-known example. Wolf children missed the best time to learn mother tongue on account of he lived with wolves when he was young, he could not fully master human language after returning to human society. Therefore, by integrating various social facts and relevant researches, Lenneberg comes up with the theory of the critical period of mother tongue learning. Then his study of critical periods in the mother tongue inspired many to start developing the theory of critical periods into the L2 period.

Compared to a critical period, however, most scholars more support: sensitive periods, which "is preferable since it implies softer boundaries" (Herschensohn, 2013).

3. PHONOLOGICAL ACQUISITION

From practical language must be used in communication and exposure of reasons, many scholars agree that the phonetic acquisition of SLA is more sensitive than words or syntactic acquisition for learners (Oyama, 1976). therefore, this paper will first discuss the influence of SLA on speech acquisition from the perspective of speech acquisition.

Oyama (1976) published a journal article. Through the study on 60 Italian-born male immigrants, it was found that the age of arrival in the second language (L2) environment was the key to the acquisition of nativelike accent, while the residence time had little influence on the accent.

And the conclusion of the study also proved the early learners' accent is closer to native accent, consistent with the native accent, even native speakers is unable to distinguish.

Why level of SLA later learners is always lower than the early learners? Flege and Liu (2001) pointed out, when second language were contacted by learners widely occurred in early childhood, then the influence of mother tongue for early learners was not decisive, early learners can also like to learn native language learning second language. Later learners' mother tongue system, therefore, might be played on a greater role than earlier learners in developing L2 system. The L1 system of later learners had been developed stronger than earlier learners when they started to learn L2. With the development of L1 phonetic category from children to teenagers, they

are more likely to perceive and assimilate L2 phonetic to be partial to L1 on a long-term basis, thus obstructing the formation of new categories of L2 vowels and consonants.

Flege and Liu (2001) also pointed out that the influence of age on SLA could be related to input. Earlier learners received more input than later learners. And the input will potentially influence the earlier learners' pronunciation.

4. NATIVELIKE SELECTIONS IN SLA

Pawley and Syder (1983) made a groundbreaking discovery in their studies. They found that native speakers were more accustomed to use conservative expressions rather than novel and innovative ones. Although innovative behaviors in language have always existed, they only belong to a small part. This discovery was confirmed by many studies and a large number of corpus analysis.

Pawley and Syder (1983) used the term *nativelike selection* (NLS) to refer to word-collocations, compound nouns, phrasal verbs, prepositional phrases and so on in a language that people tend to choose to express. They believe that when people use language to communicate, they tend to use old, common and familiar words to form new sentence patterns. Native English speakers tend to replace the verb itself with a simple phrasal verb. For example: native speakers: I stopped off for coffee. Non-native speakers: I drank a cup of coffee (Foster, Bolibagh & Kotula, 2014). Before proposing the concept of NLS, researches focused on SLA lexical acquisition (such as Bardel, Gudmundson, & Lindqvist, 2012; Heinrich & Schoonen, 2008; Laufer & Nation, 1995; Meara, 1998) is generally inclined to test the richness and complexity of second language learners' words, rather than focus on words together to express the meaning of new words. Also, because of the lack of similar second language environment, Hoey (2005) pointed out that the SLA learners "is not enough to establish a similar language second language vocabulary associative network" (Hoey, 2005, P.16). *Nativelike selection* should also be considered as part of SLA lexical acquisition. At the same time, the SLA learners, if only immersed cramming to learn and does not pay attention to the native speakers' consistency of communication and culture is part of their language and culture, they do not acquire a second language in the strict sense.

How to choose vocabulary like A native speaker? They, Foster, Bolibagh, and Kotula (2014) believed that AOA is the most important part besides quantity of exposure to the TL and phonological short-term memory (pSTM). They considered that since AOA has been extensively studied in phonetics and grammar acquired in L2, it is interesting to study it from the perspective of NLS (Foster et al., 2014).

The results of study showed that AOA had the greatest influence on NLS acquisition in five variables which are motivation and engagement, age

of onset, length of exposure, phonological short-term memory and context. The study pointed out that for older participants, there was a negative correlation between AOA and NLS ($r = -$). $P = 366$ (Dekeyser, 2012, PP.510). For the earlier learners, due to the length of exposure enough, so the difference was not significant.

But we still can draw the conclusion: through the study later learners in SLA cannot acquire NLS like a native speaker.

5. DIFFERENT VOICES ABOUT AGE EFFECT

Of course, except a large number of studies and researches that agreed with age effect, there were also some different opinions on age effect in SLA.

Olson and Samuels (1973) made a research about the accent, which have shown that older learners performance better than younger learners performance. However, it was worth noting that participants were involved in a 200-minute German phonetic teaching for participants in this study. This procedure had affected the final experimental results to some extent, leaving many people wondering whether the participants have obtained the final experimental results through natural acquisition.

Similarly, Birdsong (1992) research, while it was in opposition to the Age effect, was mainly aimed at the point of view: adult learners missed critical period to attain of second language like a native speaker. studies had proved his viewpoint. Whereas he did not deny that the performance of the earlier learners. This is another way of thinking about the sensitive period we mentioned at the beginning of the paper.

6. LIMITATION

First of all, there are not many newly literatures to understand the latest progress in detail with age effect area. Secondly, the explanations of some empirical studies are not very clear, due to my poor language skills. I will continue to strengthen my written expression ability in the future study.

7. CONCLUSION

Age effect is constantly developing in the SLA field. From critical period to sensitive period, from categorical period to gradient periods (Herschensohn, 2013). Overall, in various empirical studies, various aspects of SLA have proved the existence of age effect in SLA. Integrated all the research mentioned above, the author deems that if a learner want acquires a foreign language as a native speaker, then the learner should start early.

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A Comparison Study on Language Learning Strategies of EFL learners

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Abstract: The essay has explored the variables that might affect EFL learners' language learning strategies by comparing two different studies. The essay has provided analysis on both studies respectively and evaluation as well as comparison of the two studies has been attached. The results comes that though the two studies focuses on the same topic, they do not even share the same research method and result. It is found that the answer for the same research topic can be various and that a mixed method with balanced samples from quantitative correlational study and qualitative interview or case study would be more viable for exploring the answer. **Keywords:** Comparison study, EFL learner, Language learning strategies

INTRODUCTION

This essay will analyze and compare the methodological approaches adopted in two different research articles considering the research topic of language learning strategies (LLS) use and some correlated variables. The articles that will be analyzed and compared are Chi-Him Tam, K. (2013). A Study on Language Learning Strategies (LLSs) Of University Students in Hong Kong. *Taiwan Journal of Linguistics*, 11(2), 1., and Yu, Y., & Wang, B. (2009). A Study of Language Learning Strategy Use in the Context of EFL Curriculum and Pedagogy Reform in China. *Asia Pacific Journal of Education*, 29(4), 457-468. The research methodology, research approach and design in both articles will be analyzed with regard to the data collection, analysis, results, discussion and conclusions. The reliability, validity and ethical issues will also be explored.

MAIN PART

Considering the context of the research question: "What variables correlated with EFL learners' use of LLSs?", the development of LLS will be introduced in this part. Since 1970s, language strategies have been studied as one of the core topics of cognitive process of second language acquisition. Some research has endeavored to explore LLS from the aspect of "good language learner" (Naiman et al, 1978), and some started to categorize different strategies according to strategy contents. Among the studies, Oxford (1990) found that language learning strategies are "steps taken by students to enhance

their own learning" (1990, pp. 1). Based on this claim, Oxford has developed a new system of LLS, in which LLSs were categorized into six groups: cognitive, memory, social, affective, metacognitive and compensation strategies. To understand how student applies LLSs in learning process, Oxford (1990) developed a Strategy Inventory for Language Learning (SILL). Many related studies applied this inventory (SILL) as one of their instruments, and various results were gained through it. For instance, Goh and Foong (1997) employed SILL (Oxford, 1990) in their study and found that gender and English proficiency played important roles in affecting Chinese (Hong Kong) EFL learners' LLS use. Furthermore, Peacock and Ho (2003) applied SILL to their study, and associations were found between some LLSs and English proficiency as well as gender.

Article 1: Chi-Him Tam, K. (2013). A Study on Language Learning Strategies (LLSs) Of University Students in Hong Kong. *Taiwan Journal of Linguistics*, 11(2), 1.

This essay will firstly explore the research carried out by Tam (2013) who investigated the relationship between LLSs and variables that correlate with EFL learners' LLS use. In his study, five research questions were raised, aiming at exploring the relationship between LLSs used by Hong Kong university students and variables such as gender, proficiency and socioeconomic status. A correlational research design was applied in the study with 50 participants from the Hong Kong Polytechnic University involved. Quantitative data retrieved through SILL (Oxford, 1999) and from The Use of English (UE) Examination results (HKALE) as classifier of English proficiency were collected. Analysis was made in SPSS 18.0 with A one-way ANOVA test applied to determine the relationship between LLSs use and the potential variables. Though an open-ended question is attached at the end of the questionnaire, it should not be taken into consideration as part of the research approach, because no analysis and conclusion was made through the very question. Based on the facts stated above, it is obvious that Tam (2013) have adopted a research approach from post-positivist paradigm with quantitative method.

Through his research, Tam (2013) concluded that the correlation between the chosen variables and ELF learners' LLS use were significant, and implications were developed with suggestions on educators: EFL teachers are supposed to teach students with awareness of different backgrounds, including gender, language proficiency and socioeconomic status (Tam, 2013).

Article 2: Yu, Y., & Wang, B. (2009). A Study of Language Learning Strategy Use in the Context of EFL Curriculum and Pedagogy Reform in China. *Asia Pacific Journal of Education*, 29(4), 457-468.

The second article that will be analyzed in this essay is that of Yu and Wang (2009) who carried out a mixed method research in a secondary school on EFL learners in Northeast China from the perspective of socio-cultural theory. Yu and Wang's (2009) research was designed based on a pragmatic paradigm, which aims to investigate how the LLSs are applied by the EFL learners, and the relationship between EFL learners' LLS use and their English achievement as well as the influence of socio-contextual factors on the learners' LLSs use within the new English Curriculum and Pedagogy Standards (ECPS).

278 students from three junior secondary schools in Northeast China were recruited as participants because they were all learners receiving English education through the new ECPS. The data collection methods included a survey research as the quantitative part and semi-structured interviews as the qualitative part. The SILL-based survey was conducted to explore the frequency of students' LLSs use, while the semi-structured interviews were carried out to find out the factors that might influence students' LLSs use. As for data analysis, Yu and Wang (2009) adopted SPSS version 13.0 for frequency and correlational analysis. They analyzed the interview scripts by categorizing the data and finding the supportive evidence from the excerpts in the interview.

Through the research, Yu and Wang (2009) developed two main conclusions:

- 1) Chinese EFL learners in secondary school use memory and cognitive strategies more than other strategies (Yu and Wang, 2009).;
- 2) Chinese EFL learners' strategy use is greatly affected by three factors: learning context, classroom practice and assessment method in the schools investigated (Yu and Wang, 2009).

On top of that, Yu and Wang (2009) gave recommendations about classroom teaching based on their research: Chinese EFL classroom should be changed into a communicative and student-centered one in considering the implementation of the new ECPS in China (Yu and Wang, 2009)

Evaluation and comparison of articles

The following section will compare each article considering the aspects of the research approach, conclusions, validity, reliability and ethical issues.

Research approach: paradigms, methods and designs

The two research articles employed different research approaches. Tam (2013) conducted a research that collected quantitative data through a SILL-based survey and Hong Kong Advanced Level Examination (HKALE), which is a quantitative design; Tam (2013) aims to determine whether the variables such as gender, second language (English) proficiency and socioeconomic status would affect EFL learners' LLSs use. Choosing survey as a research method is wise because as a non-experimental research method, survey is more capable of exploring the participants' preference and attitudes of individuals as well as opinions and judgements in socio-scientific fields (Shaughnessy et al, 2011).

This research approach is designed based on Tam's post-positivist paradigm. However, in educational research, questionnaire designs, such as Tam's (2013), do not fully explore the correlation between variables, which is one of the limitations. This is because post-positivist researchers believe that their research is conducted to verify or falsify hypotheses, while the hypotheses would be made with bias (Creswell, 2014). Moreover, a basic issue was found in Tam (2013): from the literature review, it is obvious that the research was designed and variables were chosen to be verified because the previous studies claimed so. This means that the research is limited within the chosen variables instead of exploring the relationship between LLS use and wider range of variables.

By comparison, the research conducted by Yu and Wang (2009) involved the collection of both quantitative and qualitative data with a mixed research design. The objective of their research, from a pragmatic paradigm, is to explore a solution in certain context. Specifically, Yu and Wang (2009) aimed at finding out the preference and attitudes of Chinese EFL learners towards LLS use. They also tried to explore the factors that would restrain students from progressing in English language learning after the EFL curriculum and pedagogy has experienced a reform in China. One of the main strengths of such mixed research approach, according to Creswell (2014), is that within a mixed research method, researchers could integrate data at different stages of inquiry. Another strength is that it allows researchers to "present visual pictures of the produce of both qualitative and quantitative research" (Creswell, 2014, pp. 19). Moreover, the qualitative research part enables the researchers to cover and explore where quantitative research, such as Tam's (2013), could not reach (Creswell, 2014), so that Yu and Wang's (2009) semi-structured interview could add the variables that they could not explore in the quantitative part.

However, there are some drawbacks of such research approach as well. First, according to Onwuegbuzie and Johnson (2004), a mixed research method is time consuming and expensive, which might discourage

many researchers. In this research, the researcher collected 278 learners' quantitative data, but only gained qualitative data from 12 learners. This imbalanced choice of participants indicated that such mixed research method is time-consuming and could discourage the researchers so that sample numbers is reduced. Second, compared to the limitation of choice of variables in Tam (2013), the research design Yu and Wang (2009) was found to have limitation in the aspect of generalization. The results gained from qualitative research part cannot be extended to wider groups of people with the same situation (Pamela Atieno, 2009). Moreover, the rationales for the approach is not enough in Yu and Wang (2009). For one thing, means of data collection in the aspect of English language achievement was not explicitly explained in the article, which makes it harder to analyzed the approach; for another, detailed data analysis method of the semi-structured interview was missing, which brought difficulty in understand the data analysis method.

The research approaches that was employed in these two articles provide important insights to LLS research fields from two different aspects: quantitative design and mixed design. However, when adopting information from such articles, researchers should be careful since limitations still exist within each approach.

RESULTS AND CONCLUSIONS

Each research article developed distinct conclusions about the use of LLSs and variables that might affect EFL learners' LLS use. In Tam's (2013) research, conclusions were drawn that it is the gender, English proficiency and socioeconomic status that affect EFL learners' LLS use. From the article, specific arguments on learners' LLS use and variables were made. Tam (2013) claimed that

- 1) female learners use LLSs more frequently and effectively than male learners (Tam, 2003);
- 2) learners with higher English proficiency use LLSs more frequently and better than lower-leveled learners (Tam, 2003);
- 3) learners from wealthier families use social strategies more successfully than poorer students (Tam, 2003).

The most used strategy among the participants is compensation strategy with the least being affective and memory ones. Though part of the claims congruent with other previous research, such as the least used strategy being memory congruent with that of Goh & Foong's (1997), issues still exist within the claims. One problem is that Tam (2013) described the counterpart of learners with lower English proficiency as poorer students, which could lead to misunderstanding because readers could not tell whether the students were academically or economically poor. The other issue is that Tam (2013) employed adverbs, such as "better" and "more successfully", which is too vague to define, and can

lead to misunderstanding as well. Searching through the article for the keyword "better", 24 results showed with none of which explained and defined "A better LLS" and "To what extent is the use of LLS better". It is the same with the adverb "successfully": no definitions and descriptions were provided.

In comparison, Yu and Wang (2009) developed their conclusion that learning context, classroom practice and assessment method are main variables that affect EFL learners' LLS use. In detail, Yu and Wang (2009) claimed that the most frequently used LLSs are cognitive and memory strategies, while the least being affective and social strategies. From this claim, it is obvious that most arguments were not congruent with that of Tam's (2013) except one: "affective strategies are the least used LLSs." Other claims of Yu and Wang's (2009) are that memory, compensation, cognitive and metacognitive strategies are correlate with EFL learners' English achievements, among which cognitive and metacognitive strategies can play the role as predictor of EFL learners' language achievements. These claims are much more explicit and accurate than that of Tam's (2013), and fully explained how correlated are the variables with the certain types of LLSs. From the interviews on students, findings were gained that teaching methods, assessment method and learning context were the variables that affect EFL learners' LLS use. One of the variables from this claim is similar to that of Tam's (2013): both Yu and Wang (2009) and Tam (2013) agreed that socio-context of students plays an important role for students' LLS use, especially for socio-affective strategies. Though Tam (2013) emphasized the variable as "socioeconomic status", it is still similar to that of Yu and Wang's (2009).

From the comparison and analysis above, it is obvious that the answers for the same research question can be various, and that the process of finding the answer can be extremely hard. The explore of LLS and variables that may affect students' use of LLSs is a consistent challenge for EFL/ESL researchers, and these two valuable articles provided different claims from different perspectives, with some limitations though. To understand how student use different LLSs and the relationship between LLS and various factors, perhaps a mixed method with balanced samples from quantitative correlational study and qualitative interview or case study would be more viable.

Ethical considerations, validity, and reliability

To discuss the validity and reliability of the two articles, certain criteria are needed. Since Tam (2013) employed a questionnaire-based quantitative research while Yu and Wang (2009) conducted a mixed method research with a combination of questionnaire and semi-structured interview, different criteria would be used to evaluate the two articles. Tam's (2013) quantitative data from SILL (Oxford, 1990) as

well as Yu and Wang's (2009) quantitative data from the questionnaire SILL (Oxford, 1990) will be evaluated using the principles of Carmines and Zeller (1979). The semi-structured interview of Yu and Wang (2009) will be evaluated with consideration of the suggestions made by Cohen et al (2007) in the aspect of reliability and validity in interviews.

First, reliability issues were considered. From the aspect of honesty and accuracy, both articles with SILL as their data-collection techniques cannot avoid this issue: As stated by Chamot (2004), it is obvious that questionnaires have limitations in that students cannot accurately remember and report the LLSs that they have used before, and that students might claim the LLSs they have not used or not understand exactly of the items in the questionnaire. From the aspect of internal consistency, it is easy to find that Tam (2013) and Yu and Wang (2009) employed Pearson's correlation coefficient to verify the significant correlation between LLS use and the variables, which is reliable according to the equation:

$$\text{Reliability} = \frac{2r}{1+r}$$

according to Cohen et al (2007).

Second, issues will be considered considering validity. In the aspect of external validity, sampling issues lied in both researches. In Tam (2013), there were only 50 participants. In Yu and Wang (2009), although 278 participants involved in the questionnaire part, only 12 samples were collected through the semi-structured interview. These lack of sample issues could distort data (Cohen et al, 2007) and spoil the conclusion. As for the internal validity, instrument issues were observed. Yu and Wang (2009) did not provide the source of students' English achievement data, but claimed that learners' LLSs use is correlated with their English achievement. Such issues could lead to a lack of validity, and finally makes the conclusion unpersuasive.

Moreover, a fundamental issue about measurement error is found based on the findings of Tam (2013). A claim was made based on participants' family income data, as "Wealthier families use social strategies more successfully than poor students.", but the conclusion was drawn that "socioeconomic status is one of the variables affecting learners' LLS use". From the expression, two obvious gaps were found between the findings and the final conclusion. On one hand, income does not equal to wealth. As introduced in Wikipedia ("Socioeconomic Status, 2018"), income is only one of the predictors of wealth attainment. On the other hand, wealth is only one of the measurements of socioeconomic status, while other measurements are education and occupation ("Socioeconomic status", 2018). According to Tam (2013), other measurements for socioeconomic status was not collected to "avoid the participants' negative feeling of exposing excessive personal information" (Tam, 2013, pp.10.). He also claimed that socioeconomic status can be reflected by income only.

However, all these claims were invalid claims without any supporting citations. Based on the analysis above, the arguments of Tam (2013) are not reliable enough and need to be reorganized with explicit terms. As stated by Shadish et al. (2002) (as cited in Cohen et al, 2007), this problem occurs because too limited a range in the data was derived from the measures used.

Besides, to evaluate the qualitative research part of Yu and Wang (2009), the issue of bias is considered. The interview questions were designed with some warm-up questions and were told that there are no right or wrong answers for the questions, which is a sign of endeavor to minimize the bias within the research. However, another issue was not considered by Yu and Wang (2009): leading questions (Cohen et al, 2007). From the Appendix in Yu and Wang (2009), a question "Do you think it (is) important to develop and use affective and social strategies?" was found, which is an embodiment of making assumptions about interviewees. For secondary students, the concept of "affective and social strategies" is blur and is hard to understand. Such leading questions (Cohen et al, 2007) could lead to a distortion of the data. In comparison, biased issues were observed in Tam (2013) as well: as stated previously, the variables to be studied were chosen because they were three main variables of LLSs use in previous studies, and further explanations of the choice were missing.

Finally, an ethical issue is considered. In Yu and Wang (2009), permission was gained from the teachers and the parents of each interviewee before the interview. However, few signs of such consideration were observed in Tam (2013): no justification was observed in the article, and only one sentences about the purpose of the research was clarified as seen in the appendix.

CONCLUSION

This essay compared two research articles with the same topic but conducted through different approaches. As it has been demonstrated, many threats and challenges can be found when comparing and analyzing. Both articles have strengths, but a few limitations were discovered in this essay.

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Experimental Research on the Strategy Training of English Reading in Higher Vocational Colleges

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Abstract: In this study, three typical investigation and research methods, namely tests, questionnaires and interviews are used to conduct experimental research on the strategy training of vocational students' reading in the aspects of skimming, reading and studying. The results show that strategy training can effectively improve the reading performance of English majors in higher vocational colleges. By comparing students with higher reading scores and those with lower reading scores, there are significant differences in the mastery and use of strategies between the two groups of higher vocational students. Therefore, it is scientific and feasible to carry out 3S based reading strategy training combined with the English basic practice of higher vocational students, which is worthy of teaching application.

Keywords: Strategies for English reading in higher vocational schools; Reading training; Experimental research

INTRODUCTION

The teaching of reading is an important part of English teaching. Higher vocational colleges should pay more attention to the improvement of students' English reading ability according to the future employment situation and career development. Reading strategy refers to a behavioral process in which students obtain the final answer in English reading. This study focuses on this behavioral process. A large number of studies have shown that scientific reading strategy training has a positive effect, has great applicability, and is more beneficial to the improvement of students' English reading ability. Therefore, this study explores excellent reading strategy training to give some references on the teaching of English reading in higher vocational colleges.

1. RESEARCH AND DESIGN

1.1 Research questions

This research aims to explore the feasibility and training effect of English reading strategy for vocational students. And two questions are studied:

- (1) Can strategy training of English reading improve the reading of secondary vocational students?
- (2) Is there any significant difference in reading performance before and after strategy training of reading?

1.2 Research tools

This research needs to collect data on the following variables: reading strategies; English reading comprehension scores. The knowledge data of reading strategy is obtained through the questionnaire for the knowledge of reading strategy, and the reading comprehension score is obtained through the reading test.

1.3 Data collection and analysis

The collection of reading strategies is collected by the relevant staff by issuing questionnaires, while the collection of reading performance is done by English teachers. The subjects complete the reading comprehension test in class, which lasts 30 minutes. After the English reading strategy training, the reading comprehension test is organized again to ensure that the difficulty of the two reading tests is at the same stage, and the accuracy of the two answers is compared [1].

2. EXPERIMENTAL PROCEDURE

2.1 Questionnaire survey and preparation

The questionnaire is made with reference to the relevant experimental design and combined with the teaching experience of relevant scholars. It aims to understand students' strategy application and provide help for strategy teaching, which can be compared with the later interviews. The questionnaire consists of 12 items. Likert Scale is used in the questionnaire, which is divided into five levels from "almost never use" to "almost always use". In order to avoid the deviation of students' understanding, the answers to the questionnaire are not related to the final scores of reading comprehension and are not included in their test scores. They are encouraged to fill in the form carefully.

2.2 Strategy training of English reading

The research period of this strategy training is one month. This study is an experimental study of organizing students to carry out intensive training. The steps of strategy training are divided into five stages: presentation, demonstration, training, evaluation and expansion.

- (1) Presentation: to guide students to understand English reading through teaching and explaining the training strategies.
- (2) Demonstration: the teacher shows the specific operation mode of the strategy by selecting the

articles with moderate difficulty for reasonable examples to demonstrate the method to make the display strategy more convincing [2].

(3) Training: to provide relevant English reading materials, organize vocational students to carry out special training on the displayed strategies at the same time, and the training time also needs to be basically consistent.

(4) Evaluation: to timely check students' mastery of new learning strategies, and then carefully and patiently check and score.

(5) Expansion: to provide more training opportunities and training materials, so that students can master and apply the strategies more skillfully.

In the stage of presentation, students are told the strategies to be trained. Through the teacher's demonstration, students can understand the specific use of strategies, the role of strategies and the problems that should be paid attention to. The training stage is generally from control practice to semi-control practice, and finally to free practice, from single strategy training to comprehensive strategy application. Each training stage has the evaluation of strategy training effect, and provides further training according to the evaluation situation. The training materials are arranged and designed by the relevant professional teachers of schools according to different training stages and purposes. Single strategy training is conducted in the first two weeks, and comprehensive strategy training is conducted in the second two weeks. The teaching is proceed in an orderly way and step by step [3].

2.3 Post evaluation and interview

After the training, the relevant organizations and researchers conducted the post-test for the students again. After the evaluation, the difficulty of post-test is equal to that of the pre-test. After the training, students' reading comprehension performance has been significantly improved, and the reading speed is also accelerated. At the same time, we has organized relevant personnel to interview and exchange with the students. Through the exchange, we found that students hold a positive attitude towards the training effect, and their reading ability has been significantly improved, and the reading speed has been accelerated. According to the different types of questions, students can use the corresponding reading strategies to improve the accuracy of the answers. It can be seen that all the students participating in the training have benefited a lot from it. The training has improved their reading ability to varying degrees, stimulated their interest in learning English, and made them more confident in English learning [4].

3. CONCLUSION AND ENLIGHTENMENT

This experiment conducts a month of enhanced training and investigation and research on higher vocational students by organizing students to train reading strategies. The results of this study show that

students can basically master and effectively use the trained reading strategies, the strategy training can effectively improve students' reading level, and there are significant differences in students' reading performance before and after the reading strategy training. The results of this experiment provide a few inspirations for our reading teaching [5].

(1) Reading strategy training is feasible and effective. The results of this survey confirm the close relationship between scientific reading strategies and reading performance. Therefore, to take reading strategy training as one of the effective teaching methods of higher vocational education, it is necessary to train students in this area in an organized and long-term. In addition, when formulating a training plan, we should consider the different English knowledge base of each higher vocational students, analyze the specific problems, and make different training plans according to the particularity of each student.

(2) Students with higher English reading performance use reading strategies more frequently.

When teaching reading, teachers should teach students in accordance with their aptitude and adopt corresponding teaching methods for students of different English proficiency [6]. For students with poor foundations, both the improvement of language knowledge and the training of strategies should be emphasized to understand students' opinions and ideas on reading teaching, so as to carry out reading teaching in a more targeted manner. After the exercises are completed, students are given a certain amount of time to discuss the used strategies to deepen their understanding and proficiency of strategies.

(3) Teachers must master the methods of strategic guidance.

Teachers need to maintain sufficient patience and sufficient confidence to focus on important strategies. We should emphasize the importance of reading strategies to the students so that they can identify with each other and make up their mind to master them well. At the same time, it is necessary to help students build up interest and self-confidence in English learning, overcome the general sense of gap in the students with poor English foundation in higher vocational schools, and give them sufficient encouragement and praise, and help English learning to a higher level [7].

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Practice of Online English Teaching in Higher Vocational Colleges

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Abstract: With the continuous development of modern information technology, great innovation has been made in English teaching. Online teaching has become a major focus in daily teaching. Online teaching has brought advantages to teaching in many aspects. In special circumstances, online teaching can make up for the defect that students can not participate in the classroom on campus, and it can also give students new teaching experience through information technology and increase students' interest in the classroom. However, online teaching is not mature enough, and teachers in higher vocational colleges need to study hard to improve the efficiency of online teaching.

Keywords: Higher vocational colleges; English teaching; Online teaching

INTRODUCTION

Under the information technology environment, it is an important task and a goal for higher vocational colleges to effectively integrate modern information technology and English teaching. With the advent of information age, the education is constantly approaching to modern information education. At present, most of the higher vocational colleges have carried out online teaching, but the situation and practice of online teaching of major subjects such as English is relatively less. Many schools dare not easily try to put English as a required subject into online teaching, and they think that such teaching can not ensure the quality of students' learning. But in the information age, online teaching is inevitable, and higher vocational colleges should practice online teaching. This paper studies the practice of online English teaching in higher vocational colleges.

1. CURRENT SITUATION OF ONLINE ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES

(1) Teachers don't know enough about the use of online teaching equipment.

There is a big problem in online teaching, that is, teachers do not understand the use of online teaching equipment. During the teaching, teaching equipment always affect the progress of teaching. Generally speaking, English teachers are more sensitive to new things from the outside world, and their ability to accept them is also fast. However, the practice of online English teaching is too little, and many teachers are not able to fully grasp the progress of

online teaching [1]. Online equipment has a great influence on online teaching. Many times, teachers suddenly find that there is no sound or video when they teach in class. It takes a long time to solve the problem, because teachers do not know much about the equipment. It is because they don't know how to use online teaching equipment that teachers are not able to learn about the problems that students have reported in a timely manner, and the quality of the classroom has also declined. Therefore, learning how to use online teaching equipment is a basic goal for English teachers in higher vocational colleges.

(2) There is less classroom interaction.

The traditional classroom teaching is that teachers teach students in the classroom. In the classroom, teachers can ask questions timely according to the situation of the course, or let students divide into groups to practice English conversation. Classroom interaction is important for a classroom. However, in online teaching, teachers cannot observe the situation of the students, so they cannot grasp when it is more conducive to ask questions, do not know the level of mastery of the students, and cannot grasp the difficulty of the questions. Moreover, in online teaching, students cannot form groups, and discuss with other students or practice together, which will make the classroom more rigid. The interaction in the classroom is reduced, and teachers and students do not communicate, which is not conducive to the transfer of knowledge, and it will also affect the enthusiasm of students to a certain extent.

(3) The quality of teaching cannot be guaranteed.

The quality of teaching is the most important issue, and it is also the biggest challenge facing online teaching. Online teaching is different from normal teaching. First of all, teachers cannot control whether students are listening in an environment conducive to learning. Because it is online, students can turn on their computers or mobile phones to participate in the classroom no matter where they are. However, it does not guarantee that students are attentively listening to the class. Then, the teacher can't even guarantee whether the students will participate in the whole class. Some English teachers will set up a roll call, but after the roll call, the student may not listen to the next class, or some students may let someone else take the call instead. Lastly, it is inconvenient for teachers to conduct online tests on students to check whether students understand the knowledge of this

lesson. Students learn online, while teachers test in class. As a result, students can not only read books, but also find answers through the Internet [2]. Such a test is invalid, so the biggest challenge of online teaching is to ensure the quality of teaching.

2. HOW TO IMPROVE THE EFFICIENCY OF ONLINE ENGLISH TEACHING

2.1 To teach students in accordance with their characteristics

Many students in higher vocational colleges have a big weakness that is inattention. The traditional offline teaching fashion is like this, so online teaching is easier to distract students. Therefore, it is helpful to improve teaching efficiency to keep students' high concentration. English teachers need to understand what students are interested in. The online classroom incorporates some elements that students are interested in, so that the classroom is no longer so rigid and boring. In the classroom, it is not just about the knowledge in the textbook. For example, teachers can arrange for students to form a team for dubbing performances before each class, which not only allows students to participate in the classroom and improves students' attention in the classroom, but also can exercise students' oral and grammatical skills [3]. In the classroom, students should maintain a high degree of attention. In addition to the content of the class that can attract students, sometimes it is necessary for English teachers to take certain measures to ask questions in the classroom. If the students are distracted, they will definitely not be able to answer immediately, then teachers can punish students according to the classroom content. The combination of the two methods allows students to maintain a high degree of concentration in the classroom and improve the efficiency of English learning.

2.2 To strive to meet the technical standards of online teaching

Teaching English online often delays the progress of the class due to equipment problems. Therefore, higher vocational colleges should conduct certain technical training for English teachers, and let English teachers master the information technology that may be used. Then we can gather the English teachers in the school to ask them to put forward the equipment and technical problems that they usually encounter in the teaching practice, and then solve them collectively, which can also avoid the problems that other teachers encounter later in class. This measure can greatly reduce the classroom due to equipment delay time.

2.3 To make reasonable use of the evaluation system of course

The school can introduce intelligent classroom system. The smart classroom system can support the presentation of electronic textbooks through mobile terminal devices, point-and-read teaching content, and intelligently push synchronized teaching resources; support teacher-student interaction inside and outside of class; support the collection, evaluation analysis and immediate feedback of the whole process teaching data before, during and after class, and forms a closed-loop teaching system, which realizes the teaching mode of full-time three-dimensional interaction and real-time dynamic evaluation. And it is due to the formation of modernization and openness of teaching[4]. Teaching evaluation is not only that students can evaluate the teacher's teaching or ask questions after the classroom. Because of the particularity of online teaching, teachers can also use the classroom system to evaluate students' teaching. And the students and their parents can understand the performance of the students themselves in this class, so that they can also play a role in supervision of the students.

3. CONCLUSION

In conclusion, online English teaching is undoubtedly a breakthrough change for vocational colleges. In the teaching, teachers and students have a certain role transformation, classroom cooperation and exchange increase, and assessment mode has changed. Online teaching breaks the traditional English classroom teaching mode, and improves the efficiency of the classroom by using information technology, which can effectively promote the enthusiasm of students to learn English and improve their English level. Higher vocational colleges need to carry out many kinds of practice in the online English teaching to improve the acceptance of online English teaching.

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Innovative Thinking and Analysis of Financial Management Mode of Enterprises under the New Economy

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Abstract: In recent years, China's economy is growing. Under the new economy, enterprises should innovate their financial management mode. Innovation can make the management of enterprises and financial work be well combined to realize the sustainable development of enterprises. But most enterprises pay too much attention to financial cost and economic behavior, but fail to achieve the efficiency of financial management. Therefore, the managers of enterprises need to adopt effective innovation mode. This paper mainly explores how to innovate the financial management mode of enterprises.

Keywords: Enterprise; Financial management; New economy; Innovate

INTRODUCTION

Nowadays, China has entered the era of big data, which affects the management mode of most traditional enterprises. If the enterprises do not know how to use information effectively, they will lead to the stagnant level of financial management. The traditional financial management mode of enterprises is mainly to guarantee the production and operation by means of standardized financial fund support. But the market environment is changing continuously. In the changeable environment, the enterprise needs to do a good job in financial management to provide support for the long-term development of the enterprise.

1. THE DEFICIENCY OF FINANCIAL MANAGEMENT MODE OF ENTERPRISES

1.1 lack of perfect information system

At present, many financial personnel of traditional enterprises only know how to operate some simple accounting assistant computer software, and deal with some accounting information generated in production and management by means of software. The financial work of enterprises is not effectively combined with the actual operation and management, strategic development, resource optimization and other major directions, and there is no perfect financial information system, so the financial information processing ability of enterprises is relatively poor.

1.2 The single content of financial work

At present, many financial personnel of enterprises

are trapped in the traditional working thinking. Most enterprise managers focus on the economic behavior, assets liabilities and financing financial cost in actual operation [1]. Financial department also mainly stands in the angle of business data, analyzes the financial data such as business expenses, costs and revenue of enterprises, and does not analyze financial management information from financial information.

1.3 The weak financial management

The development of enterprise operation can not be separated from the two parts of finance and management, and these two parts are also important factors to maintain the market competitiveness. Therefore, the financial and enterprise operation need to be well connected. If there is no effective connection, it will not play a good role in finance and management. In addition, if the managers of enterprises do not fully grasp the financial information and do not allocate the resources according to the financial information, it is not conducive for the enterprise to set strategic objectives.

2. THE PRACTICAL SIGNIFICANCE OF THE INNOVATION OF FINANCIAL MANAGEMENT MODEL OF ENTERPRISES

2.1 Making enterprise development meet the requirements of market economy development

The development of an enterprise needs to maintain the same pace as the development of the economic market, and the long-term development of an enterprise needs to meet the relevant requirements of the development of the market economy. Under the new economy in China, business managers need to continuously regulate fund raising and distribution and use to allocate capital resources as best as possible, so that the level of business management and financial work can be further improved [2]. Under the current situation of promoting a credit economy, corporate managers effectively regulate financial behavior, which can effectively guarantee the integrity and authenticity of accounting information, so that financial data can be used as an effective reference for corporate management decision-making.

2.2 Meeting the requirements of management standardization of enterprise

Financial management is of great significance in the

operation of modern enterprises, and financial management is also the basis for enterprises to carry out other tasks. It can effectively control corporate capital activities. The common financial management is mainly cost management and fund management. Enterprises manage funds with high requirements, which can further improve the level of business management of enterprises [3]. In addition, in the process of business decision-making, the senior management of the enterprise also needs to refer to the financial data information of the enterprise reasonably. Therefore, financial management is of great significance in the operation and development of the enterprise.

3. INNOVATIVE MEASURES FOR FINANCIAL MANAGEMENT MODELS OF ENTERPRISE

3.1 To advocate the system of accounting delegation

The two major sections of the financial management system of enterprise are mainly accounting and finance. Because each company has a different focus on accounting and finance, companies need to strengthen the distinction between accounting and finance. In this context, the system of accountant assignment began to appear in enterprises. When an enterprise implements an accounting delegation system, it can be divided into the following four points. First, the enterprise needs to strengthen the supervision mechanism, and do a good job in the internal and external supervision of the enterprise, so that the enterprise can enter the modernization process more quickly. Second, the enterprise effectively enhances the rationality of the accounting work process, and promotes the improvement of the quality of financial information. Third, enterprises need to resist internal corruption and continuously strengthen the building of a clean government. Fourth, corporate managers have effectively strengthened financial reforms, and paid attention to the practicability of the work after financial reforms to ensure that the financial management mechanism can be implemented smoothly. The enterprise implements the accounting delegation system, which can distinguish accounting and financial work well, and can also manage accounting and financial personnel to lay a solid foundation for the innovation of financial management mode [4].

3.2 To establish a cloud management platform

Enterprises can combine the work functions of multiple departments such as internal production, organization and management, and use big data information cloud computing technology to create a work information sharing platform, so that the enterprise can use the platform to share information in real time. And internal control personnel in enterprise can use the internal control management platform to effectively audit related businesses, and they can retrieve information on irregular behaviors in their work in a timely manner, carry out effective supervision and management of irregular behaviors in

a timely manner, and prevent more adverse effects on enterprises due to untimely information processing [5]. Finally, the corporate management can effectively use the internal control cloud information platform in the audit and evaluation work to scientifically evaluate the financial management of different functional departments within the enterprise. The corporate managers can give corresponding rewards or punishments to the functional department personnel based on the evaluation results, so as to promote the enterprises to invest in financial management.

3.3 To train financial personnel

In the new economy, enterprises need to invite financial experts to carry out training for financial personnel. The training can be carried out in the form of lecture activities. Through training, the professional skills of enterprise management personnel can be enhanced, and the comprehensive ability of financial management personnel can be effectively improved. At the same time, the enterprise also needs to effectively cultivate the professional ethics of financial personnel. The enterprise managers can explain some advanced enterprise and advanced individual exemplary deeds to the financial personnel, so as to continuously improve the self-awareness level of the enterprise financial personnel, and make the financial personnel always maintain good professional ethics in the actual work [6]. In addition, the enterprise managers actively encourage financial personnel to learn mathematics, law, economics and other knowledge, so as to improve the overall financial management level of the enterprise, encourage financial personnel to put forward management innovation measures, so that each financial personnel can participate in the innovation of financial management mode.

4. CONCLUSION

Enterprise internal management can not do without financial management, good financial management can promote the improvement of enterprise economic efficiency. In order to achieve good development in the fierce market, modern enterprises need to keep up with the development of the times, combine with their own situation, constantly innovate their own financial management mode, and effectively optimize the internal economic management mode, so as to provide help for the development of enterprises.

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Research on Academic Writing Ability of English for Science and Technology Based on ESP

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Abstract: With the continuous development of the society, the demand for excellent talents is getting higher and higher. For those engaged in English work, the society has higher requirements for their English writing ability. However, at the present stage, the focus of college English teaching is still the teaching of basic knowledge. Teachers mainly carry out language teaching for students, but do not pay attention to cultivating students' English writing ability. As a result, most college students have poor English writing skills. For this reason, college teachers should strengthen the cultivation of students' English writing ability. This paper mainly explores the measures to cultivate students' academic writing ability for English on the basis of ESP.

Keywords: ESP; Academic writing ability for English; Teaching measures

INTRODUCTION

At present, the teaching of college English aims mainly at cultivate students' ability in listening, speaking, reading, writing, and translation. The main purpose of teachers' English writing training is to enable students to write a good article in CET-4 and CET-6. College English is currently not well connected with professional English teaching. English teachers can make good connection between college English and ESP with the help of English for academic purposes, so that students can improve their writing ability in ESP learning.

1. OVERVIEW OF ESP

ESP is the abbreviation of English for Specific purposes, which is used for special purposes, such as English for Tourism, English for Business, English for Finance and Economics, English for Medicine, English for Engineering, etc. After the Second World War, the global economy developed rapidly, science and technology changed rapidly, and global exchanges as international trade, finance and insurance, telecommunications, international tourism, and scientific and technological exchanges were unprecedentedly frequent. International exchanges call for a communication tool that can take on this important task. For various reasons, English has become the main lingua franca in international communication. With the development of economy,

science and culture, the status of English as an international language is being strengthened day by day, and there is a craze for learning English in the world. In order to meet the needs of all kinds of people to learn English, ESP came into being, and the continuous development of learning English has led to the rapid development of ESP. ESP is a teaching approach with clear goals, strong pertinence, and high practical value. The purpose of ESP learners learning English is to learn English as a means or tool for further professional learning. For instance, non-English majors in various universities learn English as a means or tool to effectively complete various tasks. The essence of ESP is to analyze and meet the different needs of different learners to improve teaching effects [1].

2. THE SITUATION OF ENGLISH TEACHING IN COLLEGES

At present, many university teachers do not pay attention to the academic English writing of non-English majors, and the academic English writing of China is not competitive in the world [2]. In ordinary college English classroom teaching, teachers will spend most of their time in the training of listening, speaking and reading. Almost no English teachers will teach only writing knowledge in the class. When it comes to English teaching content of writing, teachers mainly let students do after-school exercises. Some students will seriously write in English after class, but some students are perfunctory to English writing, so the effect of English writing will be relatively poor. After the students have completed the basic college English courses, they will start to learn English for special purposes. ESP is mainly taught by professional teachers in the student's college. Professional teachers may have a variety of problems in the teaching process. For example, the teacher's teaching method is too boring, and there are many professional English vocabulary. It is difficult for students to concentrate on the learning of English for specific purposes. Although students have a certain level of language ability after studying basic English in university, they cannot effectively apply their language skills to the learning of English for specific purposes. Students find it difficult to read professional literature and listen to

academic lectures, and students cannot understand professional vocabulary, it is also difficult for them to complete English academic writing [3].

3. THE CULTIVATION OF STUDENTS' ENGLISH ACADEMIC WRITING ABILITY BASED ON ESP

3.1 To carry out basic training of academic English writing

The university can arrange academic English writing training for students in the second academic year. Students have a certain foundation in their first year of English learning, and they have also received some writing training. Therefore, the university can carry out basic academic English writing training for students in the third semester. First of all, English teachers need to help students choose good writing topics. Writing topics need to be related to their major. At the same time, students can also choose suitable writing topics in a larger range. Usually, these topics are not students' own experimental research [4]. Then teachers ask questions about the selected topics together with students, assist students to carry out literature review, and assist students to use a variety of chart data for analysis. After the students have finished the above basic work, they can start the primary writing. Teachers encourage students to write drafts repeatedly and constantly revise their own draft compositions, so that students can summarize the problems in writing in the draft exercises, and then solve the problems pertinently.

3.2 To write academic papers

When the students have accumulated some academic English writing foundation in the third semester, the teacher can let the students write professional academic papers in the fourth semester. Firstly, teachers need to lead students to carry out academic reading, so that students can master the research and development of their own learning profession through the reading [5]. English teachers encourage students to read existing academic papers and guide students to carry out critical reading. There are great differences between academic English writing and college English basic writing in terms of layout, grammar and vocabulary. However, academic English writing, like college English basic writing, needs a substantial content basis before writing. Therefore, before academic paper writing, English teachers can ask students to read a large number of academic materials in class, in lectures and after class, and then organize students to carry out advanced writing training of abstracts and academic papers, so that students can complete academic paper writing.

3.3 To perform the combination of read and write

When English teachers carry out classroom teaching, teachers and students can communicate and discuss writing skills and methods. Teachers can organize

students to form a writing workshop, arrange group activities for students in class, let group members find materials related to academic writing, and guide students to read and write at the same time, so that students can learn to combine reading and writing, and their understanding of the article can be improved through reading aloud. And students can refer to the format of the article to write academic papers, so that their overall English academic writing ability has been improved. At the same time, English teachers need to inform students that academic writing training can not only improve their academic writing ability, but also enable students to get more opportunities to promote scientific and technological achievements in the future, so as to improve students' enthusiasm for English academic paper writing [6].

4. CONCLUSION

The teaching of writing is the key and difficult content of college English teaching in our country. College English teachers only carry out basic writing training for students, which can no longer meet the society's high requirements for the writing level of English talents. Therefore, English teachers need to strengthen students' English academic essay writing training and improve students' English for specific purposes, so that students majoring in science and engineering can proficiently write academic essays when they obtain scientific research results.

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P&G Annual Report Comparison

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Abstract: Procter & Gamble is a famous corporation for its daily necessities. This paper will compare and contrast P&G's annual reports for 1930 and 2010. It shows the difference between historical report and modern report.

Keywords: Procter & Gamble (P&G); 2010 annual report; 1930 annual report; Board of the director; Section 404

1. INTRODUCTION

Procter & Gamble, founded in 1837, is one of the world's leading consumer goods companies. Headquartered in Cincinnati, Ohio, USA, the company employs nearly 110,000 people worldwide. P&G is well-known in the market of daily chemicals. Its products include shampoo, hair care, skin care products, cosmetics, baby care products, women's hygiene products, medicine, fabrics, home care, personal cleaning products, etc.[1]

P&G's success is related to their innovation. It is the important method P&G and their brands touch and improve people's lives—and, as a result, make their business better and better.

2. ANNUAL REPORT COMPARISON

I would like to compare and contrast P&G's annual reports for 1930 and 2010. As a whole, the report for 2010 is more logical and integrated than the old one. I will analyze it more specific as followings.

2.1 Letter to shareholders

At first, both of the two period reports give us the president's letter to their shareholders, which is a really official and professional approach to show president's opinion for the operation situation of the past year. But the 2010 report shows some charts, which tell us the future target growth of the sales, core EPS growth and adjusted free cash flow. Such a way is easier and clearer to present the corporate growth objective to the users. And, they use the blue words to highlight the crucial information for reader. For example, the years P&G paid the dividend for, the amount they returned the shareholders, how hard they invested their effort to the innovation, the number of their brands and the year their history is. This information is really the sparkle they own.

Figure 1 Purpose-inspired Growth Strategy: Our path forward

| | FY 2010 | ANNUAL GROWTH TARGETS |
|-----------------------------|----------------------|---------------------------------------|
| ORGANIC SALES GROWTH (1) | 3% | 1-2% above global market growth rates |
| CORE EPS GROWTH (2) | 6% | High single to low double digits |
| ADJUSTED FREE CASH FLOW (3) | 125% of net earnings | 90% of net earnings |

For the 1930 report, it just mentioned the result of net

earnings and how the sales reflect the operation situation, and the format and content were really simple. The font is not very friendly.

2.2 Touching and moving lives

Besides, it had no idea on the current and future innovation and developmental direction. However, the recent 2010 annual report introduces their creative features for male grooming, fabric care, and oral care. As we all know, the company has different kinds of products. So the 2010 report used word and pictures to present them, which was more direct and acceptable. [2]

2.3 Management's Responsibility for Financial Reporting and Management's Report on Internal Control over Financial Reporting

For 2010, the report has told us the members of Board of the director and the following four committees as well. They are audit committee, compensation and leadership development committee, governance & public responsibility committee, innovation & technology committee. In this part, it elaborated these members, which show us what they are in charge of.

But the 1930 report just told us who they are instead of figuring out their responsibilities.

After that, the newer report wrote a statement about "Management's responsibility on financial reporting" and "Management's Report on Internal Control over Financial Reporting". These statements are really important especially after the Section 404 came out. It emphasize that the management team has the responsibility to assess the effectiveness of the internal control and the quality for financial statement. These points cannot be seen in the 1930 annual report.

2.4 Management's Discussion and Analysis

In the latter half of the 2010 report, it mentioned the title "Management's Discussion and Analysis". In the MD&A, it told us the result of operation and financial condition. It also gave us the sales percentage for different GBUs. I believe that the percentage is really useful to figure out which segment contributes to the most volume of sales and estimate the future trend. The following chart offers detail on GBUs and segments and the key product and brand composition within each.

I believe that the percentage is really useful to figure out which segment contributes to the most volume of sales and estimate the future trend. The following chart offers detail on GBUs and segments and the key product and brand composition within each.

Figure 2 GBUs construction

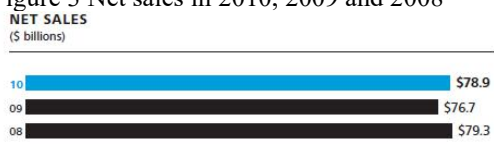
| GBU | Reportable Segment | % of Net Sales* | % of Net Earnings* | Categories | Billion Dollar Brands |
|------------------------------|---------------------------|-----------------|--------------------|---|---|
| BEAUTY AND GROOMING | Beauty | 24% | 23% | Cosmetics, Female Antiperspirant and Deodorant, Female Personal Cleansing, Female Shave Care, Hair Care, Hair Color, Hair Styling, Pharmacy Channel, Prestige Products, Salon Professional, Skin Care | Head & Shoulders, Olay, Pantene, Wella |
| | Grooming | 10% | 13% | Beauty Electronics, Home Small Appliances, Male Blades and Razors, Male Personal Care | Braun, Fusion, Gillette, Mach3 |
| HEALTH AND WELL-BEING | Health Care | 14% | 16% | Feminine Care, Gastrointestinal, Incontinence, Rapid Diagnostics, Respiratory, Toothbrush, Toothpaste, Water Filtration, Other Oral Care | Always, Crest, Oral-B |
| | Snacks and Pet Care | 4% | 3% | Pet Care, Snacks | Iams, Pringles |
| HOUSEHOLD CARE | Fabric Care and Home Care | 30% | 28% | Additives, Air Care, Batteries, Dish Care, Fabric Enhancers, Laundry, Surface Care | Ace, Ariel, Dawn, Downy, Duracell, Gain, Tide |
| | Baby Care and Family Care | 18% | 17% | Baby Wipes, Diapers, Paper Towels, Tissues, Toilet Paper | Bounty, Charmin, Pampers |

* Percent of net sales and net earnings from continuing operations for the year ended June 30, 2010 (excluding results held in Corporate).

Besides, they mention a section “SUMMARY OF 2010 RESULTS”, which provides us the outstanding achievement and the crucial problem they face like the declined earning. The next part is FORWARD-LOOKING STATEMENTS, aimed at some strategies for the problem. This part show the management creative thinking for their company, which cannot be seen in the report of 1930.

“RESULTS OF OPERATIONS” highlight the net sales, the operating costs, the income tax and the net earnings. The charming bar graph is really a quick, visual way to tell the reader how is the company operates in recent three years like the net sales bar as following.

Figure 3 Net sales in 2010, 2009 and 2008



But, in the report of 1930, only there is a chart compared by three years, showing the amount in the chart is not direct than the bar graph. I recommend that the future report may provide the data for five years, which is more fulfilling and credible.

“Venezuela Currency Impacts” is the new section compared to the 1930 report. Currency is a crucial point, which was always neglected in the past report. In 2010, the Venezuelan government devalues the Bolivar Fuerte relative to the U.S. dollar for the global financial crisis. The 1930 report may not have such a problem, but the company may face other thorny issues they should disclose.

2.5 Audited Consolidated Financial Statements

In terms of the main section, the content of 1930 report is just part of the content 2010 report because it only shows us the audited consolidated financial statements. In the statements, 2010 report separated liability from shareholder’s equity, but 1930 report

put all the items, like current liability, reserve and capital, under the title “liability”. Also, the financial statement for 1930 lacks of the statement of cash flow and statement of earnings.

In 2010 report, Consolidated Statements of Earnings comes before the balance sheet, which show that the readers pay more attention to the earning than the assets and debt, because the earning is connected the shareholders’ interest and the dividends they will gain.

On page 76 of the 2010 report, it disclose a unaudited financial summary, including the primary data like sales, assets, debts, and etc., showing the operation situation for the five years backward, which is really useful for readers to know the development of P&G company.

Figure 4 Comparison between the report in 1930 and 2010

| | 1930 annual report | 2010 annual report |
|--|--------------------------------|--|
| Letter to shareholders | the amount occurred | chart for target growth and sparkle |
| Touching and moving lives | N/A | use charming picture for creative features |
| Management’s Responsibility for Financial Reporting | just mention | Section 404 |
| Management’s Discussion and Analysis | just mention GBUs | fancy bar chart, global issues |
| Audited Consolidated Financial Statements | common report on balance sheet | format content adjusted |

Finally, the annual report should be not only useful

but also attractive. The 1930 report has no pictures, while the later one presents different kinds of pictures especially many Asian and African faces in the pictures. Such an annual report make the worldwide users feel that P&G is recognized all over the world and it is reaching more consumers from various products.[3]

3. CONCLUSION

The annual report for 2010 is more friendly and innovative than the one for 1930 including the color

and the content. The Figure 4 summarizes the comparison between the report in 1930 and 2010.

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Teaching Reform and Design of International Business Correspondence based on BOPPPS Teaching Model

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Abstract: Against the backdrop of global economic integration, Chinese universities have offered programs that prepare students for a range of careers in international business and management, with the skills and outlook to thrive in an increasingly interconnected global workplace. International Business Correspondence is one of the fundamental courses to train students with core business writing skills in intercultural business communication. In order to enhance the learning acquisition process with the goal of engaging, encouraging, and motivating our students to gain deeper understanding of writing skills, intercultural communication skills, business vocabulary, the course adopts a wide range of instructional methods based on BOPPPS teaching model. This paper illustrates one-lecture instructional design with an illustration of the case analysis of the topic contract.

Keywords: International Business Correspondence, BOPPPS Teaching Model, teaching reform, instructional design

1.BACKGROUND

Due to the deepening of global economic integration, the market is no longer confined to boundaries and brand internationalization has become one of the most powerful tools for an enterprise to gain footing in the international market. The global economic integration has accelerated the demand for applied talents who specialize in new economic theory together with excellent demand of foreign language so as to be competent for the fields of cross-border e-commerce, enterprise information, multinational network marketing and trade and other modern international business activities. In the past decade, Chinese universities have offered programs that prepare students for a range of careers in international business and management, with the skills and outlook to thrive in an increasingly interconnected global workplace. The primary focus of intercultural business communication usually involves courses such as Business English Conversation, International Business Correspondence, Cross-cultural Business Communication and other related courses, among which International Business Correspondence is one of the fundamental courses to train students with core business writing skills.

The course International Business Correspondence

covers basic knowledge of common writing styles in foreign trade, which are formats of various business letters, telex and fax, common sentences, common terms and writing skills. Through learning the various steps in correspondence in the process of foreign trade business negotiations, students will master each step in foreign trade business negotiations—commonly-used expressions and writing skills in establishing business relations, enquiry and offer, counteroffer, price negotiation, contract, shipment, insurance, complaint and claim, arbitration and so on. Meanwhile, by learning the detailed introduction of writing methods and application of agreements, and contracts, and illustration of contracts of sales, order, agent, joint venture, technology transfer etc., and all kinds of documents and confirms, such as L/C, order, bill of lading, insurance policy, packing list, certificate of inspection, students will know every procedure of the foreign trade business knowledge, and be proficient in actual business scenarios.

2.PROBLEMS

The course International Business Correspondence aims to create learning experiences that facilitate the understanding of the instructional content in a way that is not only efficient, but intuitively clear and appealing to the students. The focus of this lecture is to enhance the learning acquisition process with the goal of engaging, encouraging, and motivating our students to gain deeper understanding of writing skills, intercultural communication etiquette and mishaps, command of business vocabulary and so on. Thus, the challenge lies in the integration of simulation part into the whole learning process, emphasizing the cultivation of students' "application" consciousness and mastery of key "skills", improves students' practical ability, innovation ability and team spirit.

3.MEASURES

To tackle the aforementioned problem, the course adopts two primary measures, the first measure is the combination of online and offline instructional methods, namely, SPOC. All the instructional materials are uploaded to the course website and students are required to complete preview online by watching relevant instructional videos and reviewing background learning materials. The second measure is the BOPPPS teaching model, which offers an effective way of engaging students throughout the

whole learning process.

4. SAMPLE INSTRUCTIONAL DESIGN

The following instructional design scheme is constructed based on the BOPPPS teaching model. The instructional procedure is rigidly-designed through the comprehensive analysis of the instructional content, instructional objectives and learners' profiles.

4.1 Instructional Content

The international commercial sales contract is a legal instrument, with a central role in achieving international commercial transactions. Entering into a contractual business relationship with another party is a serious task and students are expected to comprehend the necessity of utilizing the very contract to protect their legitimate business interests and rights.

Against such backdrop, Contract offers a detailed introduction regarding the translation, draft, revision and conclusion of an international sales contract, and elaborates the writing of correspondence relevant to concept, negotiation, modification and closure of the contracts and agreements. The lecture is divided into four major parts: including the introduction of the definition, purpose, writing principles and validity of a contract; the specimen letters regarding contracts and agreements; the key wordings and the major terms and clauses of an international sales contract; and the specimen letters in the negotiation of a contract. As for Part Four: The Translation of an International Sales Contract, the lecture aims to engage students in the translation of an international sales contract based on a real-to-life business scenario.

Contract is a transitional chapter that bridges the previous topic Terms of Payment and the following topic Shipment and incorporates every critical stage of international trade ranging from the draft of price clause, quantity clause to the claims and arbitration clause. Thus, Contract is a comprehensive part of the course, and can be viewed as an inter-chapter part that include all the key glossaries and professional knowledge into the learning process. As for Part Four: The Translation of an International Sales Contract, the students are expected to complete the translation of a sample contract on the basis of the previous lectures, during which they have learned the definition, purpose, writing principles and validity of a contract; the specimen letters regarding contracts and agreements as well as the key wordings and the major terms and clauses of an international sales contract.

Instructional goals

The instructional goals are based on the acquisition of knowledge and ability as well as moral education. In terms of its knowledge goals, students are expected to master the major parts of an international sales contract and the key word and expressions in the translation of an international sales contract. As for the ability goals, students are expected to work individually and translate a basic international sales contract from English into Chinese and work individually and translate a basic international sales contract from Chinese into English. Meantime, they need to be able to draft the major parts of an international sales contract by applying the fundamental contract principles, international business knowledge and commonly-used words and expressions. Also, they need to learn to modify and polish the wordings, terms and clauses of a basic international sales contract. For the moral education, students are expected to pursue precision in the draft, modification and closure of an international sales contract and present high-level of business ethics and professionalism. They can fully utilize the international sales contract as the mechanism to safeguard the legitimate rights and business interests for the Chinese firms in international trade.

5. INSTRUCTIONAL DESIGN

5.1 Instructional concept

The course is design is student-centered and teacher-led with the focus of the BOPPPS teaching model. For this very lecture, the major task of the instructor is to enable students to acquire the English and Chinese translation of an international goods sales contract. On the one hand, students are well-informed of the goals of the lecture and understands the reason why the content is both important and relevant for themselves. On the other hand, the BOPPPS teaching model enables students to effectively digest, sort out, integrate and produce learning resources through a combination of online and offline learning. According to the rule of learning absorption pyramid, various teaching methods have been used in this class, including SPOC, task-based teaching method and case analysis method. In particular, the task-based teaching method enables students to practice in practice, and the knowledge absorption rate is about 75%.

5.2 Instructional methods

The lecture adopts primarily five instructional methods to trigger learning interests and reinforce instructional effect, and the methods are SPOC, case analysis method, task-based teaching method, cooperative learning approach and instruction.

Table 1: The Primary Instructional Methods

| No. | Instructional methods | Details |
|-----|-----------------------|--|
| 1 | SPOC | As there is a course website set up for the students to engage in the small private open course, they can get access to a wide range of learning materials prior to the lecture. Before the lecture, students are required to watching the instructional videos and materials from the |

| | | |
|---|-------------------------------|---|
| | | course website to develop a basic understanding of the lecture and be familiar with the key words and expressions in the translation of the contract. |
| 2 | case analysis method | One of the instructional videos for students to watch before the lecture is the business negotiation case between the real estate company and construction company. By watching the case analysis, students are expected to understand the significant role of contract in both domestic and international business, as well as the particulars involved in the contract signing process. |
| 3 | task-based teaching method | For this lecture, the instructor simulates the role of an international trade specialist in a fertilizer company to draft, modify and conclude an international goods sales contract. As the task is designed to simulate the job responsibilities of the international trade specialist, the students are guided to complete a realistic task in the learning environment, enable their learning experience more realistic, intuitive and seamlessly connected to the actual job requirements and tasks. In particular, the students are required to co-translate the contract from English into Chinese with their peers by applying the business knowledge and key words and expressions they have just learned. |
| 4 | cooperative learning approach | Students work together in pairs to complete the aforementioned translation task in the lecture sessions. |
| 5 | instruction | After the translation of each clause is completed, the teacher will offer the reference version of the translation to supplement, revise and deepen students' understanding and grasp of the contract translation. Meanwhile, the teacher will summarize the key issues with the translation of contract and offer feedback to the completion of the task. |

5.3 Instructional organization

The instructional organization is divided into six steps on the basis of the BOPPPPS teaching model, and the six steps include bridge-in, objectives, pre-assessment, participatory learning, post-assessment and summary. The six steps run through the three stages of the lecture, and they are pre-lecture, lecture and post-lecture sessions. The instructional objectives, instructional content and student learning outcomes of the six steps of the instructional organization is illustrated in table 1.

5.4 Instructional process

5.4.1 Pre-lecture

In the pre-lecture session, both SPOC and case

analysis method is adopted. The students are expected to conduct self-directing learning by using the course website and textbooks. Firstly, students are expected to watch the video regarding a case study of the contracting process between a real estate developer, lawyer and construction company and the tips for contract translation and the instructional video introducing the learning objectives and the translation skills. Meantime, they need to participate in the pre-assessment, that is, the online self-assessment test to assess their proficiency in the usages of contract-related words and expressions.

Table 3: Instructional Process of the Pre-lecture Session

| Instructional Process | Instructional Objectives | Instructional Content | Instructional Methods |
|-----------------------|--|---|-----------------------|
| Step 1: Bridge-in | Highlight the relevance and importance of the international sales contract for the students in their future jobs. | Students are expected to watch the video regarding a case study of the contracting process between a real estate developer, lawyer and construction company and the tips for contract translation | SPOC |
| Step 2: Objectives | Familiar with the major parts of an international sales contract and master the key word and expressions in the translation of an international sales contract | Learning objectives laid out in the instructional video | SPOC |
| Step 3: | Identify the vocabulary | Online self-assessment test: | SPOC |

| | | | |
|----------------|--|---------------------|--|
| Pre-assessment | students have already acquired in the translation of an international sales contract | 25 multiple choices | |
|----------------|--|---------------------|--|

5.4.2 Lecture

In an effort to trigger and enhance the active participation of our students, the lecture adopts the task-based teaching method and the cooperative learning method to realize the goal. On one hand, the instructor intends to build a simulation environment based on the real-life business scenario by simulating the role of an international trade specialist in a fertilizer company to draft, modify and conclude an international goods sales contract. As the task is designed to simulate the job responsibilities of the international trade specialist, the students are guided to complete a realistic task in the learning environment, enable their learning experience more

realistic, intuitive and seamlessly connected to the actual job requirements and tasks. During the task, students are guided step by step to complete the translation of an international good sales contract from English into Chinese to maximize their learning outcome. On the other hand, the aforesaid task is also finished through the cooperative learning method, in which students work in pairs and are encouraged to engage in interactive and cooperative learning. In the process of discussion and knowledge arrangement, problems in translation are found and corrected under the guidance of teachers, and finally memory mastery is realized.

Table 4: Instructional Process of the Lecture

| Instructional Process | Instructional Objectives | Instructional Methods | Instructional Content |
|--------------------------------|--|---|---|
| Step 1: Participatory Learning | Encourage students to work in pairs and act as the employee of a Chinese fertilizer exporter to finish the translation of a real-to-life scenario. | Translate a basic international sales contract from Chinese into English ranging from price clause to arbitration clause. | Task-based teaching; cooperative learning approach; instruction |
| Step 2: Post-Assessment | Timely feedback to the students about what they know and what gaps remain in their learning | Skill polisher: translate a basic international sales contract from Chinese into English ranging from price clause to arbitration clause. Personal learning journal: notes and corrections. | SPOC |
| Step 3: Summary | Highlight the key points of the lesson, including connections with prior and future learning and invite for questions. | 1. Mind-mapping 2. Q&A session | Instruction |

5.4.3 Post-lecture

In the post-lecture sessions, students are required to complete a series of tasks to strengthen their understanding. Firstly, they need to work independently to complete the translation of a sales contract. Secondly, the lecturer will summarize the learning tips, give feedback to their work and offer reference answers for the students to correct their mistakes and learn from the whole process. By the

trial-and-error process, students are expected to master general knowledge of professional knowledge (basic structure and translation skills of contract), individual skills training (vocabulary and expression of contract terms), and finally realize comprehensive skills training (translation of an international goods sales contract between Chinese and English).

Table 5: Instructional Process of the Post-lecture

| Methods | Objectives | Tasks |
|-----------------------------|---|--|
| Online self-assessment quiz | 1.To master the key expressions and sentence structures of drafting and revising a contract 2.To translate and write business correspondence in relation to contract | 1. Multiple choices 2. Translation exercises |
| Personal learning journal | To highlight the key points of the lesson and corrects the mistakes. | Compile notes, summary for the course and error correction |

| | | |
|----------|---|--|
| Practice | 1.To master the key components of a contract 2.To translate the given sales contract with the application of the fundamental principles and international business knowledge | Sales contract for a specified company |
|----------|---|--|

6. INSTRUCTIONAL REFLECTION

Reflective teaching is an essential part of teaching quality monitoring and improvement. For this lecture, we will reflect the lecture via both video recording of lessons, the collection of student feedbacks and the assessment of post-lecture tasks. The first method is to record lessons. Video recordings of lessons can provide very useful information for reflection. There are key issues we want to address, including the clarity of instructions and explanations, the allocation of time divided between instruction and student discussions, the interaction between instructors and students and so on. The second method is to collect student feedbacks via simple questionnaires, and we will ask our students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. The third method is to evaluate the students' comprehension of the instructional content based on their individual and group tasks.

7. CONCLUSION

The BOPPPS teaching model offers an effective way of combining online and offline instruction and facilitates the learning of business English related courses. By applying the model, it enhances the learning acquisition process with the goal of engaging, encouraging, and motivating our students to gain deeper understanding of writing skills, intercultural business communication skills and translation skills.

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Research on the Lack of Professional Ethics of Preschool Teachers from the Perspective of "Shendu"

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Abstract: With the advent of the Internet+ big data era, the information age is profoundly changing people's thinking, production and way of life, and has greatly changed the professional environment of teachers in the field of preschool education in China. It is easy to cause the change of preschool teachers' professional value orientation, and there are few teachers who can keep individual "Shendu". Based on this, this paper mainly analyzes the current situation of preschool teachers' professional ethics, and analyzes the reasons for the existing problems of the fracture of preschool teachers' professional ethics, and at the same time, a preliminary exploration of the way out of today's preschool teachers' professional ethics.

Keywords: preschool teachers; Professional ethics; Missing; A way out

INTRODUCTION

With the development of society, the popularization of education has promoted people's cultural quality. "Shendu" has important value in promoting the formation of individual moral personality and realizing the transformation from social morality to individual morality. "Shendu" requires individuals to be cautious and self-disciplined in their behavior. In the ideological and political education of contemporary preschool teachers, the thought of "Shendu" is permeated into the professional quality education of preschool teachers from multiple angles and at different levels. It is of great practical significance to promote the comprehensive quality of preschool teachers to lead a successful professional life.

1. ANALYSIS OF THE PRESENT SITUATION OF THE BREAK OF PRESCHOOL TEACHERS' PROFESSIONAL ETHICS

A. The breakage of individual and moral professional attitude

Suhomlinski thinks: "the teacher becomes the moral guide of the students, not because he is always preaching grand truths, but because of his attitude towards people." As the engineer of human soul and the guide of children's healthy growth, preschool teachers' moral and professional attitude is especially important. But now, under the impact of the social environment, many preschool teachers appear the

break between individual and moral professional attitude. Some teachers have serious job burnout problem. In today's multi-social environment of market economy, some preschool teachers' recognition of Chinese traditional ethics has been reduced to a certain extent. A small number of teachers have alienated values in their education career. They have no strong commitment to work, sense of responsibility and sense of mission. They seek no progress and muddle along.

B. The breakage of individual and moral professional responsibility

According to the survey in recent years, the moral and professional responsibility of preschool teachers is generally good. However, there are still some teachers, affected by social utilitarianism and individualism, who are indifferent to moral and professional responsibilities and often fail to update the teaching content in time. With the improvement of material living standards and rising prices, some teachers, under the pressure of living and driven by market interests, regard education as only a means of survival. Preschool teachers bear the pressure from life, competition among colleagues and other aspects, these pressures have not been alleviated in time, resulting in the lack of teachers' ethics and professional responsibility.

C. The breakage of individual and moral professional discipline

Good professional ethics and discipline of preschool teachers need strict rules and regulations. Although most preschool teachers are familiar with the school rules and regulations, they don't strictly follow them. The Law on Compulsory Education and the Law on the Protection of Minors clearly stipulate that "No corporal punishment for students", "Respecting the personal dignity of minors, corporal punishment or corporal punishment in disguised form or any other act that insults human dignity shall not be imposed on minor students or children." However, some teachers still go their own way, ignoring the bottom line of law and morality, and make corporal punishment to students. Some preschool teachers are late for class, leave early, behavior isn't civilized and other phenomena occur frequently.

2. ANALYSIS ON THE REASONS FOR THE BREAKAGE OF PRESCHOOL TEACHERS'

PROFESSIONAL ETHICS

A. The impact of the social environment

In the information age, the continuous influx of foreign cultures carries complex values and many negative thoughts, which makes a lot of changes in the values in the social field of our country. Especially in the rapid development of network media today, people's values have diversified characteristics, social utilitarianism, moral decline and other phenomena have a negative impact on the development of kindergarten teachers' professional ethics. Kindergarten teachers, as members of the society, have been influenced by the social environment for a long time. At the same time, today's society is increasingly taking the power and wealth one has acquired as a measure of career success. Under the influence of this climate, coupled with the rising social prices, preschool teachers pay and labor is not proportional, in the face of all kinds of interest temptation, teachers will continue to fall into the moral occupation of the nuclear. At the same time in today's era, most preschool teachers will use the rich online teaching resources to expand learning. But some teachers just copy to use, without any modification, this behavior weakened the ability of preschool teachers themselves, directly affect the cultivation of teachers' innovation ability.

B. The kindergarten management mechanism is not sound

At present, there are still a large number of early childhood normal education units in the way of training kindergarten teachers is very backward. As a result, many kindergarten teachers have not received systematic professional ethics education during their school years. At the same time, many kindergartens in the formulation of relevant rules and regulations, in the subject status of preschool teachers are missing, they do not fully understand the physical and mental characteristics of preschool teachers and the ability to accept, so that many preschool teachers in the work of burnout. And for the violation of professional ethics in teaching, such as: insult, disguised punishment of children and other behaviors, according to the relevant laws and regulations, to make the corresponding punishment. In today's era, many preschool teachers are facing a lot of pressure, they do not get timely satisfaction in the material interests, will cause behavior anomie. The kindergarten regarded their behaviors such as working overtime as a sign of high consciousness, but once the teachers put forward normal demands such as bonuses, the kindergarten thought that they only cared about money.

C. The influence of teachers' own quality

In the work of preschool education, some kindergarten teachers have problems such as job burnout, lack of happiness, weak learning ability, lack of patience for children and estrangement from parents and colleagues. At the same time, there are behaviors such as accepting "red envelopes" and gifts from parents. To

some extent, these manifestations show the weakening of the consciousness and ability of kindergarten teachers' professional ethics development. The weakening of professional ethics of some kindergarten teachers is deeply influenced by their own factors. First, some kindergarten teachers have poor ability to cope with external negative thoughts. Second, the autonomous learning ability is poor. Third, the professional will is not strong, resistance to setbacks and resistance to pressure weakened ability. Fourth, the comprehensive quality is not strong. Fifthly, the self-restraint ability of kindergarten teachers is not strong.

3. TO CONSTRUCT THE PROFESSIONAL ETHICS OF PRESCHOOL TEACHERS WITH THE SPIRIT OF "SHENDU"

A. Cultivate preschool teachers' professional moral consciousness with "Shenwei"

"Shenwei" means to be careful in trivial details and to correct mistakes as they are small or in the bud so as not to cause big mistakes or losses. Preschool teachers should use the moral code of "not to be good and not to be small, not to be small and evil" to ask for the self. At the same time, in the face of the situation of diversified values, the state and the school should also be "Shenwei". The state and the school should lead the pluralistic value orientation with the socialist core values, consciously resist the influence of utilitarianism and pragmatism, and establish the moral self-discipline mechanism with "Shenwei" as the main content. Teacher evaluation mechanism is an important means of preschool teachers' assessment and an important mechanism of teachers' professional ethics construction. The evaluation criteria should be scientific and feasible.

B. Cultivate preschool teachers' ability to resist temptation by "Shenyu"

As the ancients often say, "When one sees his desire, he will try to be content and stop himself." Therefore, we should actively carry out the "Shenyu" education and perfect the "Shenyu" education mechanism to improve the ability of preschool teachers to resist the temptation of the network. Kindergarten can carry out moral awareness education to guide preschool teachers to realize the negative effects of bad desires and the methods to control bad desires. Cultivate preschool teachers' ability of self-control and self-supervision, and guide preschool teachers to carry out self-control. At the same time, the kindergarten should also carry out scientific management. Education departments should also solve the practical difficulties of preschool teachers, appropriate to improve the material treatment of preschool teachers, stimulate their work enthusiasm, mobilize their work enthusiasm, reduce the bad desire caused by the treatment problem.

C. Urge preschool teachers to abide by professional ethics by "Shenying"

"Shenyin" refers to the ability to avoid self-deception and deviant behavior in the absence of supervision. Preschool teachers themselves are not enough moral quality, the role of teachers in the process of education is not in place, ignoring the significance of the teacher's work itself, there is no real recognition of the sacred mission of teachers themselves. In today's life, many preschool teachers are in a state of unfettered freedom, and it is easy to produce the problem of professional ethics. Therefore, moral self-discipline education should be carried out in combination with "Shenyin" in order to improve preschool teachers' moral self-discipline ability and regulate their own professional moral behavior. In the absence of supervision from the state and the school, she still maintains a high degree of professional ethics and learns from excellent examples.

4. CONCLUSION

Although "Shendu" is an early thought of Confucianism in China, it still has important practical significance in modern times. We advocate the construction of professional moral education from the

perspective of "Shendu" in preschool teachers, which can play a role in purifying the soul of preschool teachers and sublimating their moral personality. As an educator, preschool teachers have the obligation to bear moral responsibility, and make their own correct value judgment in the era of multiple value conflicts. In the future career, I will realize the ambition of serving the people and contributing to the society, and truly enjoy the lofty professional honor and happiness in the process of serving the people.

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Exploration and Practice of Ideological and Political Theories Teaching in English Course

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Abstract: With the increasing number of college students in China, the continuous development of higher education, and the continuous advancement of education reform, English teaching in colleges has been paid unprecedented attention to. And the teaching model of English has also been continuously developed, and various new methods have emerged in an endless stream. The ideological and political theories teaching in English course is the result of the continuous development of higher education. College English is a compulsory subject for higher education students. It promotes the combination of ideological and political theories teaching and college English, so that students can establish correct values and outlook on life, and continuously improve their professionalism. This paper researches and discusses the exploration and practice of ideological and political theories teaching in English course.

Keywords: College English; Ideological and political theories teaching; Exploration and practice

INTRODUCTION

The goal of education is to train builders and successors of socialism with Chinese characteristics. And it is necessary for higher education to integrate education in ideology and morality and cultural knowledge education into teaching more perfectly and effectively. College English is one of the compulsory courses for college students. When teaching professional knowledge, teachers should help students form correct outlook on life and values in the process of learning, guide students to have good political literacy, and combine college English teaching with ideological and political education, and take morality and cultivating people as the basic principle of teaching, so as to help students better adapt to the society and serve the motherland.

1. OPTIMIZING THE SETTING OF TEACHING MATERIALS AND INTEGRATING THE CONTENT OF IDEOLOGICAL AND POLITICAL EDUCATION

In traditional college English textbooks, the content arrangement is usually heavily biased towards Western culture. The texts and materials in the textbooks are almost all about the customs, geography and culture, traditional festivals and etiquette of Western countries [1]. This will, to a certain extent, cause students to tend to introduce, disseminate, and popularize the relevant cultures of

Western countries in the process of expressing in English. However, students may neglect to introduce Chinese traditions, traditional thoughts, traditional etiquette, traditional festivals in English in the process of using English as a language. Therefore, in the arrangement of college English textbooks, it is recommended to add certain elements of Chinese culture to the textbooks, such as Chinese excellent traditions, traditional myths, and the good morals of ancient celebrities. For example, stories about Dayu's control of flood, Kong Rong and the pear and Yugong's moving mountains reflect the good quality of the Chinese people, the industrious, brave and fearless spirit of the Chinese people in pursuit of a better life. Articles showing the great rejuvenation of the Chinese nation, such as China's national defense technology level moving to a world-class level help students to use English thinking to introduce Chinese culture and write Chinese stories in college English learning, so that Chinese culture can continue to go to the West, to the world, to be understood by the people of the world among the new generation of youth. And it is conducive to opening up the path of using English to spread Chinese culture [2]. At the same time, integrating the content of ideological and political education and the core values of socialism with Chinese characteristics in the textbooks enables students to learn to use dialectical and critical thinking to learn foreign languages and cultures, and to constantly strive for the rejuvenation of Chinese nation and the construction of socialism in the process of learning English.

2. TAKING THE CLASSROOM AS THE CARRIER TO EXPLORE THE IDEOLOGICAL AND POLITICAL CONTENT IN THE TEACHING OF COLLEGE ENGLISH

In today's higher education, many courses still use the classroom as a carrier and rely on the teaching of knowledge and the influence and instillation of values. College English is not only a course to learn foreign languages and cultures, but also a course to let college students take English as the language carrier and let Chinese culture go to the world. Therefore, when designing college English classroom teaching, teachers need to fully tap the ideological and political content in teaching, and it is important to instill correct values and ideological and political concepts into students. For example, in the classroom teaching of reading and understanding "Silk Road

Travel Guide" in unit 6 of New Practical College English, teachers can expand the relevant knowledge through the explanation based on this reading and understanding, for instance, teaching students how to express "four great inventions" in ancient China, silk weaving technology, silk weaving technology, Lacquerware craft to all over the world. In this process of expansion, students' English expression ability is constantly improved. At the same time, students' national cultural self-confidence and cultural consciousness as Chinese people are enhanced, and their deep patriotic feelings are cultivated, so that students can learn to express the excellent culture of the Chinese nation in English [3].

3. STRENGTHENING SOCIAL CONTACT TO PROMOTE THEIR DEEP INTEGRATION IN SOCIAL PRACTICE

In the process of students' learning and growth, the society, a complex subject, has always been a crucial and indispensable link and platform. College students can not get away from the support and development of society whether they are studying in school or in the future employment development. College students learn to adapt to the needs of social development. It is an eternal topic for college students to contribute to social development with their limited strength. This is especially true of ideological and political education in college English. It is feasible to promote the ideological and political theories teaching in English curriculum into the social atmosphere in the process of reform. In the process of education, we should effectively integrate into the social atmosphere, promote the effective combination of individuals, schools and society, form a comprehensive and accurate education pattern, and help students promote their professionalism and ideological belief education. College students not only need to know that they are not only learning languages, they are more cultural. Colleges and universities can organize students to popularize English knowledge, spread the culture and history of Western English speaking countries, promote the ideological and political reform of the course to be more in-depth and practical, strengthen the connection between society and students, cultivate selfless spirit of spreading their knowledge for students to adapt to the needs of social development, and expand the knowledge of social members [4].

4. STRENGTHENING TEACHER TRAINING AND BUILDING A STRONGER TEAM OF TEACHERS

Teachers are an important force in teaching at any stage, and the professionalism and ideological and political correctness of their teaching are of great importance. The premise of teaching and educating people is that teachers themselves need to reach a certain degree of professionalism, let alone college

teachers. In order to promote the continuous integration and deepening of ideological and political theories teaching and English course, first of all, teachers must have high professionalism. They must not follow the old ways, follow the rules, and stick to the traditional teaching methods. Instead, we should master the teaching methods of ideological and political education, and become the educators, promoters and disseminators of Chinese advanced culture. Secondly, teachers must strengthen their own ideological and moral cultivation, adhere to the correct political direction, adhere to the unity of value and knowledge, and cultivate students' patriotic feelings. Finally, we should strengthen the study of professional ethics, improve moral cultivation, set an example, develop a strong sense of responsibility, become a teacher who really brings knowledge and strength to students, and become a practitioner and disseminator of socialist core values.

5. CONCLUSION

As the main position for college students' ideological and political education and socialist core value system theory instillation, it is essential to fully promote the ideological and political teaching of relevant courses to be more scientific and rational. This is also a problem that all higher education workers need to continue to explore and think about. In view of the special needs of college students, it is necessary to effectively combine professional knowledge education and ideological and political education, relying on teaching materials, taking the classroom as the carrier, and taking the society as the training position, so as to contribute to the cultivation of socialist talents.

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The Importance and Teaching Research of Respiration in Vocal Music Singing

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Abstract: in the process of the singing of vocal music skills apply for vocal music effect has a very positive effect, has a very important role in singing breathing, using good breath way can more easily achieve singing effect in the singing, and to achieve the protection of the throat, the emotion and artistic conception of will work more perfectly. However, some vocal music learners have deviation in understanding and understanding of the importance of respiration in vocal music singing, and fail to grasp scientific breathing training methods, which ultimately leads to inadequate respiration and affects the final effect of vocal music expression. Based on my own learning experience and practical feelings, the author analyzes the importance of breathing in vocal music singing, and looks for the scientific way and path of breathing training.

Keywords: Vocal singing; Respiration; Importance; teaching

INTRODUCTION

Breathing is the most basic way of human living, work must be done by breathing life, people in life and every moment in activities both in breathing, but the singing respiration and there exists significant difference daily breathing, breathing pattern choice will directly affect the overall effect of vocal music singing, breathing compared with daily life, Vocal music plays a more important role in breathing, which is different from the breathing mode to maintain life. There are also obvious differences in the requirements of breathing for different structures of vocal music works, different contents of vocal music works and different emotional expression requirements of vocal music works

1. THE IMPORTANCE OF RESPIRATION IN VOCAL MUSIC SINGING

1.1 Breathing can promote the improvement of singing skills

Breath control not only need the singer of the oral and nasal cavity, but also need a variety of singing the involvement of the relevant organ, the singer through transfer, control, and relaxation of respiratory organs can better training, implementation of throat, throat, chest, abdominal cavity of comprehensive control, only these parts are positive and effective control, Only in this way can we better complete the whole breathing process and make breathing more smooth and natural, which not only provides enough

breath support for vocal music singing, but also can adjust breathing according to vocal music singing needs, so as to achieve flexible and diverse vocal music singing. Good respiratory system can ensure that the singer's voice is more flexible and change, more accurate and easy to enunciate and enunciate, the singing process is more natural and smooth, which has a very significant effect on the improvement of the vocal singer's singing level.

1.2 Breathing helps to maintain the coherence of phrases

The interpretation of vocal music works requires the singer to fully express the connotation and emotion of the whole work, to ensure that the audience's emotions are effectively mobilized, to stimulate the audience's emotion and ideological resonance, and to promote the audience to better integrate into the singing process. With strong randomness in our everyday speech, don't focus too much on the continuity of the statement and rhythmic, while singing to express their needs affective, consistency, and keep high attention, the connection between the word and the word, the connection between the word and the word, sentence and the connection between the words all need the singer more natural and downy cohesion, Breathing plays an important role in the realization of the coherence of phrases. Breathing is like a silk thread connecting the pearls of vocal music works, and finally forming a complete vocal function.

1.3 Breathing promotes the singer's emotional processing and expression

Singer's emotion processing and interpretation has very important significance for vocal music works, the audience listening to vocal music works not only to feel the rhythm of singer's singing skills and work, want to feel the profound connotation of works and emotional thought, abundant emotion tends to arouse the emotions of the audience, emotional interaction between the audience and the author and the singer. The emotion of vocal music works can not be separated from the emotional description of the work creator, but also needs the singer's second creation. In the process of vocal music singing, the singer must deeply explore the way of expression of the work. The volume has a very direct effect on the change of emotional expression. The change of breathing volume will have a direct impact on the volume. Strong breathing leads to high volume, while weak breathing leads to low volume.

2. BREATHING TRAINING STRATEGIES FOR VOCAL MUSIC SINGING TEACHING

2.1 Maintain correct breathing posture

The realization of breathing needs to be achieved through the adjustment of human limbs and organs. In daily life, our breathing is mainly based on the nasal cavity, throat and mouth, while the control of breathing in vocal music singing needs the participation of multiple organs and parts of the whole body. We can find through daily observation, the human body in the sitting posture, standing posture, lying posture and other different positions when the sound is completely different, while the amount of breath, speed and even degree is also significantly different. Conventional vocal singers will maintain a standing posture, so we should also maintain the correct standing posture when breathing training, try to keep the body straight, strictly comply with the physical requirements of vocal singing, keep full of spirit and sufficient breath. In the breath, the singer should expand the abdominal cavity, close up their lower abdomen, reasonable distribution of nasal and oral breath, to ensure that the two breathe into the breath, as far as possible to control the stability of the breath. Especially in the high-pitch singing and expression, we should pay high attention to the smoothness of breathing and control the opening of our mouth and teeth. Only in this way can we ensure that the adjustment and control of breathing are more accurate and will not cause instability or disorder of breathing due to the problem of body posture. Therefore, vocal singers should always pay attention to the correctness and standard posture in daily training, maintain the correct breathing posture and carry out training activities.

2.2 Evenly slow breathing and breathing

Persistent training is of great significance to the improvement of singing ability, and breathing is the basis of vocal singing, so vocal singers must pay high attention to breathing training in daily training, especially pay attention to the control of breathing. For many people, fast breathing is relatively easy, while slow breathing is more difficult to control. Therefore, daily intensive training should start with slow inhalation and slow exhalation to ensure the smooth nature of breath. In the training process, the singer should pay attention to the coordinated control of the mouth and nose, mainly by oral exhalation and inhalation, slowly inhaling air, then open the chest

and the air into the lungs, to achieve the drainage of gas control. In the exhalation training session, the trainer should control the slow outflow of breath to ensure that the breath flows smoothly and evenly. After a period of training, the singer can choose some songs in line with the requirements of slow breathing and slow breathing training to carry out synchronous training, to achieve the synchronous flow and control of sound and breath, and effectively improve the matching degree of breathing and singing. Uniform slow inhalation and slow exhalation is the basis of breathing training, vocal singers must pay great attention to this, in this link to gradually stabilize and controllable breath regulation, improve the uniformity and stability of breathing, to create a good environment for the improvement of vocal singing ability.

2.3 Slow and urgent breathing

The slow inhalation and rapid exhalation is mainly to realize synchronous and slow inhalation of air through the oral cavity and nose cavity. When the performer is full of air, he should take a short pause, which is very short. The main purpose of the pause is to stabilize the breath, prepare for the next exhalation, and adjust and control the breath state. After a period of training, the singer is able to grasp the intake of breath, and express their needs in different scales is significantly different, in the process of training according to the concrete differences of the scale exhaled breath, in a relatively short period of time in relatively rapid rhythm sing ", "short, for the diaphragmatic muscle contraction movement has played a good role in promoting, The burst of sound is both firmly supported and relatively stable. Slow breathing and rapid breathing training has a very positive effect on breath condensation. After a period of training, the practitioners can concentrate the breath well in a short time.

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Problems and Countermeasures in Subject Teaching and Practical Application in the Professionalization of English Education in Higher Vocational Schools

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Abstract: With the continuous development of the commodity economy, the demand for professional talents continues to grow, and vocational education accounts for an increasing proportion of Chinese education. The role of English education in higher vocational colleges in our country is increasing. However, there are still some problems in English education in higher vocational schools. There are a series of problems in subject teaching, which are not conducive to the improvement of students' ability. In the actual application, the knowledge learned still cannot be used in daily life. Therefore, this paper analyzes and discusses the existing problems and related countermeasures in the subject teaching and practical application of English education in higher vocational schools.

Keywords: Vocational English; Professionalization of education; Subject teaching; Practical application; Problems; Countermeasures

INTRODUCTION

With the development of economy, the teaching tasks of higher vocational colleges are also changing. English has also become an indispensable subject. In order to enhance the adaptability of students in higher vocational colleges and better enhance their professional competitiveness, higher vocational colleges should strengthen students' learning of English and change teaching methods in subject teaching, so as to better improve students' English proficiency and strengthen the proportion of English teaching in higher vocational colleges, enhance students' English learning level, thereby improve students' comprehensive ability and strengthen professional competitiveness.

1. PROBLEMS IN THE SUBJECT TEACHING OF ENGLISH EDUCATION IN HIGHER VOCATIONAL SCHOOLS

1.1 The lack of teachers in English education

It is necessary to establish a professional team of teachers to improve the quality of English teaching in higher vocational colleges. However, in the education system of our country, people generally have prejudice against higher vocational colleges,

believing that students in higher vocational colleges do not need to learn English, and school leaders do not pay much attention to English teaching in higher vocational colleges. In the daily teaching process, the importance of English has been neglected for a long time. Due to people's prejudice and the limitations of teaching conditions, there is a lack of professional English teaching talents in higher vocational colleges. In addition, English teachers in higher vocational colleges lack the professional teaching required for higher vocational English education, and cannot provide personalized education for their needs.

1.2 The dull and boring teaching methods

Some teachers who serve as English courses, in the course of class, list more professional English terminology that can not integrate English with daily life, so that English courses give people a sense of superiority [1]. In the classroom, teachers often use the way of speaking and listening to students. There is a lack of interactive communication between teachers and students, and teachers cannot understand the knowledge of students. The deficiency of students in modern Chinese course can not be found and corrected by teachers in time. The cramming-style teaching method cannot stimulate students' interest in learning, and at the same time, it cannot promote English courses to be effectively carried out in the classroom. Teachers' teaching is too high and there is no interaction between teachers and students, which leads to the poor effect of English Teaching in higher vocational colleges.

2. PROBLEMS IN THE PRACTICAL APPLICATION OF ENGLISH EDUCATION

2.1 Inappropriate formulation of evaluation criteria for English teaching effect

In higher vocational schools, the evaluation standard for students' English learning level is generally based on written examination [2], ignoring the students' oral English ability. In the actual application, the use frequency of oral ability is higher than that of written examination ability. These have led to the students become English test machine, and students lack oral English ability and their reading level is poor, which can not adapt to the needs of the work.

2.2 Deviation of professional needs from the teaching content

English is a comprehensive subject which covers a wide range of fields and knowledge. We must have a solid cultural accomplishment to be able to apply English knowledge to daily life. Only on the basis of constantly expanding their knowledge and firmly mastering English professional knowledge, can they flexibly use English in their daily life. In addition, a strong cultural accomplishment is not only a mastery of theoretical knowledge in books, but also a requirement for Chinese language and literature majors to apply English knowledge to daily life and practice in daily life. Professional English is difficult for students in higher vocational colleges, which is not conducive to students' understanding. In addition, most of the English teaching content of higher vocational colleges are consistent. They are lack of targeted learning of their own professional terms, there are some drawbacks in practical application.

3. STRATEGIES FOR IMPROVING THE QUALITY OF SUBJECT TEACHING AND PRACTICAL APPLICATION OF ENGLISH EDUCATION IN THE PROFESSIONALIZATION OF HIGHER VOCATIONAL SCHOOLS

3.1 Paying more attention to English education in higher vocational colleges and cultivate relevant professionals

As a relatively basic language discipline, English is closely related to people's daily life. With the continuous enhancement of China's comprehensive national strength, the requirements for English proficiency of various professions are gradually increasing. In order to improve the teaching effect of English education in higher vocational colleges, we should pay more attention to English [3]. In the process of daily life, we should use the media to change the public's prejudice against learning English education in higher vocational colleges, make more people understand the importance of English education in higher vocational colleges, and actively learn English and cultivate more professionals.

3.2 Reform of teaching content and evaluation standards

The teaching content of English course lacks interest and specialty. In the new era, if we want to improve the quality of English teaching, we need to change the teaching content [4] and enhance the interest of teaching content. The current English teaching content in higher vocational colleges should be modified, the teaching content should be changed, the daily use of English should be combined with the teaching content, and the practicability of the teaching content should be enhanced [5], so that students can enhance their enthusiasm for the use and learning of English courses, and improve the practical application effect in the professionalization of higher English education. In addition, in higher vocational schools, students' English learning level can not be

evaluated only by the results of written examination, but by the combination of written examination and oral ability.

3.3 Changing English teaching methods and enhancing the interaction between teachers and students

The traditional English teaching method is not conducive to stimulate students' interest in learning. Teachers should actively innovate their own teaching methods, change the original cramming teaching, enhance the interaction between teachers and students, and find the shortcomings in the process of language teaching through the interaction between teachers and students. In the classroom, PPT, video, the second classroom can be used to integrate the English course teaching which students seem to be superior into the students' daily life, change the students' inherent concept of English course, enhance the students' English practical ability, and improve the students' learning enthusiasm for English course.

4. CONCLUSION

The society's demand for professional talents continues to be increased, and the importance of higher vocational schools in education is also increasing. How to cultivate professional talents that meet the needs of social occupations and adapt to the continuous development of society has become the primary task of higher vocational education. Therefore, higher vocational schools should pay attention to the cultivation of students' comprehensive quality, further transform teaching methods, and improve the subject teaching and practical application of English education in higher vocational schools. In the English education of higher vocational colleges, it is necessary to carry out corresponding rectifications and reforms according to the current shortcomings, change the teaching methods, and cultivate more professional English education talents who are suitable for development. Only by continuously rectifying and reforming the shortcomings and continuously improving teaching methods, and cultivating teaching talents, can we further improve the English education level of students in higher vocational colleges, improve their English proficiency, enhance their professional competitiveness, and cultivate more high-quality talents for related professions.

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Cultivation of College Students' Innovation and Practice Ability and Classroom Teaching and Learning

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Abstract: Innovation and practice ability has become an important quality goal for colleges and universities to cultivate talents. The paper analyzes the actuality that is not conducive to the cultivation of innovative and practice ability from teaching and learning. To improve the quality of cultivating college students' innovative and practical ability, the student-centered teaching puts into practice by changing the concept, attitude, model, method of the "teaching" of teachers and the "learning" of students, with the some professional courses of electronic information engineering as an example, and the favorable conditions for open and interconnected world in today's world.

Keywords: Innovation thinking, Innovation and practice ability, Knowledge transfer

INTRODUCTION

College students are the most important part of the country's talents, and their innovative ability has a significant impact on the country's development. As the major talent training base, universities must shoulder the mission of cultivating college students' innovative ability. The quality of innovative talent training is affected by many factors. This article only analyzes teaching and learning in the classroom.

1.Current status of teaching and learning

1.1.teaching

Classroom teaching is the mainstream of university's teaching. Although different teaching means and methods are used, the actual effect is not so good. Most teachers still regard knowledge transfer and completion of teaching tasks as goal orientation, and teaching students to imitate and memory. This spoon-feed of "teaching" centered on teacher's teaching emphasizes the transmission and instillation of factual information[1]. In the short term, students can learn something and pass the final exam, but it weakens the effectiveness of students' "learning", dilutes the guidance of innovative thinking and awareness, and is harmful to the cultivation of learning ability and innovative thinking ability.

Experiments and practical classes are important platforms for training students' innovative and practice ability. However, the relatively single design of teaching content and the integrated experimental

equipment leads to the simplification of the experimental process and students lose many hands-on opportunities. Design courses are formalized, with focusing on results, downplaying the process, and lacking assessment rules, so practical courses can't fulfill its role, and can't achieve the goal of training students' innovative practice ability.

1.2.learning

Students are accustomed to listening to teachers in primary and middle schools, accustomed to excessive assignments tactics, accustomed to passive reception. They keep these habits when entering university. The learning method will lead to incomprehension and inadequate mastery of knowledge points, and adapt difficultly to university teaching methods. Many students study for scores. Their ability of cognition, understanding and application of knowledge system is relatively weak. The internalization and transfer of knowledge have little effect, and students lack the questioning spirit and innovation awareness.

In the experiment class students repeat the steps according to the instruction book. They connect rarely the experimental process with the theory learned to judge whether the result is correct .When difficult Problems arise, they are used to seeking the guidance from teacher at the first time, Instead of independently thinking , analyzing, and solving it. Many students lack of active exploration and adventure spirit. For design tasks, after the design topics are set by teachers, in order to finish the task, usually students consult the materials, and copy the ideas and methods of others.

2.STUDENT-CENTERED TEACHING PROMOTES THE CULTIVATION OF INNOVATION AND PRACTICE ABILITY

It is no need to set up a separate courses and special trainings for the cultivation of innovation and practice ability of undergraduates. By changing the teaching mode and strategy, teaching focus on students learning, so innovative concepts are integrated into daily teaching activities [2], and the training of innovation ability is integrated into practical teaching.

Arousing students' innovation consciousness and cultivating students' innovation practice ability in

Teaching

Nowadays, with the development of network communication technology, students can acquire knowledge conveniently, so lectures are no longer the all of classroom. The key task of teachers in the class is solving puzzles, and guiding students to think, and encouraging students to ask questions. The classroom becomes open and conversational. Taking the course of microcomputer principle and interface technology as example, after students have watched the videos, PPT or network resources before class, they complete the test questions to check the self-study effect. Teacher explains the students' problems or key points in the classroom. In case analysis, teacher inspires students to ponder different methods, and guides students to discuss. The aim is to make students have collisions of thinking. This kind of student-centered teaching method can wake up students' innovative consciousness and train their innovative thinking. On practical courses, Firstly, it is necessary to design a teaching scheme that integrates modularization, hierarchy, innovation and systematization [3]. By different methods, students of different levels have the opportunity to exercise, so students' innovation and practice ability are cultivate effectively. Secondly, in teaching methods, confirmatory experiments should guide students to explain the purpose and function of each step in the experiment with theory, to analyze the rationality of the results, and the source of error. For example, capacitance sensor displacement measurement experiment, teacher can guide students to observe its structure, then analyze why the zero point appears in the experimental results. Students are encouraged to use different instruments, to find different experimental paths, or use discrete components to build experimental circuits. Design experiments start from the application in life, gradually arouse students' interest from easy to difficult. Teachers advocate independent proposition and teamwork, and strengthen process management, and inspire students to use knowledge comprehensively to propose different design ideas and implementations method, then in the classroom organize and guide students to discuss and show their ideas, and give timely comments, so as to stimulate students' innovation spark, improve their ability to analyze and solve problems, and truly integrate the cultivation of innovative practical ability into the practice teaching process.

2. TRAINING INNOVATION THINKING AND PRACTICE ABILITY IN LEARNING

Firstly, as the subject of study, students should be aware of their dominant position, cooperate with the teaching activities organized by teachers, actively participate in and integrate into the classroom, and become the protagonist of the classroom. So it is necessary to study the knowledge points carefully before class for knowledge base. By thinking and asking, they internalize what they have learned into

their own knowledge [4] and effective transfer of knowledge. Secondly, they must understand that the learning of knowledge is not an end but a means. In the process of learning, students should dare to put forward their own ideas and opinions, dare to show themselves, and communicate with classmates and teachers proactively. They should have a skeptical spirit, an attitude of seeking change, and the ability of comprehensive choice. Students should develop good habits of scientific thinking, improve learning ability and train innovative thinking. Thirdly, practical courses are the main platform for students to train innovative and practice abilities. It is necessary to combine theory with operation process when doing confirmatory experiments, analyzes the principles and phenomena of the experiment, and can predict the results of the experiment. Such as experiment of sensor principle course, the purpose is to deepen the understanding of the sensor principles and characteristics. In the experiment, students should combine sensor working principle and structure to analyze the waveform or data characteristics, so that they really understand the characteristics of the sensor, which is convenient for future application. Comprehensive, design or training courses need apply the knowledge learned coherently. They need analyze the relevant literature and data, look for different implement methods, and dare to try. For example, experiments of embedded system and other course involve software, hardware or algorithms, according to the proposed topic, students analyze the task requirements, search for information, compare different schemes to find out the shortcomings and improve or innovate them on the basis of others, then determine own design ideas. Students discuss and show each other in classroom, combine with teacher comments, broaden thinking and exercise their innovation and practice ability.

3. CONCLUSIONS

Teaching and learning are two sides of one and complement each other. To cultivate innovative talents, the ideology, attitude, and methods of teachers and students need to be changed. In the process of teaching and learning, teachers are the guide and students are the main body. Teachers need to spend a lot of time and energy to prepare teaching content, test questions, design tasks, and teaching schemes. Students learn knowledge points and complete test before class, and complete practical design tasks after class. In this way, students can study in their spare time, but also realize the individualization of learning style. With the reserve of knowledge can students participate in interactive activities such as classroom discussions, exhibitions, and generate collisions of thinking and stimulate the spark of innovation. When teachers guide learning by teaching and students promote teaching by learning, the actual effect of innovative talents training can be improved.

ACKNOWLEDGEMENT

This paper is supported by the Anhui University of Finance and Economics Undergraduate Teaching Quality and Teaching Reform Project (general), acjyyb2019048

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A Study on the Influence of Error Analysis in L2 Writing Learning

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Abstract: Error analysis is a method used to analyze errors students made in their English writing. Students are EFL, they could not have the language environment. They may make various kinds of errors. In order to improve their L2 acquisition, error analysis is needed to correct their mistakes in the compositions. Two types of error, Inter-lingual errors and intra-lingual errors, will be discussed in this paper to attempt to improve students' English writing. **Keyword:** error analysis, English writing, CAH, CCH

1. INTRODUCTION

Students could make various kinds of errors during their English writing, when they are firstly learning to write essays in English. There could be error analysis for students to improve their English writing. This paper is to analyze the errors in their English writing and to examine the significance of error analysis in L2 writing, hoping to improve students' English writing competence by using error analysis. Since students are EFL, they could not have the language environment. They may make various kinds of errors. In order to improve their L2 acquisition, error analysis is needed to correct their mistakes in the compositions.

2. LITERATURE REVIEW

Error analysis is a method used to record errors in the learner's language, determine whether these errors are systematic, and (if possible) explain the cause of these errors. A native speaker of the target language, listening to the learner's language, is likely to find that the learner's errors are quite obvious, although, as we shall see, accuracy is only one feature of the learner's language.

While native speakers of English make unsystematic "performance" mistakes from time to time, second language learners make far more mistakes, often mistakes that other native speakers don't make. Error analysis should focus on the systematic violation of input patterns to which the learner has been exposed. These errors tell us something basic about the learner's inter-language, or the rules of the language being learned.

X. Fang and J. Xue-mei (2007) point out that the hypothesis of comparative analysis holds that the main obstacle to second language acquisition is the interference of the first language system to the second language system[6]. Scientific comparison of the two languages in terms of structure enables people to predict and describe what are problems and what are

not. Error analysis replaced contrast analysis which was only effective in phonology and declared its decline. Moreover, according to J. Richard et al. (2002), EA developed as a branch of linguistics in the 1960s and it was revealed that the mother tongue was not the main and only source of mistakes made by learners[7]. In addition, Hashim, A. (1999) mentioned that language effects are more complex, and these errors may even be caused by the target language itself, the communicative strategies applied, and the type and quality of the second language instructions[8].

The objective of EA according to J. Richard et al. (2002) is, first of all, to identify the strategies that learners use in language learning, methods and strategies to use in teaching and learning[15]. Second, try to find out the causes of learners' mistakes, that is, investigate the motivation behind making mistakes, as the first step to eliminate mistakes. Thirdly, access to information on common difficulties in language learning to assist in teaching or the preparation of teaching materials,

Error analysis puts forward two main causes of errors: one is inter-lingual errors, that is, errors caused by the learner's language background and the interference of the mother tongue; the other is intra-lingual errors, that is, errors caused by the learner's misuse of certain rules of the target language. It is believed that the causes of errors lie between the target language itself and learners' wrong application of certain rules of the target language.

Lado (1957) believes that when learners are learning a second language, elements in the second language that are similar to learners' L1 are easy for them, while elements that are different from learners' L1 are difficult[1]. The CAH proposed by Lado means that a learner's L1 has a great influence on his L2 learning. To some extent, L1 determines whether learners can successfully learn L2. CCH was first proposed by Dulay and Burt. It's the opposite hypothesis of CAH. According to CCH, the learner's mother tongue has little influence on the acquisition of a second language. Dulay and Burt (1974) conducted an empirical study on the frequency of error types in L2 children learners. They found that children do not organize a second language based on their native language transfers or comparisons[2]. They construct their second language structures in a creative way.

3. TYPES OF ERRORS

J. Richard et al. (2002) divide errors into two

categories. Inter-lingual errors and intra-lingual errors refer to the negative effects of the speaker's mother tongue and the target language itself, respectively[7].

Inter-lingual errors are caused by the interference of L1 (also known as interference, language interference and cross-language influence), learners tend to apply the language knowledge of the mother tongue to some linguistic features of the target language, but they also often lead to errors. Intra-lingual errors are errors that occur due to specific abuses of specific rules in the target language. In fact, the exact opposite of an inter-lingual error is that it focuses on the target language. The target language in this view is considered to be the cause of an error.

In the process of writing English articles, students mainly tend to make the following types of mistakes: misformation, omission(different use of Articles, plurals and prepositions) and addition.

4.THE REASON OF ERRORS APPEARING

4.1 Misformation

It tournament out that the students are likely to make mistakes in terms of tense, the selection of accurate verbs and nouns, the usage of prepositions and articles, the inflection of verbs and sentence structure. The misformation errors can be seen as the wrong forms of structure including not only words but also sentences.

Though Chinese university students have learned English for a relatively long time, they could fail to fossilize the rules of English and grammar correctly. They could not be corrected immediately after they made errors.

4.2 Omission

As for the improper use of preposition, the use of preposition in Chinese is also very complicate. It has prepositions for time, place, direction, agent and instruction. In Chinese, prepositions can be used before or after the noun, depending on the meaning difference. For example, instead of saying "I am in the room." Chinese people tend to say "I am room in." The complexity of use of prepositions in English also makes it difficult for Chinese learners to master them when they write in English.

As for the improper use of plurals, the use of plurals in Chinese. Plural forms do exist in Chinese. They can be used together with determiners such as "these" or "those". That is why Chinese English learners always have a tendency to forget to add the plural form after the noun, even though they may have become advanced English learners.

As for the improper use of articles, there is almost no use of articles in Chinese, while articles are a part of speech with high frequency in English. In English, the use of articles also has a very standard method and rules, compared with the Chinese is not. Therefore, it is easy for Chinese students to ignore the use of English articles in their writing, or to use them incorrectly. Teachers must emphasize the

important role of articles in English writing and how to use articles correctly in the course of teaching.

4.3 Addition

Addition errors are the opposite of the omissions category. According to Dulay, Burt and Krashen(1982), they can be seen as "the presence of an item which must not appear in a well-formed utterance". Addition of unnecessary words was the most frequent error for Chinese English learners[7]. Articles, prepositions and conjunctions were also the main problems that the Chinese English learners encountered in terms of word addition.

The above three types of error are mainly types that Chinese university students usually make in their English writing. There are perhaps two reasons. On the one hand, because their writing errors can not be easily and seasonably corrected when they are finishing their English writing. For Chinese university students, the highest frequent situation is that they usually ignore what they write, even there are a large amount of errors. On the other hand, because the students are EFL, they could not have too many opportunities to learn English and they have not enough great environment to learn English and to correct their writing errors.

5.CONCLUSION

In this study, the three main types of errors were mentioned and discussed. This paper analyzes the causes of the mistakes that Chinese students are prone to make in English writing and how to avoid them in English teaching. It can be seen that these analysis errors can play a positive role in the teaching of English writing and help students improve their English writing ability.

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Why Bank Accounts of Foreign Trade Companies are Frequently Frozen: An Analysis—The Example of the Tony Supply Chain Company

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Abstract: An increasing number of companies connected with foreign trade have unexpectedly found their bank accounts frozen, according to data covering the past two years. This has been particularly problematic in Guangzhou and Yiwu. This article probes a particular supply chain company, Yiwu Tony Supply Chain Company, in order to discover what is happening. The findings will assist foreign trade practitioners, experts, scholars, and governmental departments in their work to prevent such unexpected bank freezes in the future.

Keywords: foreign trade, bank account, frequently frozen

1. OVERVIEW OF THE “FROZEN ACCOUNT” PHENOMENON

According to an online survey, more than 2000 Chinese companies have unexpectedly found their bank accounts frozen in recent years[1]. This is according to information gathered by the Tony Supply Chain Company of Yiwu. The amount of money involved is staggering and normal business is disrupted. The dreaded terms that appear on their accounts are “card frozen” and “freezing account.” This paper explores this phenomenon and explains why it has been happening more frequently in the past two years. Many merchants are reporting that this “freezing account” message has appeared as many as 15 times in a three month period, making normal transactions impossible[1]. It is imperative that this situation be analyzed and understood as soon as possible by foreign trade practitioners, experts, scholars, and government officials in order avoid further disruptions.

2. ANALYSIS OF THE FROZEN ACCOUNT PHENOMENON

(1) The experience of Yiwu Tony Supply Chain Company

Yiwu Tony Supply Chain Company (hereinafter

referred to as Tony Line) is a company specializing in arranging international cargo transportation services for foreign traders in India, known as international freight forwarding. In its specific freight forwarding business, Tony's dedicated line provides services such as warehousing, booking space, and arranging the domestic and international transportation of certain foreign trade cargo. After receiving the goods, the customer will remit money to the company through an overseas account, to pay for the service and transportation fees.

Since last October, Tony Line has had their bank accounts frozen multiple times. After consulting the relevant banks, Tony Line was told that all these accounts had been frozen by remote public security bureaus because certain amounts had been suspected of being involved in telecommunications fraud or money laundering and other illegal activities. These public security bureaus were located in such diverse places as Fuzhou, Fujian, Nanchang, Jiangxi, Hainan, Qinghai, Inner Mongolia, Beijing, and Chengdu.

Tony Line is a company formally engaged in international freight forwarding business. They have never been involved in illegal activities such as telecommunications fraud or money laundering. Why are their bank accounts suspected of illegal activities and resulting in their accounts being frozen? Here is how that happens.

(2) The source of the confusion behind the Frozen Account phenomenon

In order to introduce the process of how account freezing gets triggered, it is important to know the two main steps that are involved in foreign trade.

“Jack”: buyer, an Indian Company

“May”: a Yiwu International Trade Company

“Guang”: supplier, a Jewelry Company

“Tony Line”: an International Freight Forwarding Company

“Liang”: a Customs Declare Company

“Mark”: a Foreign Payment Agent

“Damon”: a Payment Agent in Free Trade Zone

“Zhang San”: a Domestic Payment Agent

“Li Liu”: a Criminal Group

In the first step, “Jack” and “May” signed Purchase Agency Agreement, and then “May” fulfilled the purchase agreement.

“Jack” bought 100,000 US dollars from “Guang” with the help from “May”. After placing the order, he entrusted “Tony Line” to help take care of the warehousing, customs clearance and transportation of

the goods. “Tony Line” provided the warehouse to “May”, and “May” informed “Guang” to deliver the goods to “Tony Line’s” warehouse and check them according to the agreement. At the same time, “May” contacted “Tony Line” to arrange international cargo transportation for the goods. “Tony Line” entrusted “Liang” to take responsible for the export customs clearance, and contacted the shipping company to book space and arrange the container trailers for packing. The whole process is shown as the following in Figure 1.



Figure 1 Business relationship diagram

In the second step, after the goods were transported, Jack, would receive the bill of lading (B/L) sent by “Tony Line” and began to arrange payment.

In this transaction, Jack needs to pay 100,000 U.S. dollars for the goods and the corresponding service fee to “May”, and plus pay the transportation and service fees for the international section to “Tony Line” plus a series of fees, including export customs clearance fees, inspection fees and service fees to “Liang”. “Jack” might pay for all these fees out of his own bank account. However, in the real world, foreign buyers will send all payments to the account of the shipper on the bill of lading in order to reduce unnecessary costs. In addition, in order to enhance the competitiveness of their products in the domestic market, foreign buyers may take some measures such as reducing import tariffs by understating the total value of imports. For example, in this business, “Jack” only reported US\$50,000 when he declared the value of imports. India’s administration of exchange control stipulates that the amount of foreign exchange must be the same as the amount declared for import customs clearance, and US dollars must be sent to the corresponding shipper’s account on the bill of lading. [2]

Note: The shipper’s account. In the foreign trade export business, the shipper on the B/L should be the seller, which is “Guang” in this transaction, but many market operators and factories in the foreign trade industry may not have import and export operation rights, so they can’t be the shippers or either build an

account for receiving foreign exchange. So here we need a company licensed to be the shipper, which usually is the foreign trade logistics agent.

Assuming that “Tony Line” is the shipper on the B/L, “Jack” needs to remit the payment of US\$100,000 and other related expenses to the “Tony Line”’s account. According to the declared value of imports, “Jack” can only purchase US\$50,000 in foreign currency from an Indian bank and remit it to Tony Line’s account through a formal bank transfer. We need to find another path for the remaining US\$50,000 and expenses payment, such as through a foreign payment agent, such as “Mark”. Between US dollars and RMB, foreign buyers usually will choose RMB for two reasons. First, the US dollar payment cycle is long and the procedures are cumbersome, and second, foreign payment agents will charge higher fees to process US dollars. [2]

Let’s explain as follows:

In this transaction, Jack may only have a profit of 10,000 RMB yuan for selling US\$100,000 worth of products, and if he chose to pay the remaining US\$50,000 and expenses by US dollars through a foreign payment agent, the agent fee may be 5,000 yuan. In addition, because there is no business actually transacted between “Mark” and “Tony Line”, the remaining US\$50,000 can no longer be transferred to Tony Line’s account, only a private account works.

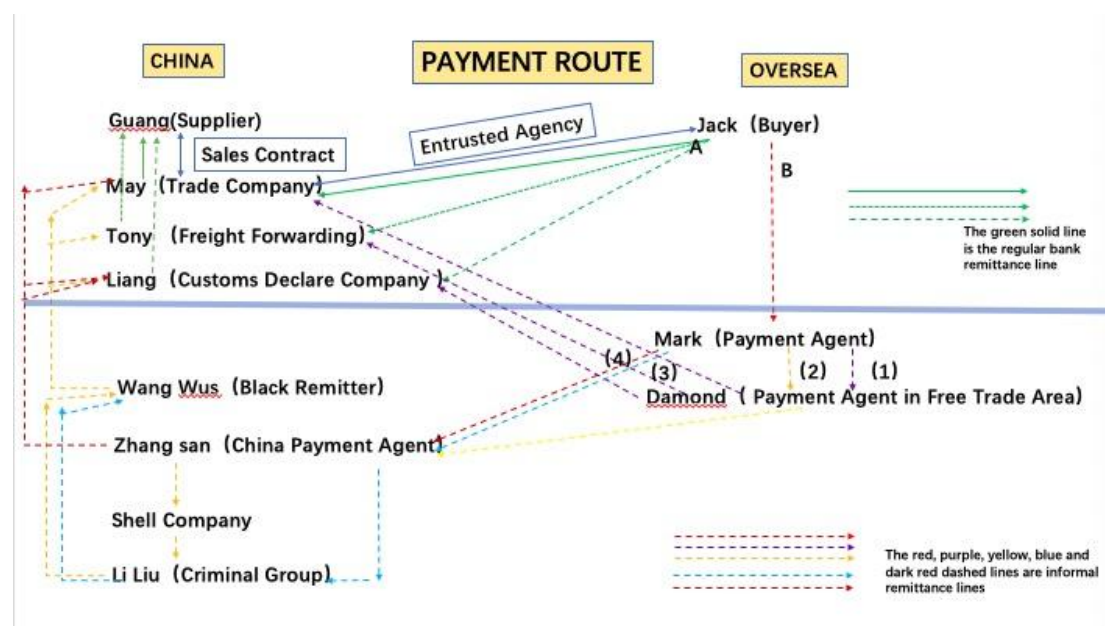


Figure 2 Payment routes map

Take the business payment from “Jack” to “Tony Line” as an example to explain the payment routes in Figure 2.

The payment routes in Figure 2 can be divided into route A and route B.

Route A has “Jack” directly emitting US\$ 50,000 through the banking system of the importing country to the shipper. The shipper can be any of the three companies of “May”, “Tony Line” and “Liang”, and this article takes “Tony Line” as an example).

Route B has “Jack” entrusting a third-party payment agent to pay the remaining US\$50,000. It can be divided into 1, 2, 3, and 4 branch routes:

Route 1 is legal and will not result in accounts being frozen. It has “Jack” entrusting “Mark” to pay, and “Mark” gets foreign exchange from “Damon” and then “Damon” remits money in US dollars through “Zhang San” (a China payment agent) to “Tony Line”’s domestic US dollar account, then “Tony Line” pays the money to “Liang”;

Route 2 is illegal and will cause accounts to be frozen. After remitting the foreign exchange to “Zhang San”, the money will be sold to tax fraud subsidies, and may also be mixed with the illegal income of the “Li Liu” fraud group, and finally remitted to the “Tony Line”;

Route 3 is also illegal. It has “Zhang San” entrusting “Mark” to collect “Jack”’s local currency, and then “Zhang San” pays “Tony Line” in RMB. The clue to the illegality is answered by asking this question: where does “Zhang San”’s RMB come from? It turns out that “Zhang San” uses different kinds of illegal funds from “Li Liu”.

Route 4, finally, is very legal and clear, “Mark” entrusts “Zhang San” to transfer money to “Tony Line” and “Zhang San” makes payments by integrating various legal incomes.

Analysis:

Among all payment routes, route A is absolutely safe and is encouraged by the government. Routes 1 and 4 following route B are also safe and can be used as lubricants in international trade. These two routes have a common feature, which is the payment of accounts involved in routes that are traceable and whose accounts can be checked. Routes 2 and 3 in route B are unsafe because they involve illegal activities, which are severely cracked down on by the government. Each time the bank accounts of foreign trade companies were frozen because these two illegal routes were taken without the trade companies knowledge. These two routes also have a common feature: most of the payment accounts involved in the routes are non-real accounts which were bought from illegal card sellers, and the money involved illegal activities such as telecommunication fraud, online gambling, online pornography, and pyramid schemes. To sum up, based on the above description of the specific business, it is not difficult to see that if Jack used route 2 and route 3 of route B, the money received in the private bank account of “Tony Line” may be mixed with money from illegal activities such as telecommunications fraud, online gambling, online pornography, and pyramid schemes. These behaviors are particularly prone to occur in China's economically underdeveloped provinces. Because of the underdeveloped economy, the low level of education, and the lack of awareness of risk prevention, people there are easily to be deceived and become unwitting victims of illegal activities. When people who were defrauded called the police, if the amount involved was relatively large, the public security bureau would trace the origin of the RMB and then freeze the accounts of the legitimate businesses. This is why although Tony Line is engaged in a formal international freight forwarding business, the money remitted to Tony Line’s private

bank account by foreign purchasers through foreign payment agents may involve illegal activities. Anytime such fraud occurs, public security committees will freeze bank accounts.

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Exploration on the Significance of University Students' Voluntary Service in Ideological and Political Education

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Abstract: Nowadays, colleges and universities pay more and more attention to the value leading and practical educating function of voluntary service. In the ideological and political education of colleges and universities, voluntary service is an important carrier and practical activity. It is conducive to cultivating the educational objectives of a new generation of young people capable of shouldering the mission of national rejuvenation, to promoting the concept of practice education of ideological and political education, and to promoting the educational pattern of multi-party participation and linkage education, which enhances the effectiveness of ideological and political education in colleges and universities.

Keywords: voluntary service, ideological and political education in colleges and universities, practice education

INTRODUCTION

Carrying forward the spirit of voluntary service of social dedication, fraternity, mutual assistance, and progress is a powerful spiritual power to support our adherence to the development of China and our dedication to the people's lives. The university students' voluntary service is helpful for the university students to realize the youth dream, with practice action realizing the Chinese dream to make a new bigger contribution. At present, in order to cultivate a new generation of young people capable of shouldering the mission of national rejuvenation, it is very important to play the role of voluntary service in the value guidance and practice education of ideological and political education in colleges and universities, which reflects in the following aspects: fulfilling the goal of educating people, enriching the carrier of educating people, and promoting the construction of the pattern of multi-party participation and linkage education.

1. HELPFUL FOR COLLEGES AND UNIVERSITIES TO ACHIEVE THE EDUCATIONAL GOAL

University students' voluntary service is an effective way for colleges and universities to achieve the goal of training new people to take on the task of national rejuvenation. Voluntary service in the process of

cultivating a new generation of young people is conducive to shaping the sound personality of university students, strengthening the value guidance of them, and improving their comprehensive ability.

1.1 Shaping the sound personality of universities students

The sound personality is a positive developing state in structure, which is formed by the complete combination of multiple personality traits. [1] It is necessary to have correct self-consciousness, good social adaptability, and psychological harmonious development. First, through voluntary activities, university students can enhance their self-consciousness, combine their understanding of social reality with comprehensive self-observation, self-evaluation, self-education, and self-improvement, improve their self-confidence in solving practical problems and possess a correct understanding of self-development after plunging into social life. Second, university students enhance their social adaptability through voluntary service. Through this social practice platform, universities students should enhance their understanding of the social situation, learn the knowledge of social life, increase their social experience, accumulate their social experience, and improve their ability to integrate into and accept the society. Third, the participation of university students in voluntary activities is conducive to promoting the harmonious development of psychology. In voluntary activities, university students have a better understanding of self-value, release the pressure of study and life, and reduce the possibility of low mood, which can also improve their mental health in some degree.

1.2 Enhancing the comprehensive quality of university students

"Human development is the fundamental problem of social development and the fundamental purpose and values of education. Socialist education built by a variety of factors such as moral, intellectual, physical, beauty is aimed at cultivating people's all-round development." [2] The process of voluntary service is the overall improvement of practice ability, work spirit and work quality of university students. Through contacting service units, university students

have exercised their communication and communication skills; through designing service activity plans, they have improved their ability to plan and think; through accompanying and guiding service objects, they have improved their empathy; and through forming teams and arranging division of labor, they have improved organizational leadership. At the same time, university students apply their professional skills and professional accomplishment to the practice of voluntary service, and realize the mutual transformation of professional ability and practical ability.

2. HELPFUL TO ENRICH THE UNIVERSITY PRACTICE EDUCATION CARRIER

As an important form of practice education in colleges and universities, voluntary service should give full play to the subjective initiative and positive initiative of university students, and exert the experience and perception of voluntary education in maximum extent, which is beneficial to achieve the organic unity of "Helping" and "Educating" of voluntary service.

2.1 Enhancing the students' subjectivity.

"The inherent characteristics of students' autonomy, initiative and creativity are displayed in the educational process in the institutions of higher education for university students, which is the intrinsic motivation for the effective development of teaching and management activities and the ultimate realization of the transformation of educational requirements and purposes into the thoughts and behaviors of educational objects." [3] Voluntary service is conducive to promoting the initiative of university students. In the process of contacting with volunteer role models and other volunteers, university students feel the gap between their ideological and moral development level and that of advanced characters, thus produce intrinsic demand of accepting the education thought, promoting own ideological and moral level, and service for other people. Voluntary service is conducive to enhancing the creativity of university students. Contemporary university student volunteers tightly focus on the needs of the masses, flexibly apply the theoretical knowledge and professional knowledge of ideological and political education they have learned, and contribute their wisdom to create a better life in the new era.

2.2 Guiding students in self-education.

As an important form of practice education, voluntary service is an effective channel to promote self-education. Mr. Qian Liqun said, "The youth volunteer movement, in fact, is the practice that contemporary university students have shared to participate in social change, new values and ideals, and is a self-education movement searching for the establishment on the new goal of life" [4] In the process of voluntary service, university students are both the subject and object of ideological and political education. Therefore, in the process of education and self-education, university students can identify with the theory of ideological and political

education more effectively. In addition, through voluntary service, university students improve their ability of self-recognition, self-evaluation, self-control, and motivation, and gradually realize the transformation of self-education from spontaneity to consciousness.

3. HELPFUL TO THE CONSTRUCTION ON THE PATTERN OF MULTI-PARTY PARTICIPATION AND LINKAGE EDUCATION

Multi-party participation and linkage education is the requirement of the development of ideological and political education in colleges and universities. It means that under the guidance of the government, we should give full play to the multi-disciplinary role of the society, university, family, and student individual, to cohesive a strong collective force to educate people. Because the voluntariness, gratuitous, sociality and public welfare characteristics of voluntary service, it has become a powerful platform for coordinating ideological and political education resources, promoting multi-subject communication and cooperation, and constructing multi-subject linkage operation.

On the one hand, voluntary service promotes ideological and political education close to reality. Voluntary service strengthens the connection between students and the society, and makes the ideological and political education in colleges and universities close to the reality. In the community voluntary service and the village voluntary service, the university student volunteers cooperate with the government's work, explores the new pattern of voluntary service practice, create a new model of "Community + University" volunteer service and a new model of "University + Village Party Branch+ Peasant household" rural volunteer service. [5] Through this mode, ideological and political education of colleges and universities strive to have a fruitful achievement in rural revitalization and community governance and urges the university student volunteers to experience the youth sense of mission and responsibility.

On the other hand, voluntary service promotes ideological and political education close to life. Voluntary service goes into the family. University students' family volunteer service is a vivid manifestation of the close combination of ideological and political education content and university students' daily life, a vivid portrayal of "looking for education in life and educating for life", and a vivid model of drawing materials from family life and penetrating ideological and political education into life. University students' family volunteer service is conducive to satisfying the construction of community families, enhancing the social responsibility of family members and volunteers, achieving the organic unity of "Helping" and "Educating". Engaging in the family volunteer service cannot only enhance the moral cultivation of

university students, but also meet the needs of community residents and build a socialist harmonious society.

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Role of Tragedy in the Poetics of Aristotle

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Abstract: Tragedy is mainly analyzed in the Poetics of Aristotle, and it is believed that tragedy is the imitation of actions. The “fear and pity” from imitating arouses the self-reflection and improvement of moral virtue, which is the Catharsis effect of Tragedy.

Keywords: Tragedy; imitation; moral virtue; Catharsis; city-state

1. TRAGEDY IS THE IMITATION OF ACTIONS

The Poetics of Aristotle mainly talks about “Tragedy”. In the work, he uses the “Tragedy” as the main genre to analyze poetry. In his statements, tragedy that is the imitation of actions and ethics are closely related, and it arouses pity and fear. Fear can obviously be an insidious thing that undermines life and poisons it with anxiety, and it might have a secret allure so that what we need to purge is the desire for the thrill that comes from fear. The idea of purgation, in its various forms, is what we usually mean when we call something cathartic.

Tragedy is the imitation of actions, but what is the relation between the imitation of actions and the ethics? Aristotle says one external action is the display of ethics. People's external actions come after the planning and selection of ethics, so the external actions and the results of actions shows the good and evil in human soul. As he says in Great Ethics, “the difference in our behavior is the same with the difference in ethics”.[1] Aristotle believes that the ethics in soul can't be fulfilled totally, so the external actions show us the human good in soul ethics. The soul ethics can be classified into rational ethics and moral ethics. Rational morality is about the same eternal knowledge, for the same eternal knowledge will only have the cognitive characteristics of the mind. Such knowledge is speculative knowledge, such as physics, mathematics and metaphysics, etc. They features that they can achieve self-sufficiency activities in the human soul, that is, the results of such activities can achieve in soul. On the other hand, Aristotle thinks that “moral ethics concerns about the pleasure and pain. Pleasure make people do evil, and pain make people away from good”.[2] At the same time, moral ethics is a quality with selection.[3] In the sequence, moral ethics are the selections of pleasure and pain, which are the real activities of human being. In other words, rational ethics can achieve self-sufficiency while moral ethics reflect the selection of feelings of pleasure and pain. So the moral ethics can't achieve self-sufficiency in soul activities, and it aims to the planning and selection of

external actions. The results of external actions reflect the moral ethics.

Aristotle thinks that tragedy is the imitation of actions, which undermines life and make people feel fear and pity. As the imitation of actions is the result of planning and selection, the pity caused by tragedy comes from the insufficiency and weakness of moral ethics.

2. THE EFFECT OF CATHARSIS IN TRAGEDY

Aristotle hopes the best tragedy can cause fear and pity through a proper action, and realize the catharsis on fear and pity. Catharsis in Greek can mean purification and might be a purgation, but they have different meaning in specific situations. So the actual meaning of catharsis is not fixed. Speaking about the effects of catharsis, cultivating hypothesis proposed by Professor Luo Niansheng may be appropriate. The precondition of catharsis is an adverse situation which happens because the tragic character has an incomplete moral virtue. Based on this, the public trigger off a self-feeling of catharsis. In previous study, the main explanations for catharsis proposed by Aristotle are purgation and purification. These hypotheses are only suited for some specific situations, and they can't show the roles that tragedy have on human beings.[4] However, Professor Luo Niansheng thinks that the role of catharsis is produced through the cultivation of fear and pity. He says that “the public practice their feelings of fear and pity to a proper degree through touch of tragedies, instead of purging and purifying the feelings”.[5] In a word, all of these three ideas are discussing about the feelings of fear and pity, which are pointed out by Aristotle in Poetics. This research method is obviously too narrow. the reason why the tragedy makes the public feel fear and pity is because they are afraid the same situation, that the tragic characters feel fear and pity in adverse situations, happens on themselves. The tragic characters make mistakes because of the deficiency of moral virtues. For example, Oedipus killed his father because of its feisty offences. The tragic character suffered adverse situations is the direct reason of fear and pity, but the public can realize that the basic reason is because of the incomplete of their moral virtues. Not only the fear and pity, the role of catharsis contains to a greater feeling and quality, including tempest, gentle, etc. Tragic characters might make mistakes because of the deficiency of these qualities, not just fear and pity. In other words, fear and pity are only a trigger or factor for inducing the catharsis on other feelings.

3. THE RELATIONS BETWEEN MORAL VIRTUE AND CITY-STATES GOODNESS

Tragedy, through the effect of Catharsis, makes people pursue their moral virtues, which is the embodiment of goodness of the moral virtue. The rationality drives people pursue the virtues, rational virtue or moral virtue, in their soul. So to realize the goodness in the rational virtue and moral virtue is perfect and satisfied for Aristotle? Absolutely not. In his mind, this is just a state of origin and beginning. Aristotle thinks that "the nature of human being is political, which is a hypothesis of city governance".[6] As of the relations between human and city-state, he thinks that family and individuals are preferably from the thoughts of city-state, because overall is prior to every parts.[7] Therefore, we are going to analyze the relations between human and city-state.

City-state is the inevitable results for the realization of human nature, and it's also the embodiment of the satisfied goodness, Aristotle pointed out. For the needs of life and to better people's life, villages form a community gradually. When the community is large enough to afford the individuals, a city-state emerges. Is the formation of a community is natural phenomenon, so is the city-state, for this is their destination. The natural phenomenon is a destination. Only when the nature comes out, can we describe what it is. The purpose of nature is goodness, and the self-affording is a goodness.[8]

This explains the natural evolution of city-state from the perspective of destination of human nature and self-affording. Aristotle classified the formations of human and city-state into the following categories: individual—family—village—city-state. In these processes, community requires more people, and the mastery of self-affording and skills requires better. In size, city-state is a set contains individuals, family and villages, which can realize the self-affording for human life. So we can take the city-state as the embodiment of self-affording goodness. That's to say, city-state represents the destination for the realization of self-affording and it's the result of this self-affording goodness.

To cultivate the moral goodness is not only for the pursuing of self-goodness, but also for the realization of city-state goodness. Aristotle thinks that the justice of city-state and the best system of government is to cultivate some certain qualities of good and nice behaviors, which explains why political destination is the best goodness.[9] This so-called destination of goodness is compatible with the destination of human moral goodness. In other words, the destination of human moral goodness is included in the destination of best goodness.

The self-affording goodness and the moral goodness are respective to the city-state goodness, and the most quality of the former is city-state goodness. In the case, city-state goodness is the wider embodiment of self-affording goodness. Also, the moral goodness is

in part of city-state goodness, the realization of moral goodness is included in the realization process of city-state goodness. Aristotle defined the city-state in politics:

We can see that all the city-states are some certain communities, which are built for some certain goodness (for all the behaviors of people is to do good they think). Obviously, all the communities are pursuing some certain goodness, so the communities of all the best communities in every field are pursuing the best goodness, which are so-called city-states or and political communities.[10]

This shows that Aristotle thinks that city-state goodness is the embodiment of the pursuing goodness of individuals, family and villages. So for individuals, the natural goodness, soul goodness and moral goodness are included in the city-state goodness and they are the embodiments of city-state goodness.

City-state is higher developed than the other goodness, it's legality and justice keep the moral virtues from destroying. Aristotle thinks that people may use techniques for desire and error. Human being should be the best-qualified animal, but it also can be the worst-qualified animal without the justice and law. A fake justice will be a huge harm to human beings. If people utilize these techniques and strategies, it will lead to a worse results. For this, Aristotle states that justice and law should be utilized to make sure the rightful use of technology and knowledge, keep the moral goodness, realize some certain good qualities, which is called good and nice city-state goodness. In the process of realizing individual goodness, city-state goodness gets realized. Likewise, for pursuing the self-goodness, the realization of tragedy is included in the process of realization of city-state goodness.

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Research on the Mental Health Problems and Solutions of College Students in the New Era

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Abstract: In recent years, all kinds of campus tragedies caused by college students' psychological problems occur frequently, which has aroused wide attention from all walks of life. It is increasingly important to strengthen the mental health education in colleges and universities. At present, there are some problems in colleges and universities, such as insufficient understanding, low professional level of educators, and single education form, which seriously affect the development of mental health education in colleges and universities. Therefore, in order to improve the development of mental health education in colleges and universities, we can strengthen the construction of teaching staff, broaden the channels of mental health education for college students, and establish the early warning and intervention mechanism of mental health.

Keywords: new era; college Students' mental health problems; solutions; epidemic situation

INTRODUCTION

With the continuous improvement of people's living standards, health problem has gradually become one of the main problems that people pay attention to, especially the psychological health. College students are the future successors of the country, and their mental health is particularly important. Therefore, it is necessary to strengthen the mental health education in colleges and universities.

2. THE MAIN PSYCHOLOGICAL PROBLEMS OF COLLEGE STUDENTS IN THE NEW ERA

In the new era, college students mainly have the following five kinds of psychological problems. First, anxiety. When people are in a bad environment, there will be tension, that is, psychological anxiety. When students enter the university life, facing the unfamiliar environment around, it is easy to produce varying degrees of anxiety, especially the students who are introverted and not good at communicating with others. At the same time, the emergence of anxiety will cause the corresponding physiological changes, such as insomnia, neurasthenia and other symptoms. [1] Second, rebellious psychology. College students are divorced from their parents and gradually become mature psychologically and physiologically. Therefore, they have their own ideas and values. However, because they have not yet entered the society, they are relatively

unsophisticated and immature. When they encounter situations that are different from the will of individuals or groups, they often have strong rebellious psychology and do some abnormal and extreme behaviors. Third, the loss of mind. COVID-19's nationwide ravages make students narrow in activities and can only live in a home. Long time monotonous learning life inhibits students' enthusiasm for learning. It is easy for students to lose their learning goals and relax their study, indulge in games, novels and other things. They even feel that life is meaningless and blank. Fourth, fear. COVID-19 with unique characters of infection speed, wide range and strong harm makes most students attach great importance to their physical health. If there is a little bit of physical discomfort, they worry that they have been infected with the virus, too panic. Fifth, communication panic. After students leave their parents and friends, they enter a strange university life and generally feel lonely. College students come to all over the world. There are significant differences in life habits, thinking and behavior, so it is difficult to become good friends of mutual understanding and tolerance in the short term. When there are some friction, they can't adjust their emotions in time, so they are easy to escape, and have communication panic. [2]

3. PROBLEMS IN THE DEVELOPMENT OF MENTAL HEALTH EDUCATION IN COLLEGES AND UNIVERSITIES

3.1 LACKING AWARENESS

At present, the problem of college students' mental health has aroused widespread concern in the society. The Ministry of Education has also issued various documents to require colleges and universities to strengthen mental health education and improve students' mental health level. However, this policy has not been really implemented, nor has it attracted the attention of university leaders and students. [3] First of all, in terms of schools, colleges and universities are still seriously affected by exam oriented education. They still put professional knowledge first and neglect the cultivation of students' comprehensive quality and psychological education. Moreover, their mental health education institutions are mere formality and do not really play their educational function on students' mental health. Even though the elective course of mental health

education has been set up, the effect of education is not obvious because of the lack of class hours and the lack of contact with the actual life. In terms of students, at present, students do not have a correct understanding of the basic concept of mental health and its important value, blindly equate mental health with mental state, and think that only those who have mental problems will go to psychological counseling. When there are some psychological problems, they often refuse to accept psychological counseling and help.

3.2 THE PROFESSIONAL LEVEL OF EDUCATORS IS LOW

At present, the majority of college mental health education teachers are seriously insufficient, which is not conducive to the improvement of college students' mental health level. First of all, there is a serious shortage of full-time teachers for mental health education in colleges and universities. For example, Henan Provincial Department of Education issued a document requiring every 500 students to be with a psychological teacher. However, this policy has not been effectively implemented. At present, universities with more than 20,000 students have less than five full-time psychological teachers, far below the policy requirements. [4] Secondly, the overall professional level of the teachers of mental health education courses in colleges and universities is low. At present, most of the mental health courses in colleges and universities are held by ideological and political teachers, student counselors, administrative personnel, etc.. They have not received formal psychological training, and lack systematic psychological basic theory and professional skills, so it is difficult to carry out psychological education from a professional view. Ideological guidance and education are not conducive to students' mental health.

3.3 SINGLE FORM OF EDUCATION

First of all, colleges and universities do not really pay attention to the mental health education of students. They only set up the optional course of mental health education out of the form. It is up to the students to decide whether to accept this course, which makes it difficult for the mental health education to be carried out in the whole school. Secondly, the current mode of mental health education in colleges and universities is relatively single, mainly for the establishment of psychological counseling institutions to provide students with psychological counseling function, which requires students to come to consult themselves. When most college students encounter psychological problems, they often do not seek the help of psychological counseling institutions in colleges and universities, but This structure is difficult to effectively solve the psychological problems of students, through self-regulation or seeking the help of friends.

4. SOLUTIONS TO THE MENTAL HEALTH

PROBLEMS OF COLLEGE STUDENTS IN THE NEW ERA

4.1 TO STRENGTHEN THE CONSTRUCTION OF TEACHING STAFF

The professional quality of teachers has a direct impact on the mental health of students. Therefore, colleges and universities should strengthen the construction of teachers. First of all, to improve the teaching threshold of mental health education teachers, they are required to work with certificates, so as to improve the professional quality of full-time mental health teachers in colleges and universities. Secondly, we should improve the treatment of teachers, introduce a group of high-level and capable psychology teachers, and play a leading role in scientific research. In addition, we should strengthen the training of mental health educators, carry out systematic and targeted training, and put the training on the right track, constantly normalize and standardize.

4.2 TO BROADEN THE CHANNELS OF MENTAL HEALTH EDUCATION FOR COLLEGE STUDENTS

To improve the mental health level of college students, we must strengthen the mental health education in colleges and universities, and constantly broaden its educational channels. First of all, colleges and universities should change the elective course of mental health education into a compulsory course, which requires the whole school students to accept mental health education. At the same time, they should increase the class hours, combine the theoretical students with the specific life, guide the students to do a good job in self-regulation, and improve their ability to solve practical problems in life. [5] Secondly, colleges and universities should strengthen the construction of mental health consulting institutions, give full play to its positive role, establish and improve relevant rules and regulations, standardize teachers' behavior, and protect students' personal privacy. In addition, students' psychological problems do not appear suddenly, but gradually form in a long time of study and life. Therefore, we can establish the psychological health files of students with learning problems and record their psychological changes. On the one hand, it can help teachers better solve their psychological problems and improve their psychological health. On the other hand, we can find the psychological commonness of the whole students from these cases and understand the psychological characteristics of contemporary college students.

4.3 TO ESTABLISH EARLY WARNING AND INTERVENTION MECHANISM OF MENTAL HEALTH

Students' mental health is not only affected by school life, but also by family and society. Only society, family and school work together, can the psychological problems of college students be

completely solved. Therefore, colleges and universities should strengthen the contact with students' families and society, form a great joint force of the trinity of school, family and society, [6] to prevent the sudden accidents caused by college students' psychological problems. First of all, colleges and universities should strengthen communication with students' families, and timely understand students' past ideas and emotional tendencies, and actively appeal to the society to pay attention to the growth of college students and create a more tolerant public opinion environment for them. Secondly, to strengthen college students' mental health education, we must have a comprehensive and specific understanding of students' learning, life and other aspects, master the overall ideological changes and emotional tendencies of college students, find their psychological problems in time, and conduct correct ideological guidance and communication, so as to avoid leading to their extreme behavior. In addition, Maslow's Hierarchy of Needs Theory mentions that people's actions originate from their needs, so colleges and universities can listen to students' demands from both material and spiritual aspects, pay attention to students' needs, and give them appropriate help, so as to better improve students' mental health.

5.CONCLUSION

The mental health of college students is related to

their personal development, and will also affect the future development of the country. Therefore, it is necessary to increase the education of mental health in colleges and universities.

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Research on Theoretical Logic and Strategic Orientation the Development of Digital Economy Driven by Blockchain Technology

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Abstract: The emergence of blockchain has broken the original model of economic development. Many people are skeptical that blockchain technology is helpful for promoting economic development, but blockchain technology can strengthen the resource allocation ability of digital economy and drive the high-quality development of digital economy. As an emerging economy, the digital economy is bound to have some drawbacks in its continuous development. The domestic digital economy is booming, but there are also a series of problems such as network information asymmetry, digital trust crisis, and security risks of digital application. Blockchain technology can well help the digital economy to solve these problems in some aspects. This paper discusses its basic content and applications.

Keywords: Blockchain technology; Digital economy; Theoretical logic; Strategic orientation

INTRODUCTION

A broader concept of digital economy refers to an economic form that can directly or indirectly use data to guide other resources to work. Blockchain is an application mode of computer technology. Many problems encountered in the development of digital economy are due to the lack of data or the risk of data. One of the functions of blockchain is to ensure the security of data transmission and data access.

1.THE THEORETICAL LOGIC OF THE DEVELOPMENT OF DIGITAL ECONOMY DRIVEN BY BLOCKCHAIN TECHNOLOGY

1.1 Conductive to improve the efficiency of the digital economy

The digital economy is mainly composed of data, and the security of data is important. However, in recent years, due to the continuous expansion of digital economy, information asymmetry and market failures have appeared in the digital economy, which is not conducive to the development of digital economy. Blockchain technology can encrypt the data in digital economy, and it is inconvenient to find out the huge amount of data, but blockchain technology can accurately and efficiently query the required data. With the rapid development of digital economy, many digital platforms have also emerged, but these digital platforms have had a certain degree of monopoly in

the early stage, and prices are controlled by these platforms, leading to price discrimination. Blockchain technology can effectively avoid price discrimination, enable mutual exchange of prices, and show the true price of the platform to people [1]. The traceability and asymmetric encryption of blockchain technology make these real phenomena visible, and the encrypted data will never be cracked.

1.2 Conductive to promote the transformation and upgrading of industries

The digital economy now has a wide range of integrations. Agriculture, financial industry, traditional service industries are all integrated with the digital economy to a certain extent. The partnership of blockchain technology for these industries can effectively improve the efficiency of the industry and promote the transformation and upgrading of the industry. In the financial industry, blockchain technology can digitize assets. When digital assets enter the area of blockchain technology, digital assets have a good guarantee, which makes the economic system more transparent and fair and promotes the digital transformation and development of the financial industry. Moreover, blockchain technology has the characteristics of encrypted transactions. The most important thing in the financial industry is to ensure the trust of transactions. Blockchain technology can ensure the security of financial transactions and promote the integration of financial industry with other industries. The transformation and development of agriculture requires blockchain technology. The first thing that blockchain technology can solve is the logistics problem of agriculture. The sale of farm products is solved by logistics in a big way. Blockchain technology can quickly obtain information, trace the flow direction and security of the information, and effectively improve the efficiency of agricultural production and circulation [2]. In the traditional service industries, in terms of serviced groups, blockchain technology can ensure the security and authenticity of service products. For service providers, it can help them find customers and increase their popularity through the digital economy.

2. THE STRATEGIC ORIENTATION OF THE DEVELOPMENT OF DIGITAL ECONOMY

DRIVEN BY BLOCKCHAIN TECHNOLOGY

2.1 To innovate the application of blockchain technology in digital economy

The application of blockchain in the digital economy is mainly data security and data search, but the value of blockchain technology is far more than that. Enterprises and relevant departments can strive to introduce blockchain technology into more industries of digital economy to increase the application of blockchain technology in digital economy. Moreover, in the use of blockchain technology, many digital economy industries are quite unskilled, or have many shortcomings. Therefore, we should innovate the application of blockchain technology in digital economy, and change the previous way.

2.2 To improve the training mechanism of talents in blockchain technology

No matter what aspect of development, it is necessary to have talents who are necessary resources. China's blockchain technology is still in its infancy, and the shortage of talents is extremely obvious. However, the application rate of blockchain technology in China's digital economy is high, and there is a lack of high-end development talents in blockchain technology in all aspects of the process, so it is necessary to improve the training mechanism of talent of blockchain technology [3]. First of all, the domestic government needs to increase the support for the development of talents in blockchain technology. Under the promotion of national policies, the number of high-end talents who make independent efforts to improve blockchain technology will increase. In addition, the digital economy industry should take the initiative to find talents in blockchain technology, cultivate technical talents in the company, and introduce relevant talents from abroad to learn relevant technologies. Finally, enterprises can increase the training of talents in blockchain technology through efficient investment, which not only allows students to get exercise, but also attracts the corresponding high-end talents for enterprises.

2.3 To improve the security supervision ability of blockchain technology

Blockchain technology has great advantages in the application of digital economy, but a big reason why many digital economy industries have not yet used blockchain technology is that the security risk of blockchain technology itself has certain defects in its large-scale application. Therefore, in the aspect of blockchain technology, we should strive to improve the security supervision ability of blockchain

technology. According to the practical application of blockchain technology, the government should formulate some relevant laws and regulations, fill the regulatory loopholes through legislative and judicial procedures, and strictly supervise the blockchain technology. There is also an industry standard for the application of blockchain technology to digital economy. No matter what technology it is, there must be an industry standard, and no exception to blockchain technology. And the government should also establish strict standards to reduce the difficulties that may be encountered in the supervision of the blockchain in the case of complex stakeholders. At that time, we can follow the standards for supervision [4]. The application of blockchain technology brings benefits as well as risks, so all relevant personnel need to work together to break the barriers of blockchain technology to create risks.

3. CONCLUSION

In summary, blockchain technology can drive the development of digital economy at different levels, but in practice, the current Chinese economic blockchain technology drives the development of digital economy and there are still many problems to be solved. However, blockchain technology has an indispensable remedy for digital economy. At present, what China has to do is to summarize and absorb the successful application cases of foreign blockchain technology, so that it can better adapt to China's digital economy when the blockchain technology is practiced in our country. The development of blockchain technology plays an efficient role in promoting the development of the digital economy, so it is necessary to improve blockchain technology.

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Application of Functionalist Translation Theory in the Teaching of Business English Translation

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Abstract: Since the 21st century, with the rapid development of Internet technology, economic ties among countries have become closer, and the status of Business English translation has been rising. Different from other English translation, Business English translation is a special purpose, and it will be difficult to meet the needs by using traditional translation methods. Therefore, it is necessary to pay attention to the innovation of teaching method of Business English translation. This paper studies the present situation and characteristics of functionalist translation theory and Business English translation, and summarizes the application strategies of functionalist translation theory in the teaching of Business English translation.

Keywords: Functionalist translation theory; Business English; Translation teaching

INTRODUCTION

Under the trend of economic globalization, Business English translation, as an important bridge connecting international translation, is extremely important. According to the current teaching situation of Business English translation, the traditional translation methods will not be able to meet its application needs. Therefore, it is necessary to do a good job in the teaching of Business English translation, and integrate new translation theories to innovate English translation methods and further meet the application needs of Business English translation.

1. THE BASIC CONTENT OF FUNCTIONALIST TRANSLATION THEORY

Translation refers to the translation behavior of language text, which makes the source text and the target text consistent through translation, so as to eliminate the barriers of cross-cultural communication. Functionalist translation theory was first put forward by German scientists. After decades of development, it has become a complete translation system [2]. According to functionalist translation theory, the highest principle of translation is target translation which is carried out according to the goal of translation. Therefore, functionalist translation is essentially different from traditional translation methods such as literal translation, selective translation and imitative translation. For Business

English translation, the purpose of functionalist translation theory is to transmit business information, which is conducive to avoiding wrong translation and achieving smooth business cooperation.

2. THE CURRENT SITUATION AND CHARACTERISTICS OF BUSINESS ENGLISH TRANSLATION

Under the background of accelerating economic globalization, the international economy is increasingly closer, and more and more Chinese goods go abroad. In order to ensure the smooth flow of Chinese goods into foreign countries, Business English translation is particularly important, and the demand for Business English translators is also growing. Different from traditional English translation, Business English translation is no longer limited to the transmission of information, it also involves the interests of both sides. Therefore, Business English translation has higher requirements for translation methods [3]. In addition, in the process of Business English translation, both sides are extremely concerned about whether the follow-up cooperation can continue. Based on the above, Business English translation has the characteristics of faithfulness, accuracy and appropriateness of tone. Therefore, there is a large talent gap in Business English translation, so we need to actively do a good job in the teaching of Business English translation to output a large number of talents for Business English translation.

3. THE EFFECTIVE APPLICATION OF FUNCTIONALIST TRANSLATION THEORY IN THE TEACHING OF BUSINESS ENGLISH TRANSLATION

3.1 The guidance of principle of purpose to the teaching of Business English translation

No matter what kind of translation method, it has its unique purpose. The general translation behavior is to realize the conversion between language and language and solve the problem of cross-cultural communication. Because of its uniqueness, Business English translation is no longer limited to the conversion between language and language, it also includes communication and cooperation between the two sides. So in the process of teaching Business English translation, we need to pay attention to creating a set of communicative behavior models to

achieve the purpose of Business English translation, so that both parties can exchange information correctly, reach consensus, and achieve cooperation [4]. In this process, the authenticity of the content delivered by the translation and the language benefits of the conversion party are particularly critical, and they are also the focus of teaching research of Business English.

In the specific implementation process, teachers can set up teaching situations to guide students to practice and improve their own level in the context of Business English translation. Schools can also organize related experiments on Business English translation to provide a platform for students to apply what they have learned and understand the purpose of functionalist translation theory, so as to promote the combination of theory and practice, and realize and grow in practice.

3.2 The guidance of principles of coherence and fidelity to the teaching of Business English translation

Coherence and fidelity are the keys to the correct translation of Business English by translators. In business conversations, the coherence of content is extremely important. It mainly reflects the consistency and procedural aspects of the application of business terms. Only when Business English translators reasonably use business terms can they successfully achieve the goal of Business English translation. The fidelity of Business English is mainly reflected in the strictness, standardization and politeness of Business English translation. Translators are required to accurately translate the source text to ensure that the source text and the converted text are unified and standardized [5]. In the teaching process of Business English translation, teachers need to correct their teaching attitudes and explain business terminology based on traditional translation methods to help students master relevant common vocabulary proficiently, and actively correct their learning attitude. In daily practice, they should adhere to the standard, polite and accurate Business English translation, so as to become Business English translators with high-quality.

3.3 The guidance of text types to the teaching of Business English translation

Business English translation is mainly for informational texts. The role is to convey information correctly and reasonably. Considering the purpose of Business English translation, there are different translation purposes for different business texts, and there are also differences in business English translation skills and methods. For example, when translating contract business texts, Business English translation is generally carried out in accordance with the principle of functionality to ensure the correct transmission of information, so that it can be used as a voucher in the later work. For the translation of advertising business texts, it is necessary to pay

attention to the translation of the text's publicity effect, emotional calling and other functions, so as to lay a foundation for giving full play to the effects of advertising business texts. In the actual teaching process of Business English translation, teachers need to pay attention to the classification of translation methods based on the types of business texts, so that students can master and apply the correct business text translation methods to lay the foundation for high-quality Business English translation.

3.4 The guidance of functionality plus loyalty theory to the teaching of Business English translation

The theory of functionality plus loyalty refers to the optimization within the limitation of the target context based on the text function, that is to say, the translator should be loyal to the context of the source text to the greatest extent, and dissimilate in combination with the context of the transformed text. It is particularly important to grasp the degree of alienation in the specific translation process. It is the key to the correct functioning of business texts, and it also plays an important role in maintaining the interests of readers and authors. In the specific teaching of Business English translation, it is necessary to focus on the content of the translated text and complete the translation task on the basis of clear functions, so as to achieve the goal of Business English translation teaching smoothly.

4. CONCLUSION

To sum up, Business English translation is an applied subject at present. Considering its uniqueness, in the teaching process of Business English translation, it is necessary to cultivate practical ability on the basis of the original English translation theory teaching. The relevant theories of functionalist translation theory can correctly guide the development of Business English translation teaching, help to comprehensively improve the quality of Business English translation teaching, and effectively improve the students' translation ability. And it is helpful to cultivate Business English translation talents with high-quality for the country, and promote the rapid and stable development of the national economy.

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Mindful awakening: A Study of Creativity in Preschool Children's Art Education

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Abstract: Art is an important form of human perception, expression and creation of beauty, and a unique way to express one's awareness and emotional attitude toward the world around them. Children have their own rich imagination and emotions about the beauty of art in life. Most adults tend to cultivate children's art skills in a utilitarian way, and also teach in an indoctrinating way, ignoring the correct view of children and not linking art education with life. We should respect children's feelings and experiences of beauty, discover and appreciate the beauty in nature and the human environment together with children, link them to life in a variety of art activities, inspire their artistic potential in a playful way, and allow their imagination and creativity to grow together with their heart and interests.

Keywords: Preschool children; Art education; Creativity

INTRODUCTION

As Liu Xiaodong says in *The Philosophy of Children's Spirituality*, "A child's life is like an epic." The child does not just poetically inhabit the earth, he also poetically fish-swims in the long river of history. In children's art education, the creativity of the child subject is the awakening of the mind and heart in art. The child's heart is essentially the pure and natural heart of creation, the intrinsic motivation for children to innovate on their own, manifesting itself in qualities such as divine curiosity, a sense of wonder, questioning spirit, strong desire to know, and creativity. Every child is a little artist, whimsical and rich in the philosophical heart of heaven and man.

1. THE DRAWBACKS OF ART EDUCATION FOR PRESCHOOL CHILDREN IN CHINA

1.1. Art education for preschool children is biased toward utilitarian cultivation

With the rapid development of society, parents are paying more and more attention to the early education of their children, and a variety of art early education institutions have emerged, children not only to learn knowledge, but also to be multi-talented to be more competitive. Parents will have a blind climbing mentality, see his daughter to learn dance, their own daughter can't lag behind, also want to learn, in short, can't lose in the starting line. This has led parents to enroll their children in various interest classes, Some institutions do take young children as the main focus and seriously teach them to learn from

their interests, but in fact many training institutions take students' skills improvement, gaining honors and parents' satisfaction as their biggest goals, they don't care whether the child is interested, whether the child's physical and mental development is mature and what kind of education he or she can receive, but more to quickly improve skills and profit. Parents also don't think about this and focus on how to improve their children's painting and how they can learn more dance and vocal music to compete in examinations. Short-term win at the starting line, the long run process can't be sustained to the good.

1.2. Preschool children's art education emphasizes indoctrination

In kindergarten, children's creations are mostly done according to the techniques taught by the teacher, who usually gives a certain demonstration so that the children have an image to imitate (works of teachers or famous artists, real objects). The teacher also judges the children's learning by how well they draw, how realistic their crafts are, and whether their dance moves are standard or not. Although preschoolers' learning is very imitative and random and active, there is no need to make them imitate very deliberately. Children's unique imagination is stifled, can't have their own ideas in it, painting, handicrafts, bold movements of the dance will become less and less bold, more afraid to carry out the creation of the sky, this is the focus on the "filler" education is the downside.

1.3. Art education for preschoolers belittles the correct view of children

In preschool art education, educators tend to treat children as passive recipients and shapers, learning whatever the teacher teaches them, and sometimes thinking that children cannot do something or that it will hinder their progress, they do it instead of them, reducing children's participation. Other times, children are treated as "little adults" and taught skills that are not appropriate for their age, such as singing very high notes, painting Chinese paintings, and overly difficult dance moves. Children have a unique culture, and everyone is different.

1.4. Art education for preschool children is not integrally linked to life

Preschoolers are mainly direct experience and play to drive the development of activities in all areas. Their world is different from that of adults who analyze whether things are reasonable according to customary

routines or theories, but express their preferences for things according to their intuitive feelings and needs in life. Many times teachers follow a predetermined plan to lead children to learn without really paying attention to what children have experienced in their lives, what they have learned, what they have experienced, what they like, what they want to learn, and what they should improve. For example, children draw fish with curved lines because they are swimming in water. What they feel and create is from real life, and they like to express their intuitive experience.

2.THE CORE CONCEPT OF ART EDUCATION FOR PRESCHOOL CHILDREN

The core of preschool children's art education is "feeling and creating at the same time". In the Guidelines, the art field is clearly divided into two sub-fields: feeling and appreciation; expression and creation. They are mutually reinforcing and supportive, as inseparable as the human hand and foot, without either of them. Some kindergartens like to let them simply understand or remember who created those beautiful things, without really feeling what the beauty of the work is, why it is beautiful, and what each person thinks about it. There is no real appreciation of the meaning of the work. Some kindergartens only like to let children do some crafts, draw some sketches, sing children's songs and so on, simply letting children imitate the teacher's ways and means, without respecting children's imagination and creativity.

In fact, if teachers organize art appreciation activities, they can guide children to try to use some formal elements of the appreciated works to create their own favorite paintings or crafts, instead of doing something fixed according to the teacher's prescribed theme, the organic combination of appreciation and creation will certainly enable children to obtain richer and more diverse representations and artistic expressions, and to make independent innovations on this basis.

3.STRATEGIES TO PROMOTE CREATIVE DEVELOPMENT IN PRESCHOOL CHILDREN'S ART EDUCATION

3.1.Promoting the non-utilitarian cultivation of art education for preschool children

Parents should learn to control the comparison mentality and really consider their children's ideas, interests, and the laws of physical and mental development, and not force their children to take interest classes because of the "herd mentality". In addition, parents should be cautious when choosing training institutions such as hobby classes, and understand that children learn artistic skills to develop hobbies, physical, cognitive, emotional, social and motor skills, and not to mechanize the development of examinations and awards. Kindergartens also need to give parents scientific parenting concepts so that they can learn the

appropriate skills at the appropriate age for their children, respect their interests, and allow them to create in depth, guided by their interests.

3.2.Focus on heuristic education for preschool children's art education

Kindergarten teachers need to change their "one-word" approach to teaching children to imitate rigidly, and "like it or not" and "right or wrong" are not criteria for judging children's artistic abilities. Children have a wild imagination and diverse thinking, and they will observe and think about their own ideas in existing references, which may not be related to the subject matter at the time, but are the products of children's creative thinking. Teachers should encourage children's creativity with an appreciative eye and let them express their ideas boldly, and then give positive feedback. In addition, teachers should create a variety of conditions to expose children to more art forms and works, watch or participate together in traditional folk art and local folklore activities, as well as enter theaters, art galleries, museums, and nature to enjoy art works, so that children can be inspired to make a variety of spontaneous imitations and flexible and diverse creations.

3.3.Establishing a correct child view of art education for preschool children

Children are active learners, they are not passive learners, but have their own unique way of learning, their basic activity is play, children use their poetic, curious, creative, exploratory thoughts and ways to explore the fun of art activities, and even as a game to play. In addition, children are not little adults; they are evolving people in all directions, and art education is about inspiring their artistic potential and learning to appreciate and create, not about learning art to become famous and famous. Therefore, in kindergarten art teaching, teachers can combine art education with playful activities, create an enjoyable and lifelike atmosphere, mobilize children's positive emotions towards art and stimulate their artistic potential and artistic creativity through dialogue, experience, performance and exploration, and achieve harmonious physical and mental development.

3.4.Promoting art education for preschoolers to connect with life

Children are originally part of nature, they are more likely to communicate and integrate with nature's creatures and fully feel all the vivid life in nature. Nature helps children to feel the vividness of colors (blue sky, white clouds, green grass, green leaves, colorful flowers) and the rhythm of music (birds chirping in the woods, the sound of running water by the river). In addition, all activities should respect children's life experience, not from the adult's point of view, but from the child's existing experience, together with children to determine the theme of artistic expression, so as to guide children around the

theme of imagination, independent and innovative artistic expression, children in the process of artistic creation will in turn bring the artistic whimsy into life.

4.CONCLUSION

Childhood is a sensitive and critical period for creativity development. Adults must respect children's originality, not force them to learn artistic skills for utilitarian purposes, and enable them to feel and experience beauty in many forms in life situations, allowing them to actively explore and inspire their artistic potential and artistic creativity. Of course, in kindergarten art education, there are still some contradictory issues, for example, teachers are afraid of teaching children too many art skills that will affect the development of their imagination and creativity, but also afraid that children will be left to

their own devices and lack the skills necessary for self-expression; and how art education can make "imitation "We need to explore measures in practice to solve the problems of how to make art education less mechanical and how to scientifically evaluate the creativity level of preschool children in art education.

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Implementation Path of Regional STEAM Curriculum in Primary and Secondary Schools

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Abstract: STEAM education is a new type of education concept, which attaches importance to the practical link in the teaching process, and also emphasizes interdisciplinary learning. In this way, we can get rid of the limitations of textbooks in traditional curriculum teaching, take practical problems as the guidance, focus on cultivating students' problem-solving ability and thinking way, and effectively improve students' innovative thinking. In addition, through STEAM education in primary and secondary schools, we can also reform the classroom teaching mode, cultivate students' sense of teamwork, let students express scientific language with oral English, and stimulate students' creativity. Since STEAM education was introduced into China, thousands of colleges and universities in China have actively explored STEAM education, which has achieved fruitful results in theoretical innovation and practical exploration. However, there are few researches on the overall promotion of STEAM education from the regional level. Changing the concept of curriculum, building curriculum objectives, building curriculum content and exploring implementation strategies are a logical whole to promote steam education in primary and secondary schools in the region, which not only coordinates as a whole, but also complements each other.

Keywords: primary and secondary school; STEAM; practice; course content

1. INTRODUCTION

With the deepening of the reform of quality education in China, the current society puts forward higher requirements for the quality of education. Students trained in schools should have practical ability, and can effectively solve practical problems and have innovative thinking. Therefore, STEAM education in primary and secondary schools gradually entered people's vision, which emphasizes the integration of multi disciplines, and uses the teaching mode of inquiry and problem solving to realize the knowledge transfer. This teaching mode can break the limitation of traditional classroom mode, integrate multiple subjects effectively, focus on specific problems, so it can effectively improve students' creative thinking. In addition, STEAM education concept in primary and secondary schools also emphasizes students' logical thinking and critical thinking, so that students can

complete the knowledge verification by their own methods and realize the connotation of theoretical knowledge in practice.

2. TO DO THE OVERALL PLANNING, AND CHANGE THE CONCEPT OF CURRICULUM

In order to promote STEAM curriculum in primary and secondary schools in the region, we should change the concept of curriculum, no longer focus on improving students' scores, but pay more attention to the cultivation of students' comprehensive ability, and gradually weaken the boundaries between disciplines. [1] In view of this aspect, the school should first clarify the two core issues of "who to cultivate" and "how to cultivate people", and no longer worry about the enrollment rate and students' examination results. In the development of teaching activities, the course should also focus on the cultivation of students' practical problem-solving ability to help students reasonably apply theoretical knowledge to solve practical problems. For example, for a certain scientific knowledge, which may include knowledge of mathematics, chemistry, physics and other disciplines, it is necessary to take the form of interdisciplinary education, fully mobilize students' subjective initiative, let students analyze and organize independently, and then give students the opportunity to communicate, so that students can really understand the in-depth connotation of subject knowledge in the process of practice and communication. Especially in the highly developed society, children's future development is difficult to predict, and the importance of knowledge itself is declining, so we should focus on cultivating students' ability to acquire and apply knowledge, so that students can effectively communicate with others, and have the spirit of innovation, so as to make students more competitive in the future society.

Curriculum concept has a direct impact on teaching. In order to effectively promote the development of steam education in regional primary and secondary schools, we must establish a modern curriculum concept, plan from the overall teaching, not limited to the traditional mode, break the barriers between disciplines, and establish a project-based learning oriented curriculum system. Only in this way can steam education in primary and secondary schools be better applied to specific teaching activities. [2]

3. TO LEAD BY EXPERTS, AND SET UP

CURRICULUM OBJECTIVES

STEAM education in primary and secondary schools takes the improvement of students' practical ability as an important goal, and emphasizes the integration of disciplines. Therefore, in order to effectively promote the development of STEAM education in the region, it is necessary to establish scientific curriculum objectives, and then carry out teaching activities guided by curriculum objectives. In this regard, we must pay attention to the rationality and adaptability of the curriculum objectives, because the practice time of STEAM education in primary and secondary schools in China is still short, and various problems will inevitably appear in its promotion. [3] Therefore, with the guidance of experts, combined with the school's own situation, we should reasonably set up the curriculum objectives. Taking the career experience course as an example, it is mainly the career exploration period in high school, so the corresponding curriculum goal should be based on the research experience. There are three steps to determine the course objectives. First of all, through the students' interests and hobbies, it aims to understand and guide the students to make clear the occupation they are interested in. Secondly, when the students are initially clear about their career orientation, they plan and describe the corresponding development path, so that they can have a preliminary understanding of their future development, and then cultivate their own ability. Finally, we should realize the understanding of students' professional value in teaching, and help students establish their professional ideal.

STEAM education in primary and secondary schools emphasizes the cultivation of students' comprehensive ability, which blurs the boundaries between disciplines. Therefore, the corresponding curriculum objectives need to be reformed. Instead of simply transferring knowledge, more attention should be paid to the cultivation of students' practical problem-solving ability and innovative thinking. When making curriculum objectives, we should fully respect students' subjective will and individual differences, and analyze curriculum objectives in combination with curriculum characteristics. [4] Of course, in order to make the construction of curriculum objectives more scientific and reasonable, we can introduce expert system and employ professionals in relevant fields to guide the construction of curriculum objectives. In this way, we can effectively shorten the time of curriculum objectives reform and improvement, and promote the development of steam curriculum in primary and secondary schools in the region.

4. TO INTEGRATE RESOURCES AND CONSTRUCT CURRICULUM CONTENT

In order to promote the steam education in primary and secondary schools in the region, it is necessary to reconstruct the curriculum content, break the barriers

between disciplines and realize the integration of resources. In this regard, we should carry out specific analysis for each problem or project, deeply analyze the subject knowledge points or profound connotation contained in it, and then carefully list each one as the basis of students' thinking. Then on this basis, students are guided to practice and discuss, and then realize the understanding and application of knowledge. In addition, the curriculum development of steam education in primary and secondary schools is mainly based on students' discussion, communication and active thinking, so all kinds of knowledge that need to be mastered can also be put forward in the form of questions, so that students can think and judge problems, and exercise their logical thinking ability and innovation ability. [5]

Primary and secondary school STEAM education originated in the United States, and the corresponding curriculum resources also have a certain foundation. In order to effectively realize the integration and utilization of resources, we can translate foreign STEAM education courses, and then carry out secondary development combined with our own actual situation. Of course, when carrying out steam curriculum education in primary and secondary schools in China, teachers can also integrate their own teaching experience and understanding of knowledge to realize the independent development of steam teaching resources in primary and secondary schools. Judging from the current situation, the purchase cost of steam education courses in foreign primary and secondary schools is relatively high, and there are some problems in the connection between knowledge system and domestic. Therefore, in the follow-up development, we should focus on the innovation of teachers, determine the specific teaching content through the discussion between teachers, and improve students' ability to solve problems systematically through education. [6]

The construction of STEAM curriculum in the region can take the form of teacher group cooperation. Excellent teachers in the region can communicate with each other and design the curriculum content according to the training objectives. Then, problems can be found in practice and reforms can be carried out to realize the scientificity of the curriculum content. Of course, the design of the course content should also pay attention to the students' way of thinking. First of all, the situation should be introduced, and then the teachers should put forward the corresponding tasks, and put forward the solutions to the problems through the students' communication, so as to exercise the students' creativity and logical thinking, and effectively play the due role of appropriate education.

In order to effectively improve the utilization rate of teaching resources in the region, we can also build a steam education auxiliary platform for primary and secondary schools. According to the specific

educational needs, we can research and develop resources, and then share them in the platform. In this way, students in the region can realize autonomous learning through the network platform, which can not only meet the diversified needs of students' education, It can also break the time and space constraints of traditional education, and effectively realize the efficient use of resources. In addition, it is also necessary to coordinate the teacher resources, select key teachers in the region for cross school concurrent teaching, give full play to the professional skills of key teachers, and let the teachers of other schools learn experience and methods, which also has a positive significance for promoting the regional primary and secondary school STEAM education.

5.TO ENHANCE INTER SCHOOL LINKAGE, AND EXPLORE THE IMPLEMENTATION STRATEGY

The promotion of steam education in primary and secondary schools needs the joint participation of all schools in the region, so as to effectively explore the implementation strategy. In this regard, first of all, we should adhere to the administrative guidance, and the leaders of schools in the region should participate in the discussion of the strategies to promote the STEAM education in primary and secondary schools, exchange the curriculum content and experience, and then select the typical examples to form the results in the region, so as to effectively play the role of guidance. Of course, we can also hold a regular exchange meeting of STEAM education curriculum in primary and secondary schools, which is attended by teachers from different schools. Each year, we can determine a theme, fully communicate and exchange between teachers, and jointly discuss the strategies of promoting ideological education. [7]

In order to effectively promote the regional primary and secondary school STEAM education curriculum, we also need to build a professional team of teachers, because primary and secondary school steam education requires teachers to master comprehensive subject knowledge, and can flexibly grasp the rhythm of the classroom, and carry out teaching activities according to the characteristics of students, which puts forward higher requirements for teachers' ability. However, from the current actual situation, most of our teachers in primary and secondary school STEAM teaching experience is still insufficient, so we should improve the ability of teachers. First of all, training can be organized in the region, and the training scheme can be jointly determined through school discussion, and then the corresponding experts or excellent peers can be employed for training. On the one hand, teachers' understanding of Stanford education concept can be improved, and on the other hand, their ability to carry out STEAM course teaching can be improved. Secondly, it is necessary to organize a team of teachers to carry out teaching and research. Because the development of steam

education in primary and secondary schools in China is still relatively short, and the corresponding theory and practice are relatively lacking, backbone teachers can be selected in the region to carry out teaching and research. This paper analyzes the characteristics of steam education curriculum in primary and secondary schools, and then studies its implementation strategies combined with practice, Finally, the research results are applied to the actual teaching. In this way, we can form a virtuous circle, constantly find problems in practice, and then use the theory to study the problem-solving methods, and finally apply them to the improvement of the problem. Of course, the corresponding teaching research should also include the development of curriculum resources and the improvement of teaching methods. [8] In addition, in order to effectively promote the exchange of teachers, we can also build a demonstration platform for primary and secondary school STEAM education teachers, regularly display the lesson of Stam's teaching practice activities, or select the theme for primary and secondary school STEAM education curriculum design competition, so that teachers can communicate and grow in the platform, and finally cultivate a team of teachers with excellent professional ability and strong comprehensive level. This is the basis for the promotion of STEAM curriculum in primary and secondary schools in the region.

6.TO IMPLEMENT COLLABORATIVE INNOVATION AND CONSTRUCT EVALUATION SYSTEM

Teaching activities are bound to be accompanied by corresponding teaching evaluation, which is not only the assessment of teachers' teaching results, but also can let students understand their own level, and then change the learning methods targeted to achieve the improvement of personal ability. STEAM education in primary and secondary schools is very different from the traditional education mode. Therefore, the evaluation system should also be innovated, and the modern way is adopted to objectively evaluate, objectively reflecting the problems in our education, and making the following reform measures convenient. First, the evaluation system must take fairness and justice as the principle, and respect the differences of students. Secondly, the evaluation method should be diversified, from the daily performance of students, homework completion, classroom coordination degree and other aspects of assessment, so as to objectively reflect the specific situation of students. Because the main methods of project teaching are adopted in STEAM education in primary and secondary schools, we should pay attention to the evaluation of students' practical ability when they are assessed. The concrete practical results can not be quantified, so we should pay attention to the innovation and logical thinking of the middle school students in the whole teaching

activities, and do not pay too much attention to the right and wrong. [9]

The evaluation system should not only be aimed at students, but also teachers should be included, so as to improve the scientific and reasonable evaluation system. The evaluation of teachers should include teaching methods and teaching effects, and students should also evaluate the teaching activities of teachers. In this way, students can respect the dominant position of students in the development of steam education activities in primary and secondary schools, analyze the shortcomings of teachers' teaching methods, and then improve the teaching quality. [10]

However, the evaluation method of education can be innovated according to the specific situation of the school. Because of its characteristics of multi-disciplinary integration, it can be evaluated by the way of class hour system. When completing a certain project or project, the students' abilities can be evaluated, and the outstanding students are given certificates. In schools and regions, competitions can also be held regularly, so that students can really apply theory to practice, test their learning results in the big environment, and obtain objective evaluation. This can not only improve the enthusiasm of students' learning, but also help the improvement of steam education quality in primary and secondary schools. Of course, the improvement of teaching evaluation system needs to be improved and improved in practice. In the region, we should innovate in coordination and constantly promote excellent experience and methods, so as to make the evaluation system of steam education in primary and secondary schools more in line with the actual situation of the region.

At present, China vigorously promotes quality education, requires schools to respect the differences of students, and strengthen the application of students to theoretical knowledge, and then realize the cultivation of comprehensive talents, from the training of practical problem-solving ability. STEAM education concept in primary and secondary schools focuses on the integration of disciplines and the training of students' time ability. [11] Through STEAM curriculum education in primary and secondary schools, students' logical thinking ability and innovation ability can be effectively improved, which is a more advanced teaching method. At present, the time of STEAM education in primary and secondary schools is short, so the scope of application is not wide, and there are some shortcomings in teaching methods, teaching system, teaching content and so on. In view of this situation, this paper, combining the characteristics of STEAM education in primary and secondary schools, explores the measures to promote STEAM education in primary and secondary schools from five aspects: overall planning, changing curriculum concept,

expert guidance, setting up curriculum objectives, integrating resources, building curriculum content and inter school linkage, exploring implementation strategies, collaborative innovation, and building evaluation system, Hope that this can provide some reference for the application and promotion of steam education in primary and secondary schools in China. [12]

ACKNOWLEDGEMENT

The paper is the research result of Chongqing Education Science "13th five year plan" key funded project School-Based Construction and Practice Research of Primary School Steam Curriculum (project No.: 2018-07-059).

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On the Practical Teaching of Ideological and Political Course in Colleges and Universities

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Abstract: The ideological and political courses emphasizes the cultivation of students' ideological and moral quality and helps them form correct values and outlook on life, which has an important impact on the output of high-quality talents in colleges and universities. The practice teaching of ideological and political course is a deepening education, it is a new challenge in colleges and universities. In this paper, the current situation of practice teaching of ideological and political course in colleges and universities is studied, and the relevant problems are summarized and the countermeasures are put forward.

Keywords: University; Ideological and political course; Practice teaching; Teaching strategy

INTRODUCTION

With the improvement of national comprehensive strength, the quality of talents has become a key issue of public concern, and more and more people pay attention to the ideological and political teaching in colleges and universities [1]. The education in ideology and politics in colleges and universities is divided into two parts: theoretical knowledge and practical teaching. Practical teaching is to strengthen the theoretical teaching, and it fits the reality of life, and is easier to be accepted by students. Therefore, it is necessary to study the practical teaching of ideological and political course in colleges and universities, which is an important way to improve students' ideological and moral quality.

1. THE CURRENT SITUATION OF PRACTICAL TEACHING OF IDEOLOGICAL AND POLITICAL COURSE IN COLLEGES AND UNIVERSITIES

1.1 Superficial practice teaching

The practice teaching of ideological and political course has just started in colleges and universities, and has not formed a sound implementation system. Therefore, practice teaching in many colleges and universities still stays in the stage of rigid requirements, and the actual development is mainly to cope with, so it does not really connect the ideological and political course with practice teaching in colleges and universities [2]. In addition, some colleges and universities invest less manpower and material resources in education in ideology and politics, which is difficult to meet the current teaching needs. In order to reduce the work pressure, teachers in charge of ideological and political courses

choose formal practice teaching ideological and political courses. The students' expectant practical courses are superficial, which will make them feel a strong sense of lost and is not conducive to the follow-up teaching.

1.2 Lack of standardization of practice teaching

To give full play to the value of practical teaching of ideological and political course in colleges and universities, it must complete the practice teaching under the guidance of norms. However, at present, the practical teaching of ideological and political course in colleges and universities is still in the primary stage, and there are still some shortcomings in the standardization and institutionalization. In the process of implementation, it shows a strong spontaneity and randomness. All of these will lead to the poor effect of practice teaching [3]. Although some colleges and universities have set up some topics of practical teaching, but in the process of specific development, the topics will change with the concept of teachers. If the expected results are not achieved, students will gradually lose interest and their enthusiasm for participation will be greatly reduced.

1.3 The imperfect professional standard of education in ideology and politics

Education in ideology and politics in colleges and universities has put forward higher requirements for educators. At present, quite a number of educators are lack of understanding of education in ideology and politics when they are engaged in their work. They ignore the importance of and lack of in-depth understanding education in ideology and politics, and they carry out the education completely according to the previous teaching experience. The teaching concept that lack overall situation understanding directly causes the poor effect of practice teaching of ideological and political course in colleges and universities [4]. Under the new social situation, college students have new development needs, and educators for education in ideology and politics in colleges and universities must improve their own ability. They can not be limited to carrying out education in ideology and politics according to teaching materials and their experience to affect the overall teaching.

2. STRATEGIES TO IMPROVE THE PRACTICAL TEACHING OF IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES

2.1 To strengthen the ideological and political construction of teachers

As the initiator and guide of practical teaching, educators for education in ideology and politics in colleges and universities play an extremely important role. Therefore, teachers' ideological and political consciousness is closely related to the effect of practical teaching of ideological and political courses in colleges and universities. Educators for education in ideology and politics need to have strong knowledge allocation and correct political and ideological awareness, so that they can recognize the needs of students and the direction of education in ideology and politics in the new social situation. In addition, they should pay attention to the improvement of their own language expression ability and organization and coordination ability, and actively participate in the learning of ideological and political teaching concepts and practical teaching methods [5]. Schools should also pay attention to the training of teachers, regularly organize high-level meetings to impart practical teaching methods and experience, and comprehensively improve the quality of educators for education in ideology and politics in colleges and universities, and actively pay attention to the various problems faced by teachers, and give correct guidance to help solve them.

2.2 To integrate real life and professional characteristics to improve educational content

When carrying out the practical teaching of ideological and political courses in colleges and universities, it is necessary to pay attention to fully linking with actual life. Only by conforming to life can the cognitive requirements of all students be met and help students better understand the knowledge of ideological and political courses. In the future, college graduates will face severe employment pressure when they enter into the society. This phenomenon directly causes students' learning to be utilitarian. Therefore, practical teaching of ideological and political courses in colleges and universities can be used as an entry point to hold practical activities and guide students participate in to help students understand the fierce competition between people in the society in advance. In this way, the practical teaching tasks are successfully completed and the teaching goals are achieved.

2.3 Standardize the practical teaching design of ideological and political courses

Standardizing the class time of ideological and political theory in colleges and universities can meet the needs of most students and eliminate students' sense of loss in practical teaching in the past. In addition, educators need to make bold innovations in practical teaching, enrich teaching methods, and attract students' interest in learning and encourage more students to participate in. In addition, theory courses and practical courses should be actively combined, the specific implementation plan of

teaching activities should be open and clear, and meticulous standards should be used to help students understand the practical teaching of ideological and political courses and to supervise the teaching of ideological and political courses.

2.4 To improve the practical teaching mechanism of ideological and political courses

Colleges and universities need to pay attention to improving the practical teaching of ideological and political courses, and combine relevant policies and guidelines formulated by the country according to the specific conditions of the school to determine practical plans and mechanisms for the implementation of education in ideology and politics, so that students can understand and participate in it. At the same time, it stipulates the credits and class hours for the practical teaching of ideological and political courses, so that teachers and students can actively pay attention to and actively carry out and participate in them. For the existing problems of insufficient practical teaching resources for ideological and political courses, the school needs to invest a certain amount of funds to recruit professional teachers, so that practical teaching is not ignored by educators, and the education can be carried out smoothly and effectively.

3. CONCLUSION

To sum up, the practical teaching of ideological and political course is of great help to the improvement of students' ideological and moral quality. In the information age, the huge amount of information washes students' thoughts and cognition. Carrying out practical teaching on the basis of the original ideological and political course can help students form correct ideas and is conducive to the cultivation of all-round development talents. Therefore, educators must actively attach importance to the practical teaching, build a correct and standardized practice teaching system of ideological and political course, pay attention to the improvement of their own ability, and carry out practical teaching according to the actual life, so as to fundamentally improve the effect of practice teaching of ideological and political course in colleges and universities.

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On the Key Points of Integration of Education in Ideology and Politics and Student Management in Colleges and Universities

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Abstract: With the gradual popularization of higher education in China, the number of students continues to rise, and students are better educated. With the development trend of comprehensive reform of student management system, the combination and cooperation of education in ideology and politics and students' self-management is an important link to enhance students' comprehensive abilities and promote their scientific and cultural accomplishments and ideological and ethical accomplishments. Under this general trend, to realize the integration of education in ideology and politics and student management is an important topic for various universities and social studies. This paper systematically studies how to effectively summarize the current development trend under this general background, and elaborates on the key points of how to combine them to bring some inspiration and thinking to the management of college students.

Keywords: Education in ideology and politics; Student management; Key points

INTRODUCTION

Education in ideology and politics is an important part of college students' cultural cultivation, and it is one of the main ways to improve students' ideological and moral quality. Therefore, it is important for the education in ideology and politics for college students. It can make college students establish correct values, outlook on life and the world for modern society, but also allow students to develop good living habits and feel the correct cultural atmosphere [1]. The education of students and the ideological and political education of the school shoulder the important responsibility of students' ideological and moral and scientific and cultural accomplishment. And the school can train more advanced and sophisticated talents, so that more outstanding talents can be sent to the society, and the school can develop more effectively.

1. EDUCATION IN IDEOLOGY AND POLITICS AND CURRENT MANAGEMENT STATUS OF STUDENTS

With the continuous construction and development of our country's modernization, the continuous improvement of talents, and the continuous strengthening of social strength, it is a new topic to

improve the education in ideology and politics for college students. But as far as the overall situation of ideological and political education in colleges and universities is concerned, the overall situation is loose and not strict. Under the current social conditions, college students can continuously stimulate their own vitality and creativity, and in an era when their thinking and vision are constantly expanding, they can continue to innovate and improve themselves. Colleges and universities are the basic guarantee for the country to cultivate and improve talents and the foundation for the construction of socialist talents. Therefore, the education in ideology and politics is particularly important. However, it is precisely because of this relatively loose condition that many students do not obey the management and do not understand the school's practices. Selfishness often occurs and bad thinking breeds. In addition, since the current management of colleges and universities is mostly based on disciplinary constraints, enforcement is implemented when students violate discipline. Therefore, in this case, most administrators in schools lack direct communication and exchanges with students, and ignore the students' mental health development, and they lack social practice [2].

2. THE REASONS FOR THE CURRENT SITUATION OF THE EDUCATION IN IDEOLOGY AND POLITICS AND STUDENT MANAGEMENT

2.1 Lack of attention to student management

Nowadays, most colleges and universities use discipline to restrain students instead of face-to-face communication to improve their ideological and moral cultivation and scientific and cultural cultivation. And colleges and universities, as the place to cultivate the future talents of the country, are different from the elementary education such as high school and primary school. Students in elementary education acquire knowledge only from teaching books. However, college students are generally adults and have independent thinking ability and self understanding ability, so they need more social practice to enhance their own social experience. Therefore, college teachers are not so strict with student management, and they do not realize the importance of the teaching and educating. They regard the students' grades and their performance of various activities inside and outside the school as the

evaluation criteria, and ignore the management of students. In many cases, the degree of management personnel in universities is not high, and they only regard the management work in colleges and universities as a bridge on the future career path. In this case, it is difficult for them to pay attention to the system [3].

2.2 Imperfect management system of the school

Most of the school management system is only slightly described in the document, not really implemented into the specific practice, so it is difficult to give students a real sense of warning. On the other hand, some colleges and universities have too harsh requirements to make students feel the real school atmosphere and their real psychological needs. Even some students deliberately violate the strict school rules and fight against the school.

3. THE KEY POINTS OF THE INTEGRATION OF THE EDUCATION IN IDEOLOGY AND POLITICS AND STUDENT MANAGEMENT IN COLLEGES AND UNIVERSITIES

3.1 To take the initiative to play the main role

The role of education in ideology and politics is mainly divided into teachers and students. As the main subject of education, students are useful in contemporary education. Especially in contemporary colleges and universities, students have self-awareness and self perception ability, and have certain discrimination ability to external things. Under this condition, students hope that teachers can teach them more useful knowledge and treat them more equally, rather than just a listener in primary and secondary schools. At the same time, educators are teachers, they teach the knowledge on the platform, and educators need through continuous transmission, so that students can feel the national spirit in the learning process, and stimulate the love for the country. As ideological and political educators, teachers should know more about students' psychological thoughts and let them feel the social temperature. Furthermore, as educators in colleges and universities, they should pay attention to students' mental health development and constantly take care of students, so that students can feel the social temperature and the same treatment from educators and the educated. And teachers should accompany students to set up correct views for life and the world and cultivate all-round talents with good conduct and high quality for the future construction of China.

3.2 To innovate education system

In the process of finding the integration and development of ideological and political education and student management, colleges and universities should feel the role played by students and the shortcomings of their own development through innovative educational mechanisms. First, the management mechanism should be in line with the psychology of most students, rather than being too

extreme or too soft, so that students can accept and comply. Secondly, on the basis of meeting the requirements of students, we should improve the superior leadership system. The combination of superior leaders and subordinates better reflects the determination of ideological and political education in colleges and universities. And finally, according to the actual situation, according to different methods and construction requirements, it is necessary to create educational wits that are more suitable for college students' living conditions and their own basic level, so that school management can be transparent, open, fair and harmonious.

3.3 To form a situation of joint development of education

At present, colleges and universities are different from middle schools. They do not form a combination of schools, parents and students, but rely on the constraints of the students themselves and the school's management system for management. Therefore, we need to combine students, teachers, schools, and families to raise students' awareness of ideological and political awareness, and realize that ideological and political education is in today's many ideological concepts. We should realize the importance of Ideological and political education in the current situation of many ideas merging. In addition, teachers must improve their own professional skills, and universities should also hire or actively train some teachers with professional skills.

4. CONCLUSION

The education in ideology and politics is important in the modern education of college students. As an important part of future university education, education in ideology and politics has a great effect on the physical and mental health of students in the future, and can correctly cultivate students' values and improve students' overall quality. Therefore, schools should effectively integrate education in ideology and politics with student management, give full play to the main role of teachers and students, improve school management mechanisms, and form a home-school alliance. Through these links, schools should integrate the education in ideology and politics and student management, cultivate more high-quality talents, and provide high-end power for the future development of the country. And it can also further promote the development of colleges and universities.

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Storytelling in the Context of Destination Branding: A Case Study of Ma'anshan City, China

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Abstract: The primary purpose of this paper is to apply the approach of storytelling to brand Ma'anshan City, in Anhui Province, eastern China, as a tourism destination. This paper first analyses the current situation of Ma'anshan's tourism positioning and the residents' attitudes and emotions towards Ma'anshan tourism. Secondly, it briefly reviews "storytelling" as a tool for destination branding and introduces a locally circulated story about the famous Tang Dynasty poet Li Bai. Then it discusses the reasons for Li Bai's poetic culture as a unique selling proposition and why Ma'anshan has failed to make full use of this unique selling proposition. Finally, based on the above reasons, this paper puts forward recommendations to branding Ma'anshan as a tourism destination through Li Bai.

Keywords: Destination Branding; storytelling; Ma'anshan City; Li Bai

1. INTRODUCTION

Located on the south bank of the lower reaches of the Yangtze River, Ma'anshan City is the east gate of Anhui Province and has abundant tourism resources. At the same time, the development system of the Ma'anshan tourism industry is imperfect, and tourism commodity development and promotion awareness are not active, and the image of the city needs to be strengthened (Li, 2017). In 2014, Ma'anshan City upgraded the "integration of culture and tourism" with "double industry" and "ecological city-building" into three primary strategies for urban development and put forward efforts to cultivate cultural tourism as a strategic pillar industry of the national economy (Ma'anshan Municipal Government Office, 2014).

The current tourism positioning of Ma'anshan is a city of scenery, a centre of leisure (Chen & Diao, 2017). Although, to some extent, Ma'anshan's characteristics are highlighted, it is insufficient in the extraction of cultural themes and emotional expression. The destination brand mainly relies on the positioning of Ma'anshan's tourism image, which reflects the unique selling proposition of Ma'anshan in the tourism marketplace. According to the location and tourism resources of Ma'anshan City, tourism

image positioning needs to be distinguished from surrounding cities and regions (Chen & Diao, 2017; Zhao, 2019). Besides, the destination brand of Ma'anshan should be consistent with the local people's perception of the city. Most Chinese cities emphasise their vast area and long history when building destination brands (Chen et al., 2015). However, the citizens of Ma'anshan are satisfied with their small and young city and call it "Pony" affectionately, because the city's name, "Ma'anshan" literally means "a saddle-shaped mountain", and the first character means "horse" (Jiang & Li, 2018; Zhao, 2019).

2. STORYTELLING IN DESTINATION BRAND

Storytelling has become an integral part of the tourism industry's communication strategy to promote and differentiate destination brands (Ben Youssef et al., 2019). Stories can help consumers understand products and services in marketing and branding, especially in the tourism industry. It is an active channel for destination brand communication. Stories are compelling because they turn intangible myths into tangible consumer experience creators (Yavuz et al., 2016). Stories with attractive plots and characters can help visitors understand the destination. Any destination brand needs to have compelling, positive stories and effective storytelling channels. Emotional and personal storytelling is a powerful technology for creating influence, and brands come in multiple versions and are fluid and part of individuals' bricolages of self-representations, thus brands are seen as a result of embodied performances of storytelling (Lund et al., 2018).

The story about Li Bai catching the moon is widely circulated in Ma'anshan. Li Bai (701-762) was a great romantic poet in the Tang Dynasty and was praised as "the poet immortal" by later generations. Li Bai was talented and unconventional. Legend has it that he can make a hundred poems out of one quart of wine. Because of his unconstrained character, Li Bai eventually offended the emperor and was punished for staying away from the capital. In his later years, He was not successful in politics and spent all day with alcohol (Hu, 2015). There are several attractions

in Ma'anshan, which are related to Li Bai. There is a stone platform on the cliff of Cuiluo Mountain. Below the cliff is the Yangtze River. Li Bai often drinks alcohol and enjoys the moon alone there. One night Li Bai was drunk, and he saw the moon's reflection floating in the river and mistakenly thought that the moon fell into the water and jumped into the river to catch the moon. Later he flew to the sky on a whale, and his clothes fell in the river, were picked up by local fishermen, and they built a clothes grave, and later generations can go and pay respect to it (Liu, 1995; Hu, 2015).

3. REASONS FOR THE STORY OF LI BAI AS A UNIQUE SELLING PROPOSITION

In the five-thousand-year history of Chinese civilisation, there are extensive and profound cultural resources. For a long time, cultural tourism based on it has maintained its vigorous vitality and the confidence and pride of national culture, which is the spiritual home of citizens and the foundation of attracting foreign tourists. The first poem that a child with Chinese as his mother tongue can recite is probably Li Bai's "Still Night Thoughts", as "Moonlight in front of my bed, I took it for frost on the ground. I lift my head, gaze at the mountain moon, lower it, and think of home" (Gracie, 2012).

Among more than 50,000 tang poems, this poem is the shared memory of Chinese people worldwide. This seemingly simple poem has won hearts and minds. As the Chinese saying goes, "the golden cup and silver cup are not as good as the people's reputation." The full moon represents the fullness and reunification of the family (Hu, 2015), seeing the bright moon and missing home is an ordinary and universal emotional experience, and it can consistently strike the deep core of hearts. It is still accessible for modern Chinese people to understand his works because the themes of his poems are still closely related to today, such as human emotion and natural scenery.

Li Bai, a poet born in Central Asia more than 1300 years ago, became a superstar poet in China, known as the "the immortal of poetry", "the fallen immortal", or "the immortal of wine" (Gracie, 2012). Li bai's distinctive personality is characterised by his emancipation of the mind, his love for life, his enterprising spirit and his unique passion for pursuing ideals (Xu, 2017). Li Bai was free-spirited and unrestrained, and he travelled all over China, eventually spent his remaining years till death in Ma'anshan (Xu, 2017). In Li Bai's sixty-two years of life, he has visited Ma'anshan Caishiji seven times, leaving more than 50 immortal poems and many relics related to him, among them, the most well-known are Taibai Tower, which was built in the Tang Dynasty, and the Platform of "Catching the Moon" (Dong, 2016). It was Li Bai's visits that made Caishiji famous. Many prestigious poets came here and wrote nearly a thousand poems, which injected

cultural vitality into the lifeless natural landscape. It can be said that Li Bai is a business card for Ma'anshan Tourism and the essence of the Caishiji Scenic Area (Dong, 2016).

4. PROBLEMS IN MAKING USE OF LI BAI AS A UNIQUE SELLING PROPOSITION

The poetic culture represented by Li Bai is an endowment resource of Ma'anshan (Jiang & Li, 2018; Zhao, 2019). However, this advantage has not yet formed a matching tourism image and cultural brand for urban development (Dong, 2016). The main reasons are as follows:

First of all, in the choice of development path, the city attaches importance to the secondary industry for a long time and ignores the cultural tourism industry (Dong, 2016). Ma'anshan is a typical resource-based massive industry city. It is built based on the steel industry, and "industrial city" is its most widely known label. In contrast, the city pays insufficient attention to the tertiary industry (Hu, 2010).

Secondly, in the exploration and utilisation of urban culture, traditional poetry is regarded as highbrow, outdated, and difficult to develop. The poetry culture represented by Li Bai is the pride of the Ma'anshan people. Unfortunately, it has not been fully utilised on the land (Dong, 2016).

Thirdly, the lack of tourism and cultural facilities related to Li Bai. Ma'anshan municipal government holds Li Bai International Poetry Festival every year and was awarded the "City of Chinese Poetry" title by the Chinese Poetry Society in 2014 (Dong, 2016). However, there are no cultural infrastructures and facilities related to the festival, such as poetry square, poetry museum, poetry theatre, and poetry theme park (Xu, 2017; Zhao, 2019).

5. RECOMMENDATIONS TO BRANDING MA'ANSHAN THROUGH LI BAI

It is necessary to enhance the popularity and expand the tourism market with the help of Li Bai, the cultural business card, to rebuild the tourism brand of Ma'anshan, and to systematically investigate, evaluate and utilise the tangible and intangible cultural resources related to Li Bai. There are many legends and stories of Li Bai circulating in Ma'anshan. This folk literature works express people's longing and admiration for Li Bai. Collect, organise and inherit these legends and stories of Li Bai and integrate them into tourism cultural creativity and planning to provide resources for the development of intangible cultural landscapes. It will provide a basis for resource assessment and rational use, and targeted protection and development.

Through visualisation, integrate Li Bai's poetic culture into local life to enhance its attraction and popularity. Combine Li Bai's poems with the natural beauty of Ma'anshan, produce tourism promotion videos and other TV programs, and broadcast them on mass media to raise the popularity of Ma'anshan tourism. In conjunction with the Li Bai International

Poetry Festival, a local poetry competition and other poetry cultural events are held through local television stations, promoting publicity through social media. Let Li Bai and Tang Poems involving the lives of locals and highlight cultural characteristics.

Besides, the local media of Ma'anshan has designed a cute cartoon pony for the city. In this era when "Moe" culture prevails, the portrait of Li Bai and the cartoon image of the pony can be combined as a mascot of Ma'anshan tourism, and a series of tourism cultural products with this mascot can be designed and produced, such as T-shirts, mobile phone cases, dolls, and stationery. The development of cultural tourism commodities can stimulate tourism consumption, and it can also reflect regional characteristics and improve the city's influence.

6. CONCLUSION

This article presents the role of storytelling in branding tourism destinations and introduces the local story of Li Bai in Ma'anshan. Through analyses the status quo of the application of Li Bai's poetic cultural resources in the branding of Ma'anshan tourism, it points out that there are three problems: the government's insufficient attention to the tourism industry, the difficulty in using poetry cultural resources, and the Lack of tourism and cultural facilities related to Li Bai.

Based on this situation, three solutions are proposed. The first thing is conducting a systematic investigation, evaluating and utilising tangible and intangible cultural resources related to Li Bai to protect further and develop tourism resources. Integrating Li Bai culture into local life, and activating the poetic culture and prosperity of the Tang Dynasty represented by Li Bai through visual means, and designing and promoting tourism mascots and surrounding products is also a viable tool. Last but not least, establishing tourism and cultural facilities related to Li Bai's poetic culture.

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Research on the Solution to the Invisible Loss of Preschool Teachers in Poverty-stricken Areas

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Abstract: Due to the rapid development of urbanization, the progress of economic integration, the improvement of the urban-rural dual economic system, and the reform of the education system, in many poverty-stricken areas, many young children who are developing cannot receive a good education. Under this situation, educational resources are unbalanced, teachers are weak, and there is not enough finance to support learning in remote areas. Many teachers who have been teaching in remote areas are being lost as a result. Kindergarten teachers are an important factor related to the development of scientific teaching and research, especially teachers in poor areas shoulder the responsibility of leading children to the future. Therefore, this paper explains the reasons for the invisible loss of preschool teachers in poverty-stricken areas and the importance of teachers in poverty-stricken areas, and proposes a solution to the invisible loss of preschool teachers.

Keywords: Poverty-stricken areas; Kindergarten teachers; Loss; Solution

INTRODUCTION

With the vigorous development of national power, more and more attention has been paid to the education of young people and children. With the continuous advancement of economic power and the increasing demand for young and middle-aged labor, the two-child or even three-child policy is now fully liberalized. The demand for preschool education has reached the spring of development. Therefore, our needs for preschool teachers for preschool education are extremely important. Kindergarten teachers are one of the important subjects of preschool education, but the teachers in poverty-stricken areas are gradually being lost. In many poverty-stricken areas, even the basic education and insurance cannot be guaranteed. Most teachers leave their jobs after only a few years of work and turn to the big cities to seek better working environment. Therefore, it is particularly important to ensure the educational balance between urban and rural areas and regions to carry out high-quality school education, to attach great importance to compulsory education in rural areas, and to stabilize the team of teachers in poverty-stricken areas.

1. THE IMPORTANCE OF THE NEEDS OF PRESCHOOL TEACHERS IN

POVERTY-STRICKEN AREAS

With the obvious differences between regions and the widening of the income gap between urban and rural areas, in order to build a harmonious socialist society and improve the happiness index of the people, we are required to maintain social equity and improve the fairness of social education, especially in rural areas. With the promotion of the revitalization strategy and the targeted poverty alleviation policy, we should achieve a certain degree of equity in education. Under this circumstance, it is not enough to rely solely on material support. It is important to insist on the sustainable development of the family and the development of children's education. And it is important to emphasize the education level in the poverty-stricken areas, improve the teachers' level and mobilize the enthusiasm and creativity of the people, which will play a great role in the future development of the society.

2. REASONS FOR THE LOSS OF PRESCHOOL TEACHERS IN POVERTY-STRICKEN AREAS

2.1 The imbalance of educational resources for children in underdeveloped areas

In modern society, China's economic strength continues to grow, but there are still great differences in the allocation of educational resources between urban and rural areas, especially in poverty-stricken areas where educational resources are severely lacking, which directly affects the quality of student learning. In many schools, they can only meet the most basic requirements for hardware facilities, and they cannot afford other resources that enrich students' life such as stadiums and basketball courts [1]. Therefore, under this situation, no matter whether it is a young teacher or an old teacher, there are no available educational resources in the teaching process, and the enthusiasm of students and teachers is greatly restricted, which directly affects the teaching effect.

2.2 The low salary and welfare

In many remote rural areas, educational resources are backward, and the living environment in rural areas is far behind that in cities. Even in some poverty-stricken areas, it is difficult to take a bath, which is a kind of tempering for teachers. Secondly, the treatment of teachers in rural areas is not high, and the most basic five insurances and one fund security are not available, which leads to teachers'

lack of confidence in such education. And they think that they have made efforts but can not be guaranteed, which leads to more and more loss. On the contrary, the more impoverished areas are, the more they migrate to big cities.

2.3 Lack of attention and recognition of education administrators

In poverty-stricken areas, many education funds are insufficient, and most of them are difficult to have good teaching conditions. Even in the face of this situation, many policy makers do not give some help. Most of the poor areas are young teachers who go to the countryside to support teaching. The labor intensity in rural areas is too high, and the teaching workload is heavy, so the education administrators in this area are not given the corresponding support and education recognition. Over time, teachers have doubts about themselves, and their enthusiasm for education has gradually been declined.

3. SOLUTIONS TO THE INVISIBLE LOSS OF PRESCHOOL TEACHERS IN POVERTY-STRICKEN AREAS

3.1 To breakthrough the system

Because the central government has not given certain protection to the advantageous status of teachers in poverty-stricken areas, there are certain restrictions on the insurance, professional title evaluation and employment treatment of contemporary kindergarten teachers. Therefore, it is difficult to improve the living conditions and treatment conditions of teachers in poverty-stricken areas [2]. Therefore, a breakthrough in the system will enable preschool teachers in poverty-stricken areas to achieve institutional assistance, and to achieve fair and even better welfare treatment from the perspective of education administrators. In addition, according to the characteristics of preschool education and specific development needs, we can implement certain requirements for preschool teachers, and for rural areas or poor areas, we should have a unique regulatory system, so that teachers in poor areas can have a certain understanding of their own responsibilities and have a certain supervision on themselves. For preschool education, there are certain policies supporting the evaluation of care and education, the evaluation of professional title, and the appointment, so that there are real policies to guarantee it.

3.2 To promote the reform of personnel system for rural teachers

Most of the teachers in poverty-stricken areas are young teachers who come to teach for a short time to improve their knowledge level, or old teachers who have worked in poverty-stricken areas for a long time. This situation leads to uneven distribution of the number of teachers, and sometimes it is difficult to form a balanced teacher system. Old teachers still need to teach, or young teachers have several jobs. In this case, teachers in rural or poverty-stricken areas

need to be combined with local education administrative departments to adjust the local establishment structure. In the local personnel department, we need to ensure the number of teachers, ensure the sufficient resources of teachers, and flexibly respond to the situation that the aged teachers can not fulfill their educational responsibilities under the condition of ensuring that young teachers do not actively lose [3]. We should use career establishment to retain teachers and stabilize teachers in poverty-stricken areas.

3.3 To actively strengthen on-the-job training of kindergarten teachers in poverty-stricken areas

Facing the lack of preschool teachers in poverty-stricken areas, the professional development of young teachers is an indispensable trend. Therefore, in the face of this situation, each training department or education department should pay more attention to young teachers. With a certain number of places, priority will be given to preschool teachers in poverty-stricken areas, and the sense of responsibility and knowledge reserves of preschool teachers will be improved. Secondly, in terms of face-to-face training, it is not just limited to the current book face-to-face teaching, but a combination of various methods. Of course, it requires policy support to make education resources more balanced. Finally, in the training content, we can take how to improve the love for education of children in poor areas or the career development direction of kindergarten teachers as the guidance, and constantly increase the professional responsibility of kindergarten teachers and the degree of care for the society [4].

4. CONCLUSION

In summary, the fairness of education is a popular trend today, and the loss of preschool teachers in impoverished areas has become a major problem. Therefore, underdeveloped regions need to find a way out to improve their own specialization level in accordance with their actual conditions. Kindergarten teachers are especially important to the growth of children. They not only play a fundamental role in the future development of children, but also guide children in poor areas to their future aspirations. Most teachers leave their posts not because they don't love their jobs, but because of the choices made by salary, benefits, educational environment, etc. Therefore, we need to place kindergarten teachers, especially kindergarten teachers in poverty-stricken areas, on an equal social status. In order to ensure the stability of kindergarten teachers and the development of education in poverty-stricken areas, it is necessary to increase the salary and benefits, purchase five social insurances and one housing fund for kindergarten teachers, and give a certain degree of policy and humanistic care. Only in this way can we guarantee the stability of preschool teachers and the development of education in poor areas.

ACKNOWLEDGEMENT

This paper is supported by the University-level scientific research project of Yunnan Zhaotong University : A study on the mobility of preschool teachers in poor areas, project number: 2018xj20

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Application Research on the Game Teaching Method in Primary School Art Classroom

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Abstract: The current application of game teaching method in primary school art classroom mainly includes the lack of the application of game teaching method, and the classroom disorder for the teachers' improper use of the game methods. The reasons of the problems found in the investigation are analyzed, and the conclusion is that teachers' professional literacy is insufficient. Teachers ignore the teaching principles of game teaching method. Finally, the paper puts forward measures to solve the above problems. To improve teachers' professional quality, teachers should follow the teaching principles of game teaching method.

Keywords: game teaching method; art classroom in primary school; application

1. INTRODUCTION

Game teaching method refers to the teaching method that uses games as much as possible in classroom teaching, which transforms the boring language expression into a lively and interesting game form that pupils are willing to accept, and creates rich, harmonious and interesting language communication situations for primary school students, and makes primary school students play in middle school and learning. The reasonable use of game teaching method in the art classroom of primary school can stimulate the enthusiasm of primary school students to learn art, fully mobilize the enthusiasm of primary school students, so as to promote the primary school students to actively learn art knowledge, improve the aesthetic and imagination of primary school students, and promote the comprehensive development of primary school students' comprehensive quality. But there are also limitations in the teaching method of game in art classroom, and a series of problems have appeared. [1]

2. PROBLEMS IN THE APPLICATION OF GAME TEACHING METHOD IN PRIMARY SCHOOL ART CLASSROOM

2.1 The primary school art classroom lacks the use of game teaching method

Game teaching method is a new teaching method. How to reasonably use the game to combine with teaching is a test of teachers' own comprehensive quality and the ability to grasp the classroom; if not be used properly, it is likely to be unable to maintain classroom discipline, can not stimulate pupils' interest in learning, but will achieve the opposite effect. At

present, teachers seldom use game teaching method to teach courses in art class. [2] In addition, teachers may be more accustomed to the traditional teaching methods, and can not immediately apply the game teaching method to the classroom.

2.2 Teachers' improper use of games leads to classroom disorder

At present, it is very common for teachers to cause classroom disorder due to improper use of games. Classroom order can not be grasped, resulting in low efficiency. While, pupils' character is lively, so self-control ability is relatively weak. Before applying the game teaching method in the classroom, teachers should first explain the rules of the game, remind them all the time in the game, organize the classroom activities, and let the game achieve the goal of moral education and complete the teaching purpose. Meanwhile, the design of the game should be in line with the actual situation of primary school students, in order to make the game teaching method play a greater role in the classroom.

3. THE CAUSES OF PROBLEMS IN THE APPLICATION OF GAME TEACHING METHOD IN PRIMARY SCHOOL ART CLASSROOM

3.1 Teachers' professional quality is insufficient

The level of teachers themselves is one of the factors that affect the application of game teaching method in primary school art classroom. If the teacher's own professional quality is insufficient, it will lead to problems in the application of game teaching method in primary school art classroom. There are four situations in the design and application of game teaching. First, the teacher does not think in another position, and the game is often designed from his own point of view, ignoring the thinking and psychological characteristics of primary school students. As a result, the game is not attractive to primary school students; the participation of primary school students is not high, and they are not interested in the game. Second, teachers ignore the integrity of primary school students' participation in the game. In the process of playing the game, it fails to mobilize the enthusiasm of all primary school students to participate in the game, resulting in some primary school students are in a state of inattention and listlessness in the whole process of the game, and the classroom efficiency is not high. Third, when teachers use game teaching method in teaching; the class atmosphere is very active; primary school

students' attention is attracted by the game; teachers can not master the rhythm of the whole scene, and class order is chaotic, leading to low teaching efficiency. Fourth, teachers ignore whether the designed games inspire or expand the thinking of primary school students, and do not guide primary school students to reflect after the game and expand more extracurricular knowledge. Therefore, teachers should always improve their own quality and ability. [3]

3.2 Teachers ignore the teaching principles of game teaching method

Game teaching method mainly refers to the art teaching in primary schools, through the form of games, to stimulate students' interest in learning art, guide students to actively participate in teaching activities, and achieve the best teaching effect. Although teachers will also use game teaching method in classroom teaching, they often ignore the teaching principles of game teaching method, which leads to classroom disorder due to improper game methods. [4] Therefore, the game in the classroom is only a simple game for primary school students, which also leads to the classroom order is very chaotic. Primary school students only play for the sake of the game, and do not achieve the purpose of learning in the game.

4. THE STRATEGY OF THE GAME TEACHING METHOD IN THE ART CLASSROOM OF PRIMARY SCHOOL

4.1 To improve teachers' professional quality

The level of teachers' professional quality determines the quality of education and teaching. In education and teaching, teachers' professional quality is not achieved in one stroke. It is an internal process of continuous improvement, development and innovation, a dynamic process with the times, and the progress of common pursuit and struggle of teachers and groups.

Firstly, with the progress of science and technology and economic development, multimedia as a representative of modern teaching aids has entered tens of thousands of ordinary classrooms. Teachers should constantly strengthen their study, use these new teaching tools, and apply the game teaching method more reasonably in the art classroom of primary school, so as to improve the teaching quality of art classroom. Secondly, facing the acceleration of knowledge renewal, teachers should constantly enhance their own cultural knowledge. [5] Only with their own profound knowledge can they win the respect of primary school students for teachers, which makes pupils have a admiration for teachers, willing to communicate with teachers and exchange their experiences with teachers. This greatly makes teachers use game teaching method in the teaching process. Thirdly, teachers need to absorb other people's excellent teaching experience, improve their teaching level and optimize them by listening to the

class and consulting excellent teaching design, and use game teaching method in the primary school art classroom.

4.2 Teachers should follow the teaching principles of game teaching method

The introduction of game teaching method in the art classroom of primary school should follow and adhere to certain principles:

The first is adhering to the principle of purpose. The purpose of using game teaching method in art teaching is to improve teaching efficiency and achieve good teaching effect. Therefore, art teachers should adhere to the principle of purpose in order to achieve the teaching goal. Teachers should make rational use of game teaching method according to the teaching content, help students consolidate the old knowledge, guide students to master new knowledge, so as to improve their art ability.

The second is adhering to the principle of inspiration. When using game teaching method to carry out art teaching in primary school, we should pay attention to enlighten students to understand beauty, discover beauty and create beauty in the process of game. In the classroom of games, we insist on inspiration, which makes primary school students learn not only the characteristics of various shapes, but also learn to be good at observing things in life, so as to enhance the interest of students in graphic creation. [6]

The third is adhering to the principle of flexibility. The application of game teaching method in the art classroom of primary school should adhere to the principle of flexibility to avoid the loss of interest in game teaching. When using game teaching method in the art classroom of primary school, teachers should first create a relaxed and happy environment for primary school students, so that the primary school students can easily feel the joy brought by the game, and the primary school students can actively participate in the game and stimulate the interest of primary school students in art learning. The game teaching method has flexibility and diversity. Teachers should also improve their own adaptability, and respond to the application of game teaching method in the best state, attract the eyes of primary school students, stimulate the interest of primary school students in game teaching and keep pace with the times.

The fourth is adhering to the principle of suitability. As the name implies, the principle of suitability refers to that the content of the game should conform to the physical and mental development of primary school students in design and close to the study life of primary school students. From the age and personality psychology of primary school students, the game content designed is not constant and needs to be different from person to person. Teachers should observe, discover and understand the interests and interests of primary school students in daily life. At the same time, it is necessary to avoid the game of

too high difficulty or adult in the primary school art classroom teaching. The teacher is in the thinking angle of the primary school students to design games and teaching content combined, so that the primary school students can devote their whole mind to the game, participate in the high enthusiasm, convenient for teachers to carry out game teaching.

The fifth is adhering to the principle of expansiveness. Although the game teaching method can improve the participation of primary school students in learning, teachers should pay attention to whether the game designed has enlightenment or expansion to the thinking of primary school students, what the primary school students learned after the game. Besides mastering the content of the art classroom teaching in this section, we should also consider whether the primary school students can have relevant thinking extension on the game activities. This requires teachers to dig into the connotation of the game before the game activities, and guide the primary school students to reflect on the game after the game in the art class, so that the primary school students can expand more extracurricular knowledge on the basis of the game. [7]

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Research on the Criminalization of the Act of Tampering and Forgerying Archives

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Abstract: Based on the principle of legal interest protection, this paper discusses the legitimacy and necessity of the criminalization of the act of tampering and forging archives. Based on the consideration of the type and coordination of charges, this paper puts forward some legislative suggestions on the criminalization of the act of tampering and forging archives from the aspects of charges and classification, constitutive requirements, legal punishment design, etc.

Keywords: tampering and forging archives; criminalization; protection of legal interest; proposal for legislation

1. INTRODUCTION

Tampering with archives is to falsify the original records of archives; forgery of files is a kind of file record that does not exist by false falsification, which infringes on the original record of the archives. They belong to the illegal act cracked down by the Archives Law. In recent years, the cases of "impersonation" have been repeatedly exposed, which reflects that the Archives Law has been unable to effectively curb the illegal acts of tampering and forging archives.

Archives are the original records of all aspects of social life, and the original record is the essential attribute of archives superior to other materials. The act of tampering and falsifying archives, changing or fabricating the words and symbols in archives in various ways, infringes the original record of archives, leads to the loss of scientificity of social life based on false certificates, and destroys the credibility of archives maintained by the Archives Law and the order of national archives management. When the illegal act of falsifying archives is disabled, it is necessary to criminalize the act of falsifying archives.

2. REASONABLE BASIS FOR THE CRIME OF TAMPERING WITH OR FORGING ARCHIVES

2.1 General theory of criminalization

The criminalization of the act is to include specific acts into the scope of the prohibition of criminal law. In modern society, "any decision made by a country other than launching a war is better than deciding which acts are prohibited through criminal law and how much punishment the act should be punished". [1] The country under the rule of law takes the crime seriously, develops the principle of social harmfulness and protection of legal benefits. [2]

Among them, the principle of social harmfulness deviates from the legal principle of crime and punishment due to the unlimited criminalization of acts. [3] Because of the abstraction and universality of harm, the principle of harmfulness dissolves and destroys itself in the continuous expansion. The legal interest in the principle of legal interest protection is the interest within the norms. It limits the criminalization to the legal norms, avoids the erosion of the social harmfulness principle on the legal principle of crime and punishment, and also solves the fuzziness of the principle of harmfulness, and is more scientific.

The principle of the protection of legal interests requires that the crime infringes the legal interests as the content of the substantive protection of criminal law, and the infringement of the legal interests of the acts is the legitimate condition of the crime. At the same time, only when the act infringes the legal interests seriously or infringes the serious legal interests and is not protected by other means can it be criminalized. [4] The criminal behavior of tampering with or forging archives conforms to the above requirements.

2.2 The act of tampering and forging archives has the legitimacy of criminalization

In the legal system, criminal law belongs to the safeguard law. That is to say, the legal interests protected by criminal law have been protected by other laws. For example, the legal interest of life infringed by intentional homicide is the right of life protected by civil law. The premise of criminalizing the act of tampering and forgery is that the act of tampering and forgery violates the legal interests protected by the archives law.

The new Archives Law explicitly "forbids tampering and forgery of archives". The act of tampering and forgery of archives and the destruction or forgery of archives as historical records by means of forgery not only infringes the legal interests of the original records of archives protected by the new Archives Law, but also destroys the national archives management order protected by the Archives Law, and infringes the legal interests of the national archives management order. Therefore, the act of tampering and forging archives infringes the legal interests of the original records of archives and the national archives management order, which are protected by the new Archives Law and within the

norms. The criminalization of tampering and forgery of archives has the legitimacy required by the principle of infringement of legal interests.

2.3 It is necessary to criminalize the act of tampering and forging archives

The new Archives Law does not break through the previous provisions in terms of punishment intensity, except for the new "Prohibition of tampering and forging archives", which will not be able to reverse the dilemma of frequent tampering and forgery of archives, that is, the protection means of the Archives Law can not meet the requirements of tampering and forgery of archives against the protection of legal interests, and the relevant illegal acts need to be criminalized. This is the requirement of protecting the status of criminal law, and also in line with the modesty of criminal law.

In addition, the new Archives Law confirms the legal effect of electronic archives. The digital form of electronic archives leads to the tampering of electronic archives, which is more hidden and more harmful. From the perspective of archival information security, it is urgent to protect electronic archives through the deterrent effect of criminal behavior.

3. LEGISLATIVE SUGGESTIONS ON THE CRIMINALIZATION OF TAMPERING AND FORGERY OF ARCHIVES

3.1 Accusation and classification

The criminalization of behavior includes adding new charges or modifying existing charges. Considering from the perspective of typology, it is more reasonable to modify the existing charges, because adding new charges will easily lead to contradictions or disharmony between laws. [5] But at present, the objective aspects of the archives crime in article 329 of the Criminal Law are snatching, stealing, selling and transferring. The legal interests involved are only the legal interests of the national archives management order, not including the original legal interests of the archives which are infringed by the acts of tampering and forging archives. The criminalization of the act of tampering and forgery of archives needs to be realized by adding new charges, that is, adding the crime of tampering and forgery of archives.

As for the position of the crime of tampering and forging archives in the criminal law, the criminal law determines the system attribution of the crime in the specific provisions of the criminal law according to the same kind of object of the crime in principle. [6] The object of the same kind of crime is the legal interest infringed by the criminal act, and the legal interest infringed by the same kind of crime is the same. The crime of tampering and forgery of archives infringes on the legal interests of original records and order of archives management. The legal interests of order of archives management are the same as those of article 329 of the Criminal Law. The crime of

tampering and forgery of archives can be defined as the same as the existing crime of archives in the criminal law system and belongs to the crime of impairing the management of cultural relics in Section 4 of Chapter 6 of the specific provisions of the criminal law.

3.2 Constitutive requirements

The constitutive elements of the crime of tampering and forging archives include objective elements and subjective elements. The objective elements mainly include the way of behavior, object, subject and so on. In the way of behavior, the different ways of tampering and forgery are also different. For the tampering and forgery of traditional paper carrier archives, it is generally reflected in adding or rewriting all or part of the original contents of the archives. The tampering and forgery of electronic records are generally reflected in the addition or deletion of the core data of electronic documents. As for the object of action, the object of file crime in article 329 of the Criminal Law is state-owned files. Based on the consideration of the coordination of charges, the object of action of this crime should be limited to state-owned files, that is, files owned by the state and involving state affairs. Finally, the subject of this crime is a natural person who has reached the age of 16 and has the ability of identification and control.

The subjective component of the crime of tampering and forging archives is intention. That is to say, the perpetrator actively pursues this result even though he knows that he destroys the original record of the archives, which reflects the criminal law condemnability of the perpetrator.

3.3 Statutory sentence design

The statutory penalty of the crime of tampering with and forging archives should consider the trend of lighter and mitigated penalty in China, as well as the balance of penalty range between similar crimes. Among the similar crimes, article 329 of the criminal law has designed two levels of penalty ranges. The penalty for the crime of seizing and stealing state-owned archives is fixed-term imprisonment of less than five years or criminal detention, while the penalty for the crime of selling or transferring state-owned archives without authorization is fixed-term imprisonment of less than three years or criminal detention. The result of seizing, stealing, selling and transferring archives is the loss of the state's possession of archives. The infringement on legal interests is more serious than that of tampering with and forging archives. The legal punishment of tampering with and forging archives should be lower than that of the above two crimes, that is, "whoever usurps, changes or forges state-owned archives shall be sentenced to fixed-term imprisonment of not more than two years, criminal detention or public surveillance."

ACKNOWLEDGEMENT

This paper is supported by the Project of Philosophy and Social Science Research in Colleges and Universities in Jiangsu Province (2019SJA2222)

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On the Cultural Communication Function of Higher Education in the Context of Cultural Confidence

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Abstract: As an ancient cultural country with 5,000 years of history and civilization, China has a broad and profound excellent traditional culture. In his many meetings and speeches, general secretary attached great importance to cultural confidence. He once said that cultural self-confidence is more fundamental than road confidence, theoretical self-confidence and institutional self-confidence. As the main body of quality education, colleges and universities in China should shoulder the burden of building cultural confidence.

Keywords: cultural confidence; higher education; cultural communication

1. INTRODUCTION

Cultural self-confidence is the endogenous power to stimulate the vitality, cohesion and innovation of national development, and is the important spiritual cornerstone of the great rejuvenation of the Chinese nation. College students in the new era are the practitioners of the Chinese dream. Under the background of cultural self-confidence, it is of great significance to enhance college students' cultural self-confidence through the cultural communication function of colleges and universities.

2. HIGHER EDUCATION ASSISTS CULTURAL CONFIDENCE

General secretary once said, "we must adhere to the road self-confidence, theoretical self-confidence, and institutional self-confidence, and the most fundamental is a cultural self-confidence." So, what is cultural confidence? Cultural self-confidence is a nation, a country and a political party's full affirmation and positive practice of their own cultural values, and a firm confidence in the vitality of their culture. As the main body of quality education, colleges and universities in China bear great responsibility for the cultivation and practice of cultural self-confidence.

2.1 The significance of cultural confidence in China

Cultural self-confidence is the foundation of self-confidence that every nation should have. Cultural confidence or not means whether the country and nation have enough centripetal force and spiritual food. [1] As the last place for most young people to further their studies before entering the society, colleges and universities have reasons and

responsibilities to shape the cultural confidence of contemporary college students. Among the "four confidences" put forward by general secretary, cultural confidence is a more basic, broader and deeper one. If we want to realize the great dream of the rejuvenation of the Chinese nation, we can not do without the spiritual power inspired by culture. We should not only maintain self-confidence in the ideal of national culture and the value of traditional culture, but also maintain self-confidence in the vitality and creativity of our traditional national culture. Only by maintaining these two self-confidence can we inherit and develop the national culture. China's colleges and universities really need to study advanced scientific knowledge and the latest humanities and social theory, but they also need to review and inherit our traditional culture and cultivate our own national and cultural self-confidence.

2.2 The important position of cultural communication in higher education

A nation's cultural self-confidence does not come from making cars behind closed doors, let alone "Both ears are shut to what goes on outside the window; the whole mind is concentrated on the sages' books." Culture needs communication. The communication between cultures can promote each other, eliminate ambiguity and understand each other, so as to reach a consensus. Only after the exchange of culture, it aims to produce unbreakable confidence. If there is no other cultural identity, the so-called "cultural confidence" will become self deception. College students are one of the groups with the highest average level of education, and also one of the fastest groups to accept new things. They are brave and willing to accept the differences of global culture, and seek and follow their own interests and views. However, in today's wave of information globalization, college students lack sufficient guidance, it is easy to lose themselves in this wave, forget China's long-standing traditional culture, blindly pursue foreign culture regardless of right or wrong, thus losing cultural confidence. [2] Colleges and universities in China need to play the role of "guide" in such a cultural wave, and guide college students with correct values. Colleges and universities can guide the students' thoughts and pursuits to the right way through patriotic education

for college students, help them learn the essence from the traditional national culture, respect the country and love the Party. Therefore, higher education plays an important role in cultural communication.

2.3 The specific functions of educational culture communication in colleges and universities

The cultural communication of higher education, the first face is college students, teachers in class is not only the basic education of professional knowledge for students, but also help students cultivate good moral character through their own words and deeds. After class, through various publicity activities and volunteer activities, the school helps college students experience Chinese traditional cultural activities, learn and inherit the excellent national spirit, so that they can have a correct understanding of the world and shape their own correct three outlooks. Secondly, cultural communication in colleges and universities faces not only students, but also teachers, which can help teachers to follow the development of the times and constantly improve their educational ideas. Finally, cultural education in colleges and universities can be spread to all aspects of society through college teachers and students. No one is isolated from the world. Teachers and students in colleges and universities can spread the education of colleges and universities to families, and then families to communities, so as to carry out continuous education for social groups.

3. CULTURAL CONFIDENCE NEEDS TO RELY ON THE CULTURAL COMMUNICATION FUNCTION OF COLLEGES AND UNIVERSITIES

As an important place for college students to study and live, colleges and universities have unique advantages in cultural communication. College students are generally focused on learning, less pressure on economic life, and have more vigorous curiosity and more focused willpower to spread culture. [3] And college students love life and love to share; in terms of cultural communication speed and wide range, universities are a good carrier of cultural communication. With the help of the cultural communication function of higher education, that is, with the help of the cultural communication ability of university teachers and students, we can better spread the concept of cultural confidence, through the cultural communication activities of university teachers and students.

3.1 Breaking through the cognitive bottleneck and strengthening the communication function of higher education culture

Real confidence is based on the present, not immersed in the past. We have reason and capital to be proud. At present, we do not make full use of the cultural communication function of higher education. This is because the understanding of the cultural communication function of higher education is not comprehensive. [4] Most college students are active users of the network, willing to voice on the network,

and can form a huge wave to show much higher than the actual situation. This behavior potential can make college students become "loudspeakers" in colleges and universities. The culture and education of colleges and universities can obtain a wider range of communication, greater momentum and better communication effect through the independent communication of college students. Therefore, cultural education in colleges and universities should not only face students, but also consider all aspects of society. If we break through this bottleneck, we can strengthen the cultural communication function of higher education and create the concept of cultural confidence.

3.2 Integrating all kinds of resources to build a new platform for cultural communication in colleges and universities

In the aspect of cultural communication, universities have multi-level and comprehensive resources and platforms, which is also a major advantage of higher education. In order to give full play to the communication function of colleges and universities, it is necessary to change ideas, integrate resources, build a platform, highlight characteristics, and construct a convenient and reasonable framework of cultural communication in colleges and universities. Among all kinds of resources, network new media is one of the most commonly used and effective ways of communication. In the era of Internet development, new media has attracted many college students by its fresh and fast characteristics. They share their emotions with others on social software and what they see and hear on online forums. These interactions, which can be carried out anytime and anywhere, further stimulate the audience's communication ability. Integrating all kinds of resources, making new media and college education seamless, and creating a new platform for college culture communication can make better use of college education to spread culture, and then comprehensively enhance the cultural confidence of the people. [5]

3.3 Strengthening positive interaction and exploring reform for the purpose of cultural confidence

College students, the "loudspeakers" of colleges and universities, are a double-edged sword. They not only spread positive energy in a wide range, but also spread negative news rapidly. The interaction between universities and college students is not all benign. In recent years, there are always some negative news about colleges and universities, and the colleges and students in the reports seem to be the opposite groups. [6] Therefore, it is necessary to strengthen the positive interaction between the state, universities and students. The state participates in the supervision of university construction to prevent the frequent occurrence of negative events; Students participate in the supervision of colleges and universities, so that there is no escape for negative

news. Under such double supervision, colleges and universities can give full play to their cultural communication function in the right direction and carry out the exploration and reform for the purpose of cultural self-confidence.

4.CONCLUSION

Cultural self-confidence is an important concept put forward by the party in the new era. As a big socialist country and an ancient oriental civilization country, facing the information globalization sweeping the world and a large amount of redundant information accumulated due to the vigorous development of We media, China should stand firm in the world cultural torrent, make great strides forward, enhance cultural self-reliance and self-confidence, and improve cultural soft power and discourse power. In order to better shape the image of China and strengthen the cultural confidence of our people, we should strengthen the cultural communication function of higher education, create a new platform for cultural communication, and explore and Reform for the purpose of cultural confidence.

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Research on the Ability Cultivation of Normal University Students under the Background of Excellent Teacher Cultivation

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Abstract: Teachers are the cornerstone of education in our country. The level and quality of teacher education have a direct impact on the development of China's education and the overall development of the society. This paper takes the ability training of normal university students as the core, clearly defines the connotation of the training of excellent teachers and the ability training of normal university students, analyzes the practical problems encountered in the training process. Combining with the specific reform practice of Zhengzhou University of Technology, this paper puts forward thinking and suggestions on the path of ability training for normal university students under the background of excellent teacher training.

Keywords: excellent teachers; normal university students; ability training

1. CONCEPT CONNOTATION

1.1 The connotation of outstanding teachers

As for the connotation of excellent teachers, researchers have studied them from different perspectives, which can be generally divided into three aspects—role connotation, professional accomplishment and growth path. Based on the research at home and abroad, we believe that excellent teachers are those who have noble moral character, sound legal concept, firm educational belief, solid professional knowledge and reasonable knowledge structure, excellent teaching skills and teaching ability, high innovation ability and love for students.

1.2 The connotation of ability cultivation of normal university students

Research on the Core Accomplishments of Normal University Students: In Zhang Jianqiao's 'Cultivating Students' Core Accomplishments', the cultivation of students' core accomplishments should be addressed from four aspects—teaching duty, teaching content, teaching method and teaching evaluation.[1] In Research on teaching ability—Based on the characteristics of teaching preset and generative, Yang Aijun believes that teaching ability mainly includes teaching design ability, teaching implementation ability and teaching reflection ability.[2] With the help of the Delphi expert consulting method, Liu Peng divided teaching ability into research and development teaching ability,

teaching activity ability, focusing teaching influence ability.[3]

Under the background of excellent teacher training, the cultivation of normal university students' ability starts from the aspects of talent training mode, curriculum system construction and comprehensive evaluation mechanism. Cultivate a noble moral character, sound legal concept, firm education belief, solid professional knowledge and reasonable knowledge structure, excellent education and teaching skills and teaching ability, higher innovation ability and the love for the students of education work are engaged in.

2. PROBLEM ANALYSIS

2.1 The mode of talent training is fuzzy and the resources are not sufficient

Under the background of excellent teacher training, the orientation of talent training of normal university students' ability training is the starting point of the whole training process. On the one hand, the background of outstanding teachers should be taken into full consideration when formulating the orientation of talent cultivation for normal university students. On the other hand, reasonable resource allocation plays an essential role. Sufficient internal and external resources, such as capital investment and relevant conditions for running schools, strongly guaranteed the success of talent training project. If the sources of funding are diversified, it will be of great benefit to discipline construction and talent cultivation.

2.2 Talent training mode and curriculum setting are not perfect

Fundamentally speaking, the ability training of normal university students is also a testing method of the talent training mode of normal major of universities, which should be different from that of non-normal major. However, training plans of some normal majors do not show their "educational belief and responsibility", and the training of "educational practice and experience" is not sufficient. Attention is paid only to the training of educational knowledge. Such an incomplete training model can not guide to the study and employment of normal major students. In terms of curriculum setting, the curriculum system is not perfect, the curriculum setting is incomplete, the content is not integrated

well, and the practicality is weak.

2.3 Incompletion of the evaluation

The evaluation is divided into two aspects: the evaluation of students' ability and the evaluation of teachers. At present, the evaluation of students in colleges and universities is relatively simple, usually based on the course examination results to evaluate the ability of students, this linear final evaluation mode is not scientific, the ability of students should be comprehensive, the standard should be multidimensional instead of being about a single point of view.

In terms of teachers' evaluation of teaching, the evaluation time of teachers at the end of the term has a lag, and the students' profit in the current semester is small. The evaluation result is not objective enough. Due to the limitation of the final score, the evaluation is more formal.

2.4 Information feedback is not timely

Logical sequence such as "collecting information -- sorting out information", "discovering problems -- solving problems", is a necessary link in student training. But the connection and integration among all these links may go wrong. On the one hand, there is a lack of links. After sorting out the information, problems will be found. After solving the problems, we should return to cultivation and application to observe the improvement, and check the continuous results of the problems. On the other hand, in the execution process of each link, information is transferred between different departments of the university. Due to the different functions of the schools and departments, there will be some deviation in information transmission, such as information feedback is not timely, which will affect the efficiency of problem solving.

3. REFORM PRACTICE: CULTIVATION PATH

3.1 Clear training orientation and objectives

Zhengzhou University of Technology has two normal majors, "Special Education" and "Physical Education", and the orientation and objectives of training should be clearly defined. Cultivate has the noble moral character, the sound legal system concept, the firm education belief, the reasonable knowledge structure and the deep knowledge foundation, the skilled teaching skill and the excellent teaching ability, the higher innovation ability and loves the student's education work engaged in the person.

3.2 Revise the talent training plan

The talent training program is one of the core work of each university's talent training planning and design. As a programmatic document, it is the basic basis for organizing teaching activities, arranging teaching tasks and implementing teaching management. According to the requirements of the Ministry of Education and the Department of Education of Henan Province, Zhengzhou Institute of Engineering and Technology has organized various

schools to revise the talent training plan in combination with the development plan of the university. From the revision content, revision procedure, revision effect and other aspects of specific control.

3.3 Construction of Curriculum System

In terms of talent training, the management of academic year has been transformed into credit system management. The curriculum system of talent training program is composed of four modules: public course, specialized basic course, specialized course and concentrated practice, and transformed into five modules: general education, disciplinary education, professional education, innovation and entrepreneurship education and concentrated practice. Since Grade 2017, our school has implemented the credit system, and increased the percentage of credits in elective courses of general education from 3% to 4%. Students are required to choose elective courses of general education by themselves, and students majoring in engineering, economics and management and humanities and social sciences are required to cross-select courses. [4]

3.4 Reform the evaluation method

The university guarantees the position of teaching center, improves the quality assurance system, and makes efforts from the five aspects of leadership attention, system standardization, fund guarantee, scientific research promotion, management and service, so as to implement the position of teaching center. Reform the evaluation method, improve the quality of education and teaching, and build a diversified teaching quality assurance and evaluation system. Establish teaching quality management institutions, improve the quality assurance system, formulate quality control standards, standardize the quality assurance work procedures, and improve the assessment and evaluation mechanism. Implement quality control, guidance, assessment and evaluation in the whole process of talent cultivation. On the one hand, the evaluation method of combining qualitative evaluation with quantitative evaluation is adopted; on the other hand, the closed-loop evaluation mechanism of teaching-learning and diagnosis-improvement is formed.

ACKNOWLEDGEMENT

This paper is supported by the following fund projects.

1. Education and Teaching Reform Project of Zhengzhou Local Colleges and Universities "Research on OBE-based Engineering Education Mode under the New Engineering Background", Zhengzhou Education Bureau, China. (ZZJG-B9017)
Education and Teaching Reform Research and Practice Project of 2019 "Research on Comprehensive Ability Improvement of College Graduates Based on OBE Concept", Zhengzhou University of Technology, China. (ZGJG2019038B)

Teacher Education Curriculum Reform Research Project of Henan Province 2020 "Research on Normal University Students' Ability Training Based on OBE Concept under the Background of Excellent Teacher Training", Education Department of Henan Province, China.(2020-JSJYYB-141)

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Take MG animation as An Example to Analyze the Application of Geometry in Animation

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Abstract: Since the appearance of shadow puppetry as an entertainment form in the early period of China, the art form with plane geometry as the unit began to develop. In 1960, American animator John Whitney founded a company called Motion Graphic. The term MG animation came into being[1].

Today, in art, new media and information technology creation and application of depth of fusion, dynamic graphical animation, (Motion Graphics animation, hereinafter referred to as the MG animation) with its time is short, "flattening" style, large information content, the characteristics of fast fast food culture, celebrity, became known as the "web celebrity", MG animation with its inclusive in the technical level, production level and to the difficulty of the unique form of publicity in contemporary is widely applied in various fields.

Keywords: plane geometry, MG animation, application

1. INTRODUCTION TO THE CONCEPT OF MG ANIMATION

MG animation, short for Motion Graphic animation, is translated as "dynamic Graphic animation". It refers to moving graphics, which are transformed into dynamic visual effects in static plane graphics, transforming static text into dynamic text animation form, making flat information dynamic and giving them new expressive force and vitality. As early as 1960, Motion Graphic was founded by John Whitney, a famous American animator.

Different from two-dimensional animation in the general sense, MG animation aims to express its theme directly through simple and lively pictures with the main purpose of conveying information, and its expression technique is similar to "express one's feelings directly" in the literary expression technique[2]. However, plane geometry has the following characteristics: concise, intuitive, strong combinability, etc. Therefore, plane geometry is used everywhere in MG animation to directly achieve the purpose of "illustration" film narration through the picture.

In 2013, during the "two sessions", a "different" news report on current affairs with more than one million hits in one day -- "fresh central government" released by the first reading video attracted a large number of

audiences in the form of light-hearted humor and exaggerated ridicule. After a few days, it was republished by various famous video broadcasting platforms with over three million hits. Another typical case is the "UFO says" MG animated short video series. "Flying saucer said" the creation team relies on the Internet and is born, the form is free does not set the limit, the style is humorous, heavy taste. According to relevant statistics released, since its establishment in March 2012 to August 2016, "UFO said" has produced more than 1,000 videos, with a total of 5 billion playing total. The number of subscribers has reached 10.88 million.

From this huge data, it can be seen that the development prospect of MG animation is very broad, and the content it covers is gradually expanding -- the political leaders smell people'

2. The Application Of Multi-Angle Geometry Graphics Animation

(1)Scene design perspective analysis

In the design of the scene in this link, in order to achieve through the concise and lively picture directly express the theme, the purpose of producing 2d and 3d animation can easily make the MG animation itself lacks the depth of field effect, MG animation need to design, make the background of relatively simple, can let the audience to the line of sight better focus on the characters in the picture. And the author thinks, the simplest background is simple geometrical figure. Take the "makes sense" MG animation series as an example. MG animation in the sense "series" Internet thinking - nine swords dugu "a fragment, in the design of the whole scene, whether background of skyscrapers, or the prospect of street lamp, can be understood as a combined by a square, rectangle, oval, and the specific shape, and draw the benefits of this design, the whole picture is more neat and clean, be clear at a glance.

(2)Perspective analysis of character design

Take the MG series animation "UFO theory" as an example, in its animation, an extra "commentator" is often designed in addition to the picture characters. Whether it is the role of deduction or story telling, its animation image is also from the simple geometric figure evolved[3]. Such as the simple geometric shapes of the role of "characters" image is to make the picture more simple, but with different is its to

assume the role of scene design is much more a carrying the film narrative subject, become the "bridge" of communication with the audience, make the audience are more likely to spread to accept its content. At the same time, the body movement of this kind of geometric animation image is more abundant, and it is easier to adjust the movement from the perspective of production than from the perspective of real shooting or hand-drawing or 3d. From the perspective of the audience, it is not easy to pay too much attention to the image and avoid distracting the audience's attention to better convey the message and theme of the short film.

(3) Typical animation analysis

The characters of peppa pig's family and the scene design of the animation are also made up of simple geometric figures. With different MG animation, first of all, in terms of audience, "piggy page" series animation is mainly for children, which composed of simple geometric figure animation for young children are easier to understand and accept. Secondly, in terms of film function, the film function of "peppa pig" series of animation is mainly to teach children to learn to speak through simple and interesting stories, and establish a basic and correct concept of the three. Compared with the contemporary two-dimensional and three-dimensional animation, the animation produced by plane geometry as the main element lacks of visual charm and realism. But this kind of animation is also condensed the maker of the effort and novel idea, and ideas in the mid and draw at the early stages of the production need to spend more mind - how to get the plane 2d animation, let the audience does not feel boring, this is precisely what run counter to the pursuit of realistic and dazzling but all roads lead to Rome, more can reflect the plane geometry the charm in the animation, animation to return to its essence.

3. THE APPLICATION OF MG ANIMATION IN CONTEMPORARY SOCIETY

With the widespread popularity of mobile terminals, the digitalization, mobility and socialization of information dissemination gradually replace the traditional text content or a single combination of text and text. We media MG animation fully integrates audio and video content, picture and chart information, and dynamic effects of graphics, etc. This communication method of information visualization, contextualization and touchability has its own user viscosity, which is bound to become a widely accepted reading method for future audiences. It can be seen that MG animation has gone deep into all aspects : schools at the present stage in order to let the students to knowledge in the classroom is more interested in, most of the time have reference MG animation, animation model to the knowledge integration in the classroom, through this kind of teaching mode can not only make students more close

to the school life, also can make students more aware of their living environment, and improve the students' academic performance.

Particularly noteworthy is that due to MG animation speed, simple and convenient production, the advantages of the re-description characteristics, MG animation in the current politics, social positive energy has made the good result, for example, Beijing "the road" revival MG animation studio to produce a series of propaganda about national politics and MG animation, such as 《How the leader is tempered》 and 《The communist party of China on the road with you 》, are closely related to the national conditions, political MG animation, well received by users. In MG animation propaganda way, simple and intuitive for Internet users to understand the "national leaders is how the birth of" and "all leaders how to produce", make people more close to the politics, the more believe that the government, while increasing the government's credibility better through the propaganda of MG animation ties to the people and countries closer, closer and politics.

4. CONCLUSION

The MG animation not only retains the basic elements of animation to a certain extent in the art of animation, but also adds more functions and functions to the animation, and has a good impact and enrichment on People's Daily life and aesthetic way. The development and application of plane geometry in animation are still being continued and continue to play its positive role in different forms[4].

The application of plane geometry in animation works is hard to see in today's highly developed social environment[5]. But have to say is, through a simple planar geometry deformation and constitute the people used in the form of animation, it is a highly artistic style, in meet the requirements of the audience's visual richness and avoid its aesthetic fatigue, combined with excellent play, more can let the audience feel the charm of animation this art form in itself, rather than through technical means to "blind" the audience's attention.

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The Necessity of Mental Health Education in Junior Middle School

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Abstract: Positive and healthy psychological character will have an important impact on the study of junior middle school students. It is also of great significance to the formation of students' view on the world. On the basis of combing and analyzing the relevant research of positive mental health education, this paper studies the effectiveness of the positive mental health education curriculum for junior middle school students, aiming to investigate the implementation of the positive mental health education curriculum, which can promote the formation of positive, optimistic and healthy mental quality of junior middle school students, and find out the possible problems.

Keywords: Junior Middle School, Mental Health Education, Necessity Research

1. INTRODUCTION

In 1999, the Ministry of education of The People's Republic of China issued and implemented the important document "opinions on Strengthening Mental Health Education in primary and secondary schools", which made a clear statement on strengthening and promoting mental health education of primary and secondary school students. It requires school and society to play a leading role, in order to fully perceive the urgency and importance of Strengthening Mental Health Education of junior middle school students. Nowadays, the education in China is in the period of curriculum reform, which is based on the realization of the comprehensive development of students' physical, psychological and other aspects. The reform concept of positive mental health education comes down in one continuous line and keeps pace with the times. Mental health education should serve the reform and Implementation of psychological teaching curriculum[1]. Students will encounter many problems in their growth stage, and the formation of a good habit to reach a noble ideological level needs the participation of school, society and family, and school, all of which plays a crucial role among them. Mental health education is the assistance and expansion of professional knowledge. Therefore, strengthening positive mental health education is the power to realize the innovation and development of modern education. It is also the only way to improve the development and progress of middle school students, and also the developmental trend of future

education.

2. RESEARCH AND PRACTICE ON MENTAL HEALTH EDUCATION AT HOME AND ABROAD

The term "mental health" can be traced back to the ancient Greek period, but due to the limitation of technology and thought, the systematic research of mental health education can be traced back to the 20th century[2]. In the early 20th century, the first mental health education institute in the world was published in the United States. In western countries, mental health education is introduced by American schools, and it has also been developed in the United States. In 1900, many schools in the United States began to educate and coach students in mental health, and they set up and formulated courses or tutoring courses in mental health education in various schools. In order to further improve the level of mental health education of primary and secondary school students, the National Health Organization of the United States issued the national action bill on mental health of children in 2001. The bill clearly points out that the current American mental health education faces two prominent problems among children groups, and gives clear instructions on the related problems: first, the problems about the mental health of adolescents should be paid attention by schools, society, educators and psychological experts, and should work together to deal with and solve the problems of mental health of adolescents[3]; second, mental health problems should be oriented on prevention, but for adolescents who already have mental health problems, psychological counselors should make effective, timely and accurate mental health treatment. In the United States, Medvedoval, a professor of mental health in 1998, pointed out that when an independent personality of mental health is under pressure from the outside world, it can help a group or organization to formulate effective strategies to relieve severe and difficult. Seligman, an expert in health education, put forward that a person can construct a qualified positive psychological quality through subjective initiative, self-confidence, self-recognition and self-decision-making.

The research on positive mental health education in China is much later than that in western countries. Affected by the whole domestic education environment at that time, the research on positive mental health education and training of college students is relatively late. In the years after the reform

and opening up, a number of experts and scholars on positive psychology have emerged. At the same time, articles and books on this field have become popular in China[4]. Influenced by these articles and books, many scholars have given different research ideas and methods from different perspectives. Chen Lixin divided positive quality into three parts: knowledge, boldness and quality. Boldness can also refer to the spirit of innovation, enduring the sufferings that others dare not suffer, daring to have ideas that others dare not have, and daring to put forward theories that others dare not mention[5]. Quality refers to the outstanding character and temperament of being independent of external influence, having unique opinions on things and principles, daring to hold the spirit of doubt, being pragmatic and realistic, studying deeply with elf-confidence, persistence and courage. In 2005, Wang Shuquan pointed out in the introduction to school mental health education that healthy self-care must be a stable and sustainable state. In this kind of sustainable psychological state, the individual's action behavior, inner experience, and the ability to adapt to the society can effectively play the social function of individual potential and active adaptation.

3. RESEARCH DESIGN AND IMPLEMENTATION

3.1 Research Purpose

In order to test and explore the help and specific effect of positive mental health education course for students, and to further understand the influence of positive mental health education course on junior middle school students' learning, life and personal emotion, this study selected two middle school students to conduct a questionnaire survey on the effect of positive mental health education course. The purpose of this study is to examine the improvement effect of positive psychology course on students' academic self-efficacy, interpersonal relationship and emotional intelligence, and to explore the necessity and effectiveness of positive psychological health education course. At the same time, through the investigation, we can find the problems existing in the specific implementation process of positive mental health education curriculum[5]. Through systematic analysis and discussion, we can play a positive role in inspiration and promotion for the implementation of positive mental health education curriculum.

3.2 Research Tools

On the basis of teaching experiment, this study uses questionnaire survey to measure the effect of positive mental health education for junior middle school students. The questionnaire includes not only the basic information of students' demographic variables, but also academic self-efficacy scale, emotional intelligence scale and comprehensive interpersonal relationship diagnosis scale and the questionnaire about the effect of positive mental health education.

3.3 Experiment Implementation

The implementation process of the experiment is divided into three parts: experimental process design, positive mental health education curriculum design, and three parts. Through the reasonable design of the three parts, the scientificity and credibility of the questionnaire survey can be ensured.

3.3.1 Course Objectives

The essential goal of positive mental health education includes two aspects. First of all, for individual students, it emphasizes the positive subjective experience, the shape of positive personality traits and the creation of positive environment[4]. It pays attention to the cultivation of students' positive psychological process and personality quality, emphasizes the growth process of individual students from the aspects of self recognition, life goals, environmental choice and independent ability, and shapes a positive and healthy attitude towards study, work and life to promote the formation of students' positive personality traits (love, courage, creativity, etc.).

Secondly, for the student group, the course focuses on the creation of a positive and healthy atmosphere, forming a good class atmosphere, focusing on the experience of students' classroom happiness, and cultivating the formation of students' teamwork, social responsibility and other good group cooperation ability[3].

3.3.2 Principles of Curriculum Design

According to the goal of positive mental health education curriculum, combined with the psychological characteristics of junior middle school students in the specific curriculum, the content design should follow the following principles: First of all, positive mental health education curriculum should pay attention to students' experience. Positive mental health education curriculum should promote the shaping of students' positive attitude and good personal characteristics. And the students' curriculum experience, to a large extent, determines the learning process. Students' participation in the course itself determines the effectiveness of the course itself. Secondly, students are the main body[2]. Thirdly, the psychological compatibility between teachers and students. Positive mental health education curriculum focuses on students' participation in the curriculum. Next, it needs to build a harmonious relationship between teachers and students, and pay attention to the guiding role of teachers in the classroom[1]. Finally, we should pay attention to the reliability and practicability of the course content. In the design of the course content, we should avoid empty and boring theory teaching and increase the practicability and effectiveness of the course.

3.3.3 Data Collection and Processing

In this paper, the analysis of data collection mainly uses the way of questionnaire survey. Through the three questionnaires and positive mental health education curriculum implementation effect

questionnaire distribution and recovery, we can get the relevant data about junior middle school students to open positive mental health education curriculum. Spss22.0 software was used to complete the statistical analysis of the research data. Firstly, the collected data was input and regularized by Excel 2010, and then the corresponding data analysis was carried out by spss22.0 statistical analysis software. In the specific statistical analysis, independent sample t-test is used to test the difference between the experimental group and the control group, so as to test the effectiveness of the positive mental health education curriculum in junior middle school.

4. CONCLUSION

The positive mental health education curriculum is an important means to implement the Ministry of education's "guidelines for mental health education in primary and secondary schools". The establishment of the curriculum is of great significance to the formation of junior middle school students' mental health and healthy personality. From the perspective of students' academic status, emotional intelligence and interpersonal friendship and based on the three indicators of academic self-efficacy, emotional intelligence and interpersonal relationship, this paper studies the effectiveness of positive mental health education curriculum on the cultivation of junior middle school students' positive mental health quality.

(1)The establishment of positive mental health education course plays an important role in the formation of positive mental health quality of junior middle school students[5]. Through the test of statistical results, it is found that the students who

participate in the study of positive mental health education course have improved in academic self-efficacy, emotional intelligence and interpersonal relationship. There is a significant difference between the two groups.

(2)Although the positive mental health education course has good teaching effect on academic self-efficacy, emotional intelligence and interpersonal relationship. It has different influence on different dimensions of the three indicators, and the education effect of some dimensions needs to be improved.

(3)Positive mental health education courses have different effects on different indicators of different gender students. There is no significant difference in academic self-efficacy and interpersonal relationship, but significant difference in emotional intelligence.

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Research on Informatization Teaching Design in Secondary Vocational Schools

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Abstract: With the development of the country's modernization, the demand of employers for students' professional quality has gradually increased, and the traditional teaching mode has been unable to meet the requirements of enterprises and institutions. Therefore, vocational colleges should assist modern information technologies such as big data and artificial intelligence to carry out informatization teaching, optimize teaching effects, and improve students' vocational skills. The author mainly analyzes the concept of informatization teaching and the basic principles and design steps of informatization teaching.

Keywords: Informatization; Teaching design; Secondary vocational education

INTRODUCTION

The further development of society has accelerated the process of education development in China. In recent years, teachers in secondary vocational colleges have paid more and more attention to the role of informatization in the teaching process so as to cultivate students' comprehensive abilities and better adapt to the progress of the society. So this paper conducts research on the informatization teaching design in secondary vocational schools, and proposes related concepts, principles, and steps of the teaching design.

1. INFORMATIZATION TEACHING IN SECONDARY VOCATIONAL SCHOOLS AND ITS TEACHING DESIGN

Secondary vocational education is a component of the advanced stage of secondary education in our country. It is responsible for the important task of cultivating high-quality workers in the society and is the foundation of our country's economic and social development. With the socialist modernization construction, the society has put forward new requirements for secondary vocational education. Secondary vocational education should pay attention to the role played by informatization in the teaching process, and use informatization education methods to stimulate students' creativity and vitality, urge students to master professional knowledge and vocational abilities with a higher quality, meet the needs of social development, and realize their own value and life value.

Instructional design is the key and core of realizing information education in secondary vocational

schools. In order to implement informatization education, we must improve the teaching level and ability of teachers, and allow teachers to plan an executable teaching design plan. At present, most of the courses of secondary vocational education are based on basic theoretical knowledge. The lack of courses that combine with practice makes students not fully equipped to adapt to the society. Therefore, secondary vocational education must incorporate informatization education models as soon as possible to improve the proportion of informatization education in education, and encourage teachers to study informatization teaching programs to meet the needs of students. And we should also improve the level of secondary vocational education, and promote the improvement of the national secondary vocational education system.

2. PRINCIPLES OF INFORMATIZATION TEACHING DESIGN

2.1 To take students as the domination of the teaching
The teaching content of professional courses in secondary vocational schools should comply with the actual needs of students and consider the specific situation of students. In the course teaching activities, teachers can combine students' future career development, arrange some extracurricular practical activities for students, require students to use some information tools, encourage students to think actively in practical activities, so that students can achieve rapid growth in practice and realize the real significance of practice. Moreover, with the help of specific practical tasks, teachers can detect the learning situation of students' theoretical knowledge of the course, so as to improve the shortcomings of the teaching courses. Only when "learning" and "doing" are in parallel can we achieve the mastery of textbook knowledge.

2.2 To pay attention to the creation of teaching process

In informatization teaching in secondary vocational schools, teachers should pay attention to the teaching process, help students learn more knowledge including academic theory, and promote the improvement of students' practical ability [1]. Teachers need to design teaching plans in advance, set appropriate teaching objectives, pay attention to students' emotional experience in the learning process, and observe students' reactions and attitudes towards different teaching plans, so as to provide students

with appropriate teaching plans better. In the process of teaching, teachers can assist multimedia and other information means to enrich the teaching content and carry out a variety of curriculum education mode. For example, when teachers formally teach classroom knowledge, they first play videos and pictures related to the knowledge to attract and increase students' attention to the knowledge content itself. If necessary, they can play appropriate background music to make students fully integrate into the teaching scene. In the specific situation, students can understand the context of the knowledge, has a positive learning desire for the course teaching, which lays the foundation for the formal teaching task.

2.3 To carry out task-based teaching

In the informatization teaching activities of secondary vocational schools, teachers carry out task-based teaching to promote the improvement of students' professional ability. After completing the teaching content of the course, teachers arrange specific after-school learning tasks for students. For example, teachers divide students into different groups, require students to use multimedia and other information technology means to carry out task activities, and guide students to complete the task of group cooperation efficiently. This task-based model can not only increase the relationship between students, but also stimulate their practical ability, enhance their learning ability, and enable them to better adapt to the development needs of the future society.

2.4 To teach students in accordance with their aptitude

In informatization teaching activities in secondary vocational schools, teachers should fully analyze the characteristics of students, and carry out teaching by combining the actual personality characteristics of students and practical learning ability [2]. Teachers should pay enough attention to each student and adopt differentiated teaching methods, so that each student can get the best education. In addition, in the process of secondary vocational education, most students like the interesting curriculum model, and students have strong exploration ability and curiosity. Therefore, in the informatization teaching, teachers should innovate teaching activities on the basis of recognizing students, and carry out specific teaching content with a new pioneering model, so as to achieve the best classroom effect.

3. STEPS FOR INFORMATIZATION TEACHING DESIGN

3.1 The design of teaching objectives

In informatization teaching activities in secondary vocational schools, we must focus on the teacher's teaching goal design module. The teaching goal is the basis for the development of informatization teaching and a key part of the quality of informatization teaching. Teachers should implement the relevant requirements of the school according to the characteristics of the students, and design teaching

goals according to the development needs of the times. In the design of informatization teaching objectives, it is necessary to ensure that students can complete the corresponding tasks within the specified time, make an overall assessment of the teaching objectives, consider various factors, and ensure that each student can accept the teaching content.

3.2 The design of teaching method

In informatization teaching activities in secondary vocational schools, it is necessary to innovate teaching methods, carry out classroom education in new ways, and speed up the degree of informatization of teaching. Teachers can use multi-dimensional and three-dimensional effect information to teach academic knowledge, bring students a different classroom experience, greatly stimulate students' enthusiasm for learning, and drive students to study curriculum issues together. Teachers do not need to be limited to traditional teaching methods, and they no longer only rely on oral methods. They can borrow photos, videos, animations and other channels to explain the important and difficult points, so that students can penetrate the ocean of knowledge in a fun and simple way, and acquire knowledge and promote learning with joy.

3.3 The design of teaching content

In informatization teaching activities in secondary vocational schools, the teaching content needs to be strictly designed. Teaching content is an important part of the entire informatization teaching design, and it is related to the future development of students. Teachers can follow the needs of students, carry out case analysis classes, and improve the case analysis framework in the teaching content system to facilitate normal case analysis classes. The case analysis class should pay attention to the authenticity and objectivity of the case. The teacher should select the appropriate case, restore the case, and use information technology to show the case in the classroom in a real situation, so as to reduce the distance between students and cases, facilitate students to deeply understand cases, and improve students' awareness and perception of cases, and enable students to better analyze the case thoroughly. Teachers should pay attention to the reaction of each student in the classroom, so that each student can be integrated into the classroom. In addition, the teaching content should conform to the real situation of each student, be appropriate to each student's learning ability and acceptance ability, and ensure that the students in the class keep up with the teaching progress.

4. CONCLUSION

The informatization teaching design of secondary vocational education is imperative, and it is the product of the development of the times and the progress of the society. Therefore, teachers should focus on the research and development of informatization curriculum system, integrate modern

teaching mode and concept into secondary vocational education, use information technology to highlight teaching difficulties and key points, improve teaching ability and promote students' all-round development.

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Exploration and Practice of the Teaching Mode in Rotating Classroom under the Concept of Emerging Engineering Education —Take The Course of Principle and Application of Single Chip Microcomputer as An Example

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Abstract: Based on the concept of cultivating the engineering abilities of talents needed for emerging engineering education, this paper explains the connotation of the teaching mode of inverted classroom, studies the characteristics of the inverted classroom, and takes the course Principle and Application of Single Chip Microcomputer as an example to design the teaching scheme of the inverted classroom. The results show that the students' comprehensive abilities have been improved comprehensively and effectively by inverted classroom.

Keywords: Emerging Engineering Education, Rotating Classroom, Teaching Mode

INTRODUCTION

Emerging Engineering Education is a major strategic choice for China's engineering education reform under the new trend of world industrial development [1]. From the perspective of cultivating talents' engineering abilities under the concept of emerging engineering education, it is required to strengthen the cultivation of students' overall and comprehensive qualities. The traditional teaching mode of Fully Irrigating Classroom is difficult to achieve the goals of engineering talents training under the concept of emerging engineering education, so we must reform the teaching mode and teaching method [2]. Rotating Classroom was first proposed and implemented by Bohai University, which is referring the advanced teaching concepts at home and abroad and the idea of Flipped Classroom. It breaks through the traditional classroom teaching mode with teachers as the main body, and is a kind of classroom teaching mode with cultivating students' various abilities as the core. Its implementation can promote the realization of

the talents training goal of emerging engineering education.

1. CONNOTATION OF ROTATING CLASSROOM

Rotating Classroom is a new type of classroom that takes students as the main body with the core of cultivating students' thinking ability, innovation ability and practice ability, and adopts teaching methods such as inspiration, inquiry, case study and discussion. In the implementation process of rotating classroom, the total class hours of a course are divided into 6:4---60% of which are called in-class classroom for classroom teaching and the rest 40% are called extracurricular classroom for students' independent learning after class and participation of innovative practical activities[3]. The in-class course is divided into three parts: intensive lecture, interaction and practice, which are used to solve the problems of what knowledge is, what function does it have and how to use it. In order to ensure the learning effect of students in the in-class classroom and extracurricular classroom, the assessment method of Process + Result is adopted to strengthen the assessment of students' practical abilities, increase the proportion of evaluation in the learning process to encourage students to concentrate on the learning process and pay attention to the learning quality [4].

2. THE IMPLEMENTATION OF ROTATING CLASSROOM IN THE COURSE OF PRINCIPLE AND APPLICATION OF SINGLE CHIP MICROCOMPUTER -- TAKE THE CHAPTER OF TIMER/COUNTER AS AN EXAMPLE.

According to the concept of emerging engineering education, our course group applied the teaching mode of rotating classroom to the course Principle and Application of Single Chip Microcomputer and the teaching process is shown in Figure 1.

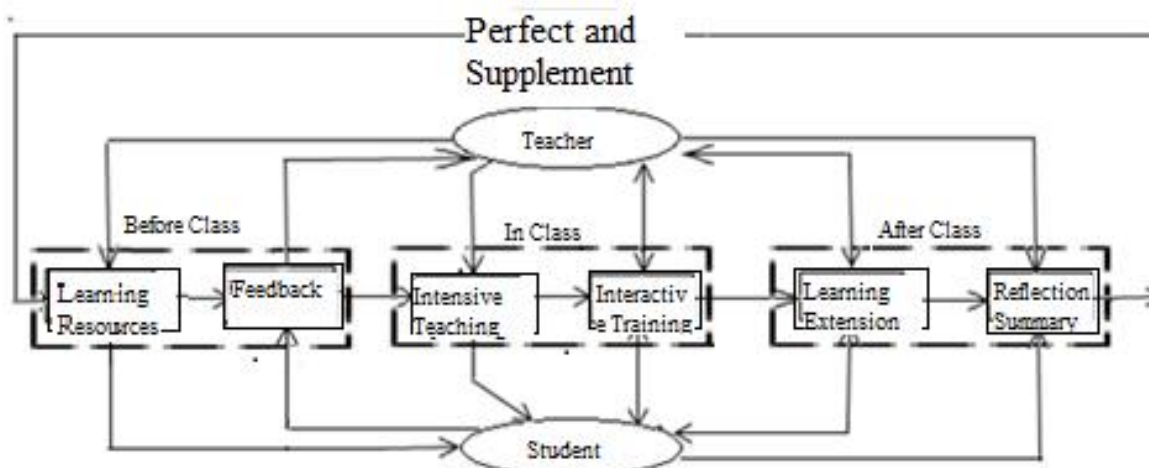


Figure 1 The Teaching Process of Rotating Classroom

2.1 Assign Tasks before Class, Guide Students to Study by Themselves, Get the Feedback in Time and Implement Teaching Based on Learning

Before class, teachers release course resources according to the teaching content, including the "Learning Guide", which includes class hours, self-study tasks, objectives, teaching methods,

pre-class test questions, etc. Taking the chapter of Timing/Counter as an example, the Learning Guide is shown in Table 1. Students complete the corresponding tasks a day before class and teachers adjust the teaching content in time according to the feedback information of students' test results.

Table 1 Timer/Counter Self-study "Learning Guide" (Timer/Counter Unit)

| "Timer/Counter" Learning Guide | |
|---|--|
| Course Contents | STC89C52 single-chip timer/counter (3 class hours) |
| Self-study Task | (1) Composition and function of timer/counter (2) The working mode and working method of the timer/counter (key point) (3) Timer/counter with related special function registers (key point) (4) Initialization programming of timer/counter (key point & difficulty) |
| Achieve goals | Timer/Counter Programming Application |
| Teaching Methods | Elaborate on the key points and difficulties--interaction and training: stopwatch design (Adopt the project discussion and exploration in small groups)---Summarize---After-school learning extension: design traffic light controller (project design display) |
| Test Questions | (1) The single-chip microcomputer can realize delay through software programming, why use timer/counter to realize delay? (2) How many parts consist of the STC89C52 single-chip timer/counter? (3) When the timer/counter is used for timing and counting, what counts respectively? (4) What are the meaning and function of each bit for timer/counter mode register (TMOD) and timer control register (TCON)? (5) What are the initialization steps of the timer/counter? (6) What are the maximum timing time respectively of mode 0, mode 1, and mode 2 by using timer/counter? |
| Feedback content: Difficulties, problems and suggestions in the self-study process (this part is filled in by students) | |

2.2 In-class Classroom, Knowledge Internalization Stage and Enhance Students' Cognitive Structure

The in-class classroom is designed according to the three links of intensive lectures, interaction and exercises. The intensive lecture section mainly talks

about the key points, difficulties and error-prone points of the teaching content, as well as the questions raised by students in the pre-class preview. There are many forms of interaction and exercises and classroom interaction should focus on guiding

students to discover problems, analyze problems, and solve problems. In the intensive lecture section of the timer/counter class, aiming at the programming application of the timer/counter, we teach the working principle, working method, initialization and application program design of the timer/counter. Interactions and exercises are conducted in a seminar style. Students are required to design a stopwatch in a group of three on the smallest system board of the single-chip microcomputer. Through the design of the stopwatch, students will know the purpose and usage of the "timer/counter", and discuss solutions and factors that affect timing accuracy. In this way, the corresponding measures to be taken for the precise timing of the timer/counter can be summarized and the teacher summarizes the evaluation at the end.

2.3 Extracurricular Classrooms, After-class Teaching Development and Feedback, the Refinement and Extensions of Curriculum Resources

Extracurricular classrooms are mainly interactive. Teachers can use online Q&A, feedback homework evaluation, practical works display and other forms to achieve after-school teaching expansion and feedback. In the timing/counter part, the extracurricular interaction is mainly based on the display of the practical work "Traffic Light Controller" designed and produced by students after school. We encourage students to innovate in design and ask them to complete the design and production of works in groups. The evaluations are based on the design report, the performance of the defense, the completion of the works and the tasks undertaken by each student in the design[5]. In the defense, everyone is a judge and can ask questions or question. Afterwards, teachers and students carried out reflection and summary of "teaching and learning" respectively. Teachers update and share teaching resources again through the collection and selection of engineering practice works. Through extracurricular classrooms, students have gained engineering practice and innovative thinking abilities, and teachers have also absorbed students' new visions realizing the benefits of teaching.

2.4 Evaluation of Teaching Effects

In order to obtain the teaching effect of the rotating classroom teaching model, 41 students from a natural class were selected to conduct a questionnaire survey at the end of the semester. The survey results showed that 41 students in the whole class felt that their collaboration ability was improved; 35 students'

practical ability was strengthened; more than three-quarters of the students' engineering thinking and innovation abilities have been improved. In the teaching of timer/counter, only 28 students felt that their independent learning ability has been improved, which reminds the teacher in need of more guidance in the subsequent teaching.

3.CONCLUSION

Under the concept of emerging engineering education, the rotating classroom teaching model is applied to the course teaching of Single-Chip Microcomputer Principles and Applications. The in-class and the extra-curricular are integrated and continuous. The teaching activities are based on students, which cultivates students' abilities of collaboration, learning and exploration, engineering practice, and innovation showing that the rotating classroom teaching mode is an effective way to cultivate talents needed for emerging engineering education. However, some problems have been found in the teaching process such as how to enhance their interest in learning for students with poor self-control ability, how to improve the teaching design ability of teachers, how to implement every link properly to maximize the advantages of rotating classrooms. They are all topics standing in front of our higher education workers, which are worthy of our continuous exploration and innovation.

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Exploration and Practice of the Integration and Innovation of Basic-level Party Construction and Ideological and Political Education in Colleges and Universities under "Internet +" Background

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Abstract: Establishing a mutual penetration mechanism for party construction and ideological and political education in colleges and universities is the key point to strengthen the party's basic-level organization and train higher-quality universities. Colleges and universities are the main strategic areas for the training and reserve of talents in a country, and party construction is an important starting point for ideological and political education; these two are interdependent and inseparable. College students shoulder the important task of modernization with Chinese characteristics, and their ideological and political literacy is also related to the great cause of the party to a large extent. The integration and development of student party construction and ideological and political education is an inevitable choice to achieve the goal of "morality education". Based on the analysis of the current status of party construction and ideological and political education in colleges and universities, this article explores the use of new media and new technologies to make work alive under the background of "Internet+", by promoting ideological and political work through party construction and strengthening party construction through ideological and political power. In the end, it clarifies the goal of integration, and achieves three-dimensional education through multiple channels.

Keywords: Internet+; Party Construction in Colleges and Universities; Ideological and Political Education; Integration and Innovation

1. INNER CONNECTION BETWEEN STUDENT PARTY CONSTRUCTION AND IDEOLOGICAL AND POLITICAL EDUCATION

Student party construction and ideological and political education are important components of the work system of colleges and universities. They have a dialectical and unified relationship, and they play a role of mutual preservation. From the perspective of content structure, student party construction and ideological and political education are guided by

Marxist theory, involving knowledge in ideological and moral education, ideal and belief education, value education, political education, etc., and ultimately point to the cultivation of qualified socialist builders and successors. In this regard, General Secretary Xi Jinping emphasized that "the core content of party construction in colleges and universities is the ideological and political education of students." Besides, there is an interactive relationship between these two components in terms of organizational form, which reflects the extensiveness of the education subject, the long-term nature of the education process, and the comprehensiveness of the education system. They have formed complementary advantages, that is, relying on ideological and political education to internalize the core values of socialism and externalize them in action, laying a solid foundation for student party construction.[1] At the same time, student party construction provides a wealth of theoretical knowledge for ideological and political education, especially under the "big ideological and political" pattern, which promotes the formation of joint forces among ideological and political workers and creates a good education environment. Therefore, the integration and development of student party construction and ideological and political education is completely feasible. Centering on the fundamental goal of "morality education", it is imperative to carry out related work by joining hands to promote the comprehensive development of students.

2. NECESSITY OF COMBINING PARTY CONSTRUCTION IN COLLEGES AND UNIVERSITIES, IDEOLOGICAL AND POLITICAL WORK AND NEW MEDIA TECHNOLOGY

In December 2016, the National Conference on Ideological and Political Work in Colleges and Universities was held. General Secretary Xi Jinping pointed out, "We must adhere to the central link of morality education and put ideological and political work throughout the whole process of education and

teaching, so as to realize the whole process and all-round education, and create a new situation in the development of higher education in China.” It is necessary to combine the Internet with traditional student party construction and ideological and political education, inject fresh blood into traditional education in the context of Internet +, explore new working methods and new mechanisms, increase the effectiveness of party construction work, and promote the development of college students’ ideological and political education, which have very important practical significance for opening a new situation of the integration and development of college student party construction and college student ideological and political education[2].

3.CHARACTERISTICS OF THE IDEOLOGICAL ACTIVITIES OF COLLEGE STUDENTS IN THE "INTERNET+" ERA

Diversified Information Access for College Students

Since college students can obtain a wide range of mixed information online, they are susceptible to the influence of bad information when facing these contents, which in turn produces ideas that are inconsistent with social development. In the information environment, there are many resources that are very helpful to students' learning, but there is also many information that restrict students' development. There are many criminals spreading low-level content and bad ideas on the Internet. For example, some people often make inappropriate comments on Weibo. Although these accounts will be blocked in time, they will also be spread within a short period of time. College students have poor discrimination ability and are likely to be affected by bad ideas on the Internet, resulting in mental illness or even going astray.

Comprehensive Value Orientation of College students

The formation of the value orientation of contemporary college students is inseparable from the people and things in life, and the value orientation of college students is comprehensive, which means that their value orientation is not formed overnight, but continuously over time. Today, with the rapid development of the Internet, the information on the Internet is complex and varied. As college students who have used the Internet for a long time, they receive and learn all kinds of content on the Internet every day. Because the distinguishing ability of college students is not mature enough, the formation of value orientation is easily affected by network information.

4.PROBLEMS EXISTING IN THE INTEGRATION OF PARTY CONSTRUCTION AND IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE STUDENTS UNDER THE BACKGROUND OF INTERNET+

The Party Committee of the International Business School of our university combined with the school’s “Smart Party Construction” WeChat platform to

mobilize branch secretaries to conduct a questionnaire survey on the above “Internet+ Party Construction and Ideological and Political Models” among 205 activists of the school. The survey shows that colleges and universities are still facing many difficulties in the process of promoting the integration of the Internet, party construction, and ideological and political education. This integration has a superficial and formal phenomenon, which is mainly reflected in the following aspects:

Top-level Design is not Perfect, and the Publicity Needs to be Strengthened

This is manifested in the following aspects: first, some parties have a low degree of understanding of Internet technology, with members more conservative, unwilling to accept and understand the use of the Internet, and even less willing to combine party construction and ideological and political with the Internet[3]; second, college students in China have not yet entered the society, and their thinking is so simple that they only see the surface of things, but do not see the essence through the phenomenon.

Part of the Content is not Attractive, and Public Attention Needs to be Improved

The content of the information released by the platform is relatively boring, difficult to attract readers to view, and fails to achieve the purpose of ideological and political education for the masses. The concrete manifestation is that the text content is too long, and the pictures are too few. As a result, many readers will get bored and find it difficult to read since they like to watch pictures or videos. There are also too many idioms, poems and official language in some information, and some readers have limited comprehension ability. Therefore, too much esoteric content will make it difficult for readers to understand the main content of the article. Enjoying new things is one of the main characteristics of most mass readers, but some articles always quote old histories as main contents, which makes it difficult to attract readers' interest in reading, and the reading volume cannot be improved.

Platform Function is Relatively Single and not Interactive

At present, although our party staff are very proficient in usual work content, they have a relatively low level of mastery of Internet technology. Some traditional members of the party are lack of innovative thinking, fail to keep up with the development of the times, and are at a loss when encountering problems related to the Internet[4]. A lot of human, financial and material resources are required for the construction, staffing, project development, equipment maintenance of the new "Internet+" platform. Due to the lack of security, it is difficult for universities to fully integrate new media technology with party construction and ideological and political work.

Internet has Increased the Uncontrollable Factors of

Online Education

The content in online media is very rich, and this feature leads to both good and bad content in the network. The production monitoring or software of relevant departments cannot be perfected in the background, which also endangers the thinking of college students to a certain extent and increases the harm to student education. Some online content is full of many temptations, and some students have poor self-control ability when facing pornography and gambling. In addition, when some students are poisoned by destructive speech, they are likely to have a distrust of the country and a negative attitude towards socialism. The emergence of these problems has increased the burden of education in China.

5.COUNTERMEASURES TO EFFECTIVELY USE THE INTERNET TO PROMOTE THE INTEGRATION OF PARTY CONSTRUCTION AND IDEOLOGICAL AND POLITICAL WORK

Establish an Efficient and Networked Party Construction Ideological and Political Work Force
Ideological and political workers in the party should value and encourage students, make good use of healthy content on the Internet, and teach students how to judge bad content. In addition, ideological and political workers should also pay more attention to the dynamics of students and increase the frequency of communication with each student. Even if they understand the psychological changes of the students, they should solve the problems in time when they find them, so as to promote the mental health of each student and develop ideological and political education. Diversified ideological and political workers will help improve party construction and ideological and political education, and increase the breadth and depth of students' learning on the Internet.

Optimize the Talent Structure and Strengthen the Power of Online Publicity

Most colleges and universities still lack talents who can master Internet technology. Therefore, we must pay attention to the use of scientific methods to introduce relevant technical talents to strengthen the party work team[5].

Establish a New Media Thinking for Party Construction and Form a New Ecology of Party Construction in Colleges and Universities and Ideological and Political Work

The innovative development of party construction and ideological and political work in colleges and universities is inseparable from the integration and development of new media, and it needs to get rid of the shackles of traditional thinking and behavior patterns. It is necessary to learn from successful classic examples, take the essence and discard the dross, find a working model that can be imitated, and continuously improve the understanding and importance of "Internet+ Party Construction" and "Internet+ Ideology and Politic". Applying the

Internet to innovate methods and methods of party construction and ideological and political work, will enrich the content of party construction ideological and political work, broaden the influence and cohesion of party construction ideological and political work, improve the ideological and political consciousness of college students, and strengthen teachers and students' recognition of new styles of party construction and ideological and political sense. Strengthen Content Innovation and Increase Attractiveness

In today's society, people's lives are increasingly inseparable from various emerging media. Social platforms in various networks, such as WeChat official accounts, Weibo, Douyin, etc., can be used to regularly push party building and ideological and political work deployment, interpretation of important documents, hot issue reviews, advanced models and other content in the form of articles or short videos, so as to create an "all-weather and open" new integration model of party members and ideological and political education. Students should be allowed to put forward their own usage opinions and expected functions, so that the platform is not just an isolated platform, but also a platform to meet the diverse learning and life needs of students, and improve the choice and freedom of learning. In addition, some small learning games can be added to help students learn while playing games, which enhances the fun and improves the participation and interaction rate of teachers and students.

Improve Network Supervision and Purify Network Education Environment

With the rapid development of the mobile Internet, college students are more inclined to publish their ideas online. In order to create a safe and healthy campus environment, it is necessary to reduce the influence of negative factors in the network on college students. Ideological and political educators should also take note that the thinking of contemporary college students is rich and diverse. In their daily work and study, students often share their troubles in life and study with each other on social platforms and search for resources to solve troubles. Therefore, ideological and political educators can actively use these network applications to communicate with students, such as using WeChat or Weibo to understand their real thoughts. In this way, these workers can truly help students, can understand and grasp these problems from a larger dimension, and continuously promote the development and progress of ideological and political education, so as to train a large number of qualified socialist builders and reliable successors for the party and the country[6].

6.CONCLUSION

With the popularization of the Internet today, party construction and ideological and political work in colleges and universities are important signs of the

implementation of morality education. This article mainly analyzes the problems of party construction and ideological and political education under the background of the Internet, and puts forward some effective suggestions for strengthening party construction and ideological and political education in response to these problems. It is necessary to explore Internet technology to innovate party construction and ideological and political work to meet the development requirements of the times and the needs of college students' campus culture and life. The integration of party construction and ideological politics requires the joint effort of every party worker. Party workers should keep pace with the times, constantly learn new technologies and new ideas, update education models, and cultivate talents with advanced ideas for the party and the country, thereby promoting the development of the Chinese Communist Party.

ACKNOWLEDGEMENT

Under the 2020 School-level Party Construction and Ideological and Political Special Project "Internet+" background, this article is the research result of the exploration and practice of the integration and innovation of basic-level party construction and ideological and political education in colleges and universities, taking the construction of the WeChat platform of "the Voice of the Youth of School of International Business School " as an example. Project director: Ying Zhao, Z2020003

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Discussion in Inquiry-Based Learning (IBL)

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Abstract: Over the last few years, Inquiry-Based Learning (IBL) has rapidly gained popularity among educators or teachers in education. It is regarded as an innovative pedagogy to improve learning effectiveness and cultivate diverse skills. This paper unpacks its significance and matters in science education from foundation to Year 12. Additionally, the author proposes some evidence-based recommendations and suggestions about this pedagogy. The conclusion is that IBL helps students in both understanding and learning, which benefits educational performance. In addition, IBL promotes the problem-solving skills of students, and this is crucial in the notion of education of the 21st century. Nonetheless, educators need to have awareness of how to achieve the optimal learning objectives of IBL.

Keywords: Inquiry-based learning; IBL; Education; Pedagogy

1. INTRODUCTION

Studies over the past years have attached great importance to Inquiry-Based Learning (IBL), which is different from traditional learning. IBL broadly consists of four stages, namely questioning, investigating, drawing on a conclusion, and having a discussion with others [5], in which students can enjoy both independent and collaborative learning. Although IBL as an innovative education strategy has been used widely in higher education these years, many schools do not acknowledge its significance and benefits in science learning at the stage of K-12 education. Therefore, the main argument of this paper addresses the importance of IBL in science education during this phase. This paper first introduces the categories of IBL, and then analyses the benefits of IBL in the specific phase. Finally, it presents some challenges and recommendations of IBL.

2. CLASSIFICATION

IBL is roughly divided into the following three categories. First, structured inquiry refers to that teachers provide students with questions, methods, and materials. Second, guided inquiry means that students need to find ways to solve the given questions based on the provided materials. Third, open inquiry refers to that student poses questions and decide the methods independently. Learners can gain different advantages through different types of IBL. The next section talks about the benefits of IBL.

3. ADVANTAGES OF IBL

IBL contributes to the understanding and academic performance of students in the science classes of

elementary education. The findings of the research which studies the effectiveness of IBL for the fifth-grade students in Thailand Muang Nakhon Ratchasima School suggest that students have higher scores in scientific education after teachers implement IBL [4]. In addition, a robust literature review of 31 empirical studies concludes that inquiry-based mobile learning in secondary school science education benefits learning effectiveness and academic performance [3]. In the process of IBL, students are provided opportunities to explore the new world of science in diverse ways and actively connect their prior knowledge to gain a further understanding of the new concepts. In contrast to traditional learning, IBL helps students to learn actively rather than passively. This achieves constructive learning, as evidenced by Piaget's theory of constructivism. Specifically, learners construct new scientific knowledge by incorporating previous experiences into new understanding, which leads to knowledge assimilation. After that, students have good memorise and gain a better understanding of knowledge, so they can obtain good academic performance in science learning. However, from the perspective of Vygotsky's sociocultural theory, students enhance learning and advance understanding by social interaction. For example, they exchange ideas and feedbacks and discuss with peers and teachers to improve learning in the discussion part. Also, they have enough time to reflect and revise their work. At the same time, cognitive development arises when learners have social interaction within the zone of proximal development. This is to say that students can develop a deeper understanding of science after talking with more skilled people. Although these two theories have some differences, they can both be applied to the explanation of the effectiveness of IBL for students in science education.

Moreover, this pedagogy develops problem-solving skills which are an integral and critical part of the 21st century. A recent case study that aims to evaluate the effectiveness of IBL on the problem-solving capacity of fourth-grade students in science education demonstrates that some activities which are embodied in IBL play a great role in developing both problem-posing and problem-solving skills [2]. This aligns with the study of Bruder and Prescott who argue that IBL with problem-oriented activities has positive influences on students' problem-solving capacity [1]. What this shows is that, on the one side, students advance this capacity in the way to find

practical and feasible methods to investigate data and evidence, for example, doing an experiment or accessing reliable resources, so as to solve problems and achieve learning goals. These phases of IBL promote this capacity of students to a large degree. On the other side, some students have disadvantages in developing problem-solving skills in the process of IBL. For instance, those with low self-regulation and deficient cultural background tend to be passive in this learning method because they could not control and regulate this process independently, or they may lack the experience to construct a new concept and find strategies to overcome difficulties. Therefore, it is necessary to raise awareness of how to achieve optimal learning results when adopting IBL. The following section unpacks challenges and proposes recommendations of IBL.

4. CHALLENGES AND RECOMMENDATIONS

In the instructed inquiry and the guided inquiry, students tend to be provided a given question. In order to help students to obtain the learning goals, teachers need to design appropriate questions that match learners' levels. First of all, the question should be relevant to learning objectives. Next, learners need to have accumulative knowledge before, and the capacity to solve this question. Otherwise, learners would face too many challenges and difficulties, which makes them lose the interest and motivation to continue IBL. This undermines their self-efficacy and confidence. Consequently, IBL cannot achieve the learning outcomes.

Moreover, unlike tradition classes, students assume the lead role in IBL classes. They can explore any question and finish the task without entirely following the guidance from instructors, especially in the guided inquiry and the open inquiry. Therefore, the organizers of IBL need to make enough preparations in case of unpredictable accidents. It is necessary to implement pre-service and in-service training for teachers. In doing so, teachers can better understand IBL [2], which is in accordance with a study indicating that they could be familiar with the teaching contents as well as pedagogical methods about IBL after the professional development [1].

Additionally, the question about how to develop the targeted skills in IBL is worth noting. Evidence suggests that students have a good development of mathematical literacy when teachers are aware of the importance of this literacy and implement adequate literacy-based tasks [1]. This can be applied in science education, which implies that teachers should put effort into creating an environment in which the specific capacity can be promoted. For example, in science education, teachers can integrate some

meaningful scientific questions and activities such as analysing data, making a comparison table, and writing reflections to improve the analytic skills of students. They can also design worksheets to help students promote self-regulated capacity. Furthermore, it is vital to pay attention to scientific literacy. This can be achieved by guiding students to think and perform like a real scientist. In other words, students can be given opportunities to do an experiment, record data, compare information, write essays, discuss with peers and, etc. Briefly, various learning objectives can be obtained by diverse pedagogies. IBL instructors should take the responsibility of planning and implementing appropriate activities to achieve targeted education outcomes.

5. CONCLUSION

IBL is a good and practical teaching method in elementary science education, although some challenges are needed to be noticed. By this pedagogy, learners can gain further understanding of knowledge and achieve better performance in academy. Also, their problem-solving skills can be promoted. Educators are encouraged to utilise IBL on the condition that they fully know about this strategy, pay attention to designing the appropriate question for learners, and emphasise to embody the elaborative activities that aim to advance the specific skill.

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Research on the Cultivation Path of Students' Application Ability in Linear Algebra Course

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Abstract: As a branch of mathematics, linear algebra has wide application value in the field of natural science and social science, and is the basis of all modern physical chemistry and modern engineering technology. As a main course of mathematics in colleges and universities, linear algebra has become the main obstacle for students to learn mathematics because of its strong abstract thinking and logical thinking. On the basis of expounding the importance of linear algebra course to the cultivation of students' application ability, this paper analyzes the difficulties of linear algebra course in practical teaching and the current situation of students' course learning, and puts forward a feasible path to cultivate students' application ability in linear algebra course, so as to provide thinking direction for the teaching and research of linear algebra. It aims to further promote students' understanding of the concept of linear space, and improve students' practical application ability of analyzing and solving problems.

Keywords: linear algebra; student; application ability; training path

1. INTRODUCTION

In the modern information society, linear algebra has become a basic subject of more and more curriculum research and practical engineering applications, due to the rapid development and wide application of computer Internet. As a basic tool to project and represent data by using space, it has great practical value for students' abstract thinking, logical thinking and innovative thinking. But many students in the university classroom after completing the linear algebra course, and did not really realize the value of linear algebra in real life, can not really use it. Therefore, on the basis of analyzing the practical teaching difficulties of linear algebra course, it is of great practical significance to analyze the cultivation path of students' application ability in the course teaching for the practical application and development of university linear algebra course.

2. THE SIGNIFICANCE OF LINEAR ALGEBRA COURSE TO THE CULTIVATION OF STUDENTS' APPLICATION ABILITY

Linear algebra is one of the most basic and major applied subjects in mathematics and engineering. It takes linear problems as the main research object, and simplifies complex problems by teaching systematic contents such as matrix and its operation, vector

space, determinant, linear equation solving, quadratic form, etc., so as to help students solve practical problems more intuitively and effectively. In the learning process of linear algebra, matrix practice can strengthen students' applied thinking and divergent thinking, and enhance the development of students' scientific intelligence. The research of vector space can cultivate students' ability of solving linear problems and thinking in linear space. As the most basic course in the field of mathematics and engineering, linear algebra plays an important role in cultivating students' abstract thinking ability, logical thinking and reasoning ability. Therefore, it is of great significance to strengthen the practical teaching research of linear algebra, help students master the theoretical knowledge, make students learn how to apply the knowledge to solve practical problems, and exercise students' autonomous learning ability and creative thinking ability.

3. DIFFICULTIES OF LINEAR ALGEBRA COURSE IN PRACTICAL TEACHING

3.1 The course is abstract, so it is difficult for students to learn

Mathematics learning is a process of constructing cognitive structure. Linear algebra, as the most basic subject in the field of mathematics, is no exception. This subject with its high degree of abstraction and strict logic has been the main obstacle in the process of students' learning, and also the key and difficult point of teachers' teaching. Many students' initial experience in learning linear algebra is that it has many concepts, many reasoning arguments, strong abstractness, and difficult to understand, such as, professional process analysis terms, linear correlation, elementary transformation, linear space and so on. It is very difficult to understand just concepts, let alone internalize their understanding with their own knowledge system; even if students read books before class, or after class, the teacher's explanation and review is often confused. [1] It is easy for students to lose interest in the course because of the strong abstraction and difficult learning of linear algebra, let alone understand the practical application method and thinking mode conveyed in the course.

3.2 Partial theory teaching, lacking practical application

The emphasis on theory teaching in linear algebra course is a common problem in colleges and universities. In the process of teaching, teachers often

focus on the elaboration of theorems and definitions and the summary of methods. Most of the time in the whole class is about the process of problem proving, which is divorced from the practical exploration under the dimension of practical application. [2] Without practical exploration, students' practical application ability will be weakened, which will lead to the "derailment" situation that teachers' theoretical teaching content is not closely related to students' practical application. In this situation, the traditional conservative teaching mode makes students unable to directly receive the professional guidance under the practical application in the process of learning; in the face of boring theoretical teaching content, students are even more unable to concentrate and stimulate their subjective initiative in learning to the maximum extent, resulting gradually losing interest in learning linear algebra in certain weariness.

3.3 The course is not in line with students' major

At present, China's higher education has moved from elitism to popularization. Due to the rapid economic development of the information society, colleges and universities have new goals and requirements for personnel training, and students' professional choices are more diversified. However, the teaching of linear algebra under the traditional teaching mode has not been able to actively adapt to the rapid development and change of the society. The teaching of students is still in the state of "all in a pot". In the teaching process, teachers fail to divide the teaching according to the professional characteristics of students and the basic mathematics application ability of different students. It does not pay attention to promote the practical application and development of multi-disciplinary linear algebra course according to the characteristics of different majors and individual differences of students, and does not teach students in accordance with their aptitude, which will lead to the derailment of teaching and learning, and is not conducive to the cultivation and development of compound applied talents.

4. THE PATH OF CULTIVATING STUDENTS' APPLICATION ABILITY IN LINEAR ALGEBRA COURSE

4.1 To increase understanding figuratively by case teaching

Case teaching is an open and interactive teaching method. In the teaching process of linear algebra, the introduction of teaching cases can effectively strengthen the students' image cognition of what they have learned. [3] Because the theoretical knowledge of linear algebra is too abstract, students have great practical difficulties in the process of learning and understanding, which will lead to students' poor practical application effect. Therefore, teachers can effectively reduce the practical difficulties of students in the process of learning by appropriately adding case guidance in the teaching process, making abstract problems concrete, and making rigid linear

algebra content and problem-solving thinking visualized. [4] At the same time, in the process of case teaching, students form repeated interaction and communication through continuous case discussion, combining theory with practice, so as to achieve the expected teaching effect. However, it should be noted that in case selection, teachers should comprehensively consider students' acceptance ability. Only by taking the case content that students can actually accept as the practical application teaching direction, can students' autonomous learning initiative and thinking enthusiasm be maximally stimulated, and practical application skills be mastered in the process of knowledge internalization, so as to further enhance the students' understanding of the content.

4.2 To improve practical application ability by practice teaching

Linear algebra teaching has always been the problem of emphasizing theory and neglecting practice. Most teachers still focus on the explanation of theoretical knowledge in the teaching process. Therefore, in order to cultivate students' application ability in the teaching of linear algebra, teachers are required to integrate practical teaching into the teaching process, assist extracurricular activities teaching on the basis of classroom theory teaching, and let students go out of the classroom by holding mathematical modeling activities, mathematical modeling competitions and other activities, so as to transform the rigid classroom theoretical knowledge into practical operation training. It aims to guide students to establish a systematic knowledge system and curriculum context of linear algebra in the process of practical problem exploration, expand mathematical thinking, improve the ability to analyze and deal with problems, and consciously deepen the understanding of the essence of linear algebra. In the process of improving the consciousness and ability of mathematics practical application, the possibility of applying the theoretical knowledge to solve practical problems is further increased.

4.3 To achieve the linkup of related majors by hierarchical teaching

As for hierarchical teaching, teachers need to fully realize the learning differences of students in the teaching process, and teach students in accordance with their aptitude according to the main differences of different majors, different classes and different individuals. [5] Through the reform of traditional teaching methods, taking into account the different degrees and acceptance of different majors and different students for linear algebra course, the learning guidance of students of different majors is strengthened on the premise of fully respecting the cognitive law of individuals, so as to stimulate students' interest in learning to the maximum extent and make each student find his own learning method, and let the teacher teaching effect and the student

study effect achieve the optimization. [6] Through hierarchical teaching, the theoretical knowledge in linear algebra course can be accurately matched to the most suitable practical application operation system for different majors of different students, and the abstract theoretical concepts can be connected with professional counterparts. On the basis of enhancing students' learning and understanding ability of linear algebra course, the optimization of students' theoretical application can be realized, and the realization and improvement of teaching objectives can be effectively promoted.

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Divergent Adoptions of Social Darwinism: Adolf Hitler's National Socialist Movement and China's Modern National Enlightenment

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Abstract: Social Darwinism can be regarded as a variation of Charles Darwin's views and undergoes derivations to competition, self-improvement, eugenics, nationalism, racialism, etc. As a controversial idea, it had both positive and negative impacts on social movements. This paper compares Adolf Hitler's national socialist movement with China's national enlightenment during the 19th century, hoping to analyze the respective adoption of social Darwinism from the two events and to find out the reasons for their interrelations and differences.

Keywords: social Darwinism; Adolf Hitler; national socialist movement; China; modern national enlightenment

1. INTRODUCTION

Though Darwin did not mention humans in *The Origin of Species*, conjectures ran wild about its consequences for humans as individuals and as social beings (Becquemont 2011)[1]. Social Darwinism applies a crude version of Darwin's principle of natural selection and asserts that certain people are suited for dominance and they would triumph, following what Herbert Spencer addresses "survival of the fittest" to justify the dominance of some social groups, supporting such ideas as the class system, unregulated capitalist competition, imperialism and doctrines of racial superiority (House & Maltby 527)[6].

As racism grew central to construct social Darwinism in the 19th century, evolutionary theory began to stress social changes under imperialism and colonialism with further tensions and destiny of a nation caused by industrial changes (Dickens 13)[5]. Adolf Hitler and his German National Socialist Party seized power through political crisis of German depression by Hitler's propaganda plus his violence, and Nazi persecution of Jews almost began immediately in the purge of the bureaucracy ousting Jewish civil servants, professors and public school teachers. Discrimination and harassment turned to violence in the late 1930s. All these footsteps by Hitler and his Nazi Germany triggered the disastrous World War II and had since then been tagged as a typical evil consequence derived from social Darwinist thoughts like racism, eugenics, radical

nationalism and so forth.

Unlike Hitler's appropriation of social Darwinism to achieve his political "ambition" and aggression, scholars with insight in the late Qing of China took the initiatives to save the nation from doom and strove for its survival by learning from the West, i.e., the Enlightenment in China then can be categorized as a national salvation movement.

Social Darwinism was just among those western ideologies formally introduced to China through Yan Fu's translation of Huxley's *Evolution and Ethics*. Liang Qichao as another important figure stated it's such evolutionary ideology of competition that inspired materialism and utilitarian into modern China (Wu 2001)[8]. Shaking the root in Chinese order of morality, social Darwinism substituted it with the order of power which evolved a power-oriented nationalistic personality in modern China and soon after that the Republic of China was founded (Xu 2010)[9].

2. DIVERGENT ADOPTIONS OF SOCIAL DARWINISM

(1) Hitler's appropriation of social Darwinism as a political weapon

Consensus has been reached on the important role of social Darwinism in Hitler's national socialist ideology and its derivative Nazi one during which social Darwinist ideas were cited as underpinning policies on race, eugenics and war. Hitler's sense of competition for survival guided by Spencer's view is visible, and furthermore, the national socialist vision of the world as an arena of competing states among which the only principle in operation was that "might is right" had fairly obvious repercussions for the field of foreign policy.

Discarding value judgment on Hitler's original will, his national socialism clearly endorsed the main tenets of social Darwinism in which heredity, struggle and selection were integrated to its conception of the social realm with the task to create a community in harmony with the eternal laws of nature. So Hitler's national socialist movement in nature aimed to remove the threats to their survival by extreme means of harmonizing nature and society, which entailed reorganizing society so as to render its processes and outcomes concordant with the putative workings of nature's laws (Hawkins 284)[4].

(2) China's application of social Darwinism as a salvation means

China had no previous traditions in this respect. The Enlightenment appeared in the late Qing, different from Hitler's "precautions" and "vigilance", during which China was already in national crisis beset with domestic trouble and foreign invasion. Less active might it seemed than Hitler's offense, the Enlightenment in modern China was more of a "Nation's Dream" seeking prosperity and power in the meantime civilization consciousness (Wu 2010). But instead of taking pragmatic actions, early modern China unremittingly probed into theoretical ways out to be counted on touching off a series of social transformations but all ended up with failure, which displays another difference in nature, that is, the formations of adopting social Darwinism.

"Struggle for existence" and "survival of the fittest" identically got popular in modern China as they were in Germany and continue to be effective in today's minds of Chinese citizens. China has ever since undergone social changes permeating to the veins of the nation the day social Darwinism was brought in. Driven by social Darwinism, Chinese also began to worship "might is right" and nationalism with materialism by impacting even destroying the political and moral order which was for thousands of years in the altar to be enshrined. Social Darwinism as a propaganda to motivate reforms and revolutions was beyond reproach but of significance in self-salvation as a force to enlighten the stubborn and backward ideology.

If Hitler's Nazi movement can be depicted as, in nature, his inflated ambition and assault to nip threats in the bud, then China's Enlightenment should be attributed to misgiving and resistance by prudent exploration (Gao & Yang 2002)[7].

3. INFLUENCING FACTORS FOR THE DIFFERENCES

(1) Social environment

After the abortive revolution of 1848, Germany experienced political division against a background of brisk economic growth and social change. The new Reich was fraught with continuing regional differences and enmities. On March 7, 1918, Anton Drexler set up a "Committee of Independent Workmen" in Munich for the purpose of advocating the conclusion of peace on terms that would be compatible with Germany's honour and glory. Hitler inherited from Drexler both his arrogant self-confidence and his burning faith and set his interests in foreign policy accordingly (Heiden 3)[3]. But Modern China starting from the First Opium War in 1840, as it was documented, is by no means a tag embodying positiveness or progression but decline and humiliation. What trapped China were those subsequently endless military defeats and unequal treaties with western powers. Internally the Taiping Rebellion led by Hong Xiuquan raided roughly a

third of Chinese territory for over a decade until they were finally crushed in the Third Battle of Nanking in 1864 and followed by a string of civil disturbances at enormous cost of life and wealth. Decadent government, undisciplined army and unenlightened thought of the late Qing was impotent to afford the calamities within the empire and attacks from imperialism with further threats.

(2) Humanistic traditions

Germany as a central power of Europe with Denmark bordering to the north, Poland and the Czech Republic to the east, Austria to the southeast, Switzerland to the southwest, France, Luxembourg and Belgium to the west, and finally with the Netherlands to the northwest, is also bordered by the North Sea and the Baltic Sea. The geographical position and its relative limited coastline may partly explain why Germans were once brainwashed to believe they should be the center of the world and deserved more resources and lands than what they owned.

Reviewing China, its vast and diverse landscape ranges from the Gobi and Taklamakan Deserts in the arid north to subtropical forests in the wetter south, with great mountains, plains, and rivers distributed and the longest land border in the world. The reasons why Chinese value more harmony and peace lie in that the vast land and opening to the sea endow Chinese people to cherish our geographical resources and above all, a more lenient mind.

Another humanistic tradition having relevance to the different consequences may be dominated thoughts. Western culture, throughout most of its history, has been nearly equivalent to Christian culture. Christianity as a religious faith infiltrated for a long time as the authority to interfere with European politics and influence people's lifestyle. Confucianism, on the other side, remained China's foremost moral philosophy and encouraged benevolence and uprightness highlighting harmony and respect for others. By this way, Confucian culture held firmly to a secular ethic that conduct the sanctity of human life on earth. Such relative tolerance enabled Chinese to be free from religious wars or massive crusades of the kind that disrupted Christian (Fiero 154)[2].

4. CONCLUSION

Here I have no intention to judge if social Darwinism itself is a total fallacy since its diverse ramifications can even be contradictory to each other, and to what extent social Darwinism deviates from Darwinism is also far beyond my reach to contain in this paper. I try to clue out shared values in social Darwinism by reading relevant materials and set it as my theoretical premise through which Hitler's national socialist movement (with more emphasis) and China's modern national enlightenment, as I suppose, can be microscopied with more hints and details worthy to be studied.

This paper investigates social Darwinism's interrelations with Hitler's national socialist movement as well as profound influences upon China's modern national enlightenment. The two movements resembled but more importantly differed in their casual relations with social Darwinism. My analysis tries to focus on the elements of social environment and humanistic traditions, hoping to provide a viable framework and certain research value for analysis on social Darwinism connecting with social events and to see more relevant studies in this field.

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New Trends of Curriculum Reform in International Vocational Education Based on the Comparison and Analysis of Germany, EU and Australia

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Abstract: The 21st century is a new era full of great pressure and challenges. In the era of rapid economic and technological development, the pressure of employment competition is gradually increasing, and the development and change of career make more and more people anxious and uneasy. The survival of the weak and the fittest is also fully reflected in this era. In order to become a leader in a field, we need to learn more, and schools should set up corresponding vocational and technical courses, build educational pillars, and cultivate and develop students' entrepreneurial ability and independent ability. The purpose and motivation of vocational education reform in Germany, the European Union and Australia are different, but they are similar in content and method. Various countries are also actively carrying out vocational education reform to improve the development level of vocational education.

Keywords: Vocational education; Curriculum reform; Germany; the European Union; Australia

INTRODUCTION

In recent years, in order to adapt to the severe situation of rapid economic development and strengthen the requirements of professional and technical quality of talents in various fields, Germany, the European Union, Australia and other countries and regions have started the curriculum reform of vocational education. All countries have focused on cultivating students to adapt to various market changes, strengthening students' flexibility of thinking and their resilience to emergencies, and opening more social practice courses to enable students to understand and deepen the labor market as early as possible. These have played a pivotal role in China's vocational education reform, and China has also been deeply inspired.

1. UNIQUE VOCATIONAL EDUCATION IN GERMAN

1.1 The advantages of Die duale Ausbildung

Die duale Ausbildung is particularly popular in German education, and it is also well-known in the international community. In vocational education in Germany, the Constitution stipulates that students

who cannot attend other schools before the age of 18 must attend to vocational schools. Die duale Ausbildung means that students will spend a lot of time in enterprise training when they are in school. Most of the courses set up in schools are career-related courses. In such vocational schools, the examination system is also strict. After the end of enterprise training, they must take the examination. Some enterprises even set up their own technical schools, the graduates here have no need to worry about the problem of employment, nor fear that they will not be recognized by the state and the society.

1.2 Standardizing talent training mode

Germany pays more attention to career orientation in vocational education, because Germany has its own specific criteria in the development and production of various industries, and achieve planned and more standardized production through this criteria. The industry associations play a particularly important role in the German education system. It can give the qualification of trial enterprises, review the enterprise contract, and also play the role of organization and supervision in the vocational education examination, so as to help the corresponding technical talents better receive vocational education and integrate into the enterprises faster. In order to improve the ability of talents as soon as possible, Germany begins to focus on vocational education in middle schools, so that more and more young people can correctly understand vocational and technical education.

1.3 To publicize with information technology

The most important way for contemporary young people to obtain information is network technology. To want more students to understand vocational technology, it needs to use the network to vigorously promote and establish contact with students, so that they can better understand the problems and doubts of students in vocational education. Of course, relevant departments also need to provide professional consultants to solve students' problems in detail and patiently. In order to make full use of the Internet to make vocational education popular and well-known, Germany set up a website specially for relevant departments in 2001, and now more than

180000 people have visited it. After many years of exploration and development, vocational education in German has been widely recognized in the international community.

2. THE DEVELOPMENT PRIORITIES OF VOCATIONAL EDUCATION IN THE EU

2.1 Facing up to the challenges of social issues

The 2008 economic crisis severely damaged the vitality of the European Union countries, leaving no time to take care of the development of vocational education in the future, instead focusing on economic recovery. However, in order to recover the economy faster, it is necessary to strengthen the training of technical talents and reduce the unemployment rate of citizens. Although graduates of vocational colleges are not qualified for high-tech jobs, vocational education, as an important way to cultivate technical talents, needs to strengthen cooperation with various enterprises, improve the teaching quality and attractiveness, and allow fresh graduates to directly participate in enterprise production. We must not give up the training of vocational and technical talents in order to pursue high-tech talents.

2.2 Optimizing educational resources

In order to ensure the smooth implementation of vocational education in EU countries, it is necessary to provide high-quality and high-level educational facilities and resources, so that students can get a favorable guarantee in their study. Therefore, EU countries actively participate in the composition of teaching staff, in-depth use of information technology and funding, and are committed to building a high-level vocational education. In the selection of teachers, higher requirements have been put forward and teacher training projects have been carried out to improve competitiveness and select high-quality teacher resources. And information and communication technology, as an important way to provide professional information and improve teaching methods, provides an important guarantee for students' learning. The European Union has invested heavily in funding, including various learning funds, bonus systems, and some learning project funds, so as to encourage students to study for vocational education.

3. IMPROVING DIVERSIFIED EDUCATION SYSTEM IN AUSTRALIA

3.1 Attaching great importance of the government

For the better development of vocational and technical education, Australia has formed a unique management system composed of government, education, science and many other institutions. In order to implement the vocational education policy, the government has strengthened the management and control of vocational education across the country, and has managed, coordinated and supervised all relevant institutions. The government has also invested a large amount of funds to support the construction of vocational education and training

systems in various states and territories.

3.2 Setting up a dedicated college

TAPE Academy has been developed in Australia for decades, and now it has formed a unique educational style and school-running characteristics. TAPE Academy is divided into full-time and part-time, and there are also two basic modes: independent institutions and universities. Students can enter the TAPE Academy from the second grade of high school. They can learn the original compulsory education content and carry out advanced vocational and technical training. The credits obtained from TAPE Academy can be converted with the undergraduate school. Only when they reach a certain credit, can they continue to study in the second year of undergraduate colleges.

3.3 Flexible training forms

There are many options for vocational and technical education and training. Different schools, different venues and different times are provided here. As long as your training scores are up to the standard, no matter what form you take, you can get a qualification certificate and be recognized nationwide. Vocational and technical education provides a large amount of labor for Australia. Here, as many as 70% of middle school students choose to study in vocational schools after graduation. They can choose to study part-time or in their spare time when they study in the college, forming a good connection between education and work.

4. CONCLUSION

There are always problems in vocational education in China, and it is difficult to move forward. By learning from and comparing the advantages of vocational education in Germany, the European Union, Australia and other developed countries, we can improve our vocational education. At present, there is a great demand for technical talents in the society, which makes the reform of vocational education an important task in China. In order to make China gradually keep up with the development of the times and strengthen vocational education, we should increase the number of vocational schools on the existing basis, change people's traditional and wrong cognition of vocational schools, and let people realize that vocational education is not to cultivate cheap labor force, but is a kind of formal education to cultivate talents in a certain field. After the reform of vocational education, more and more people will learn real skills and become truly useful people.

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An Ideological Criticism of the Joe Biden's Inaugural Speech

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Abstract: President Biden took the oath of office on 20 January 2021 when the U.S. faces an unprecedented crisis caused by the COVID-19 pandemic and domestic chaos. By applying an ideological criticism strategy, this paper highlights the rhetorical tools in his utterance and decodes the locutionary and illocutionary intentions behind this speech. The findings revealed that Biden was trying to construct an ideology that America needs unity and democracy in facing the unprecedented crisis, and he is capable of uniting the Americans to face all the challenges and save America from danger.

Keywords: Joe Biden, inaugural speech, crisis, ideology, criticism, democracy, unity

1. ABOUT JOE BIDEN' INAUGURAL ADDRESS

Joe Biden took the oath of office at noon Wednesday to become the 46th president of the United States on the 20th local time. The address was well-written with powerful rhetorical flourishes and inspiring themes. The speech explains that Biden knows the importance, impressions, and powers of the words. "He knows that words matter" (ABC News). The speech was written in collaboration with his speechwriters, and historian Jon Meacham and Biden delivered it to inspire people who read or watch it.[1] The inaugural address focused mainly on domestic issues, which implies Biden administration's priorities are to repair the wounds of democracy, heal the rifts of the society, restore national unity to reinvigorate the country. However, the work of the Biden administration is undoubtedly burdensome. The United States has more practical problems than it did four years ago: its available resources are less abundant, and the Democratic Party, on which the new government relies, is not superior in power to its rival in Congress. In addition, most populace regards Biden as a "weak president," and Trump who has stepped down may maintain a considerable amount of political mobilization. The resistance to a Biden administration is incalculable.

Throughout the speech, he listed five main challenges facing the United States: the rampaging virus, growing inequality, systemic racism, the climate crisis, and the image of the United States in the world. Biden hopes to use this speech to appease an agitated public, unite all groups to tackle the current challenges and strive for popular support for his policies.

There are many reasons why the analysis of President

Biden's remarks is significant. As the world's only superpower, the domestic and foreign policies of the United States always influence greatly on all countries in the world. Currently, the world is suffering from an unprecedented ravage of COVID-19, and the United States has descended into the epicenter of this plague. The number of deaths caused by the virus has exceeded the number of people killed in World War II. The "residual poison" of the Trump authority had wreaked havoc on American democracy, and racism is intensifying. The economic decline index and unemployment rate also hit a record high. Since Biden was inaugurated at such a critical time, how will he deal with the mess left by Trump and put American society back on track? Will the public support his government? A speech is not enough to solve all problems, but an appropriate rhetorical means help the audience to understand, recognize and accept the rhetor's ideas.

2. ABOUT IDEOLOGY CRITICISM

An ideology is a system of ideas or a pattern of beliefs that determines a group's interpretations of some aspect(s) of the world. It is a mental framework—the "concepts, categories, imagery of thought, and the systems of representation" that a group deploys to make sense of and define the whole world or some aspects of it.[2] One of its features is that it is composed of evaluative beliefs that highlight the positions of particular social issues. Ideologies control and coordinate the actions of those who adhere to them. Ideologies ensure that members of a group generally "act in similar ways in similar situations, can cooperate in joint tasks, and will thus contribute to group cohesion, solidarity, and the successful reproduction of the group." In sum, . . . ideologies function primarily to serve as an interface between collective group interests and individual behavior." [3]

"Ideological criticism," a criticism driven by ethical or political reasons, analyzes and commentary on the ideology in rhetorical discourse or behavior. Since both ethical and political factors are related to values, ideological criticism is also a comment on values in discourse -- a criticism on the effect of values embodied in a rhetorical discourse on the audience. Ideology is a belief system of behavioral tendencies that form a coherent system to stipulates right and wrong and how people should comply with it and adapt to the environment. People rely on ideology to construct and support specific political behaviors and

formulate relevant policies for daily political affairs.[4] In ideological rhetoric criticism, ideology is not an erroneous or distorted expression of social relations but a real relationship through which people's connection with the world is reflected.

As a product of human society, ideology is a group of thoughts and beliefs, but more importantly, it plays an important role in our society, especially in producing social knowledge and truth. Ideology is not a false, negative perception or belief but something productive and positive. Ricoeur pointed out that ideology is not only a reflection but also an act of justifying things. [5] That is to say, ideology contains a tendency that can be used to convince the members that what it wants to do is right and overrule those who disagree. In the jargon of rhetoric, ideology persuades and influences people subtly and imperceptibly to accept what is consistent with that tendency while suppressing and resisting what is inconsistent. To some extent, ideology is a call to action, just as a rhetorical situation calls for the corresponding rhetorical discourse

3.METHOD

An ideological analysis is adopted to analyze the artifact of Biden's inaugural address[6]. The ideological approach to rhetorical criticism enables the critic to look beyond its surface structure to reveal the beliefs, values, and other assumptions presented in the artifacts. For ideological analysis, the critic encodes the artifact and identifies the elements it presents. The presentation elements of an artifact are its essential observable characteristics, such as terms, metaphors, statements, or main points. The next step is to identify the proposed element, the theme, idea, or concept suggested by the proposed element. The critic can construct the rhetor's ideology in the artifact and discover how ideology works for the rhetor. The ideology proposed by the rhetor is not always deliberate but often created subconsciously by the rhetor.

4.ANALYSIS

Through detailed analysis, this paper discovered three distinct tenets that comprise the ideology in Biden's speech, an ideology that functions to gain people's trust and support for his administration. The three tenets are:

He will lead a democratic and united government.

He can lead the American people to overcome the current difficulties.

He can make the United States back on track and become a model for the world."

Democracy and unity are the power for the country to advance.

Save American democracy

Although Biden finally won the presidential election, many people are still crazy fans of Trump. The violence attacking the U.S. Capitol in Washington, D.C. a few days ago was the evidence. The current turmoil in the United States and the lack of effective

control of the epidemic are precisely due to the perverse and autocratic actions of the Trump administration who advocated laissez-faire in the face of the rampant virus, ignored scientific prevention, and took the lead in not wearing masks. All of these plunged America into an unprecedented crisis. Therefore, what Trump had done is trampling on democracy and the nation's rule of law. The implication is that the Trump administration is to blame for the crisis facing America.

Therefore, when standing on the Capitol, he excitedly declared that this ceremony was a victory for democracy. In just 20 minutes, the word democracy was repeated ten times. At the very beginning of the address, he said, "This is democracy's day," which imply the ceremony as a celebration for "The cause of democracy" rather than his victory; Looking back, he said that "we've learned again that democracy is precious" because "Democracy is fragile," through the arduous struggle of the whole nation, now" democracy has prevailed." Biden borrowed the words precious and fragile to insinuate that the previous government's trampling on democracy was the main cause of the current domestic unrest.

When talking about political extremism, white supremacy, and the rise of domestic terrorism, he called for that "It requires the most elusive of all things in a democracy." He took the violence against the inaugural speech that happened on the Capitol a few days ago as a mob's attack "to stop the work of our democracy." In order to win the support of the opposing people for the current government, he said that if some people still disagree, it does not matter because "That's democracy," which reflects his eagerness to win public support by showing his tolerance and generosity. He admitted the current challenges facing the United States are not only the raging virus, acute society inequality, systemic racism, climate crisis, the role the United States plays in the world, but also the evil force attacking on "our democracy and on truth." At the end of the speech, Biden promised the entire audience that "I'll defend our democracy." He firmly believed that democracy and hope would not be diminished but would thrive. Obviously, saving democracy in the United States is one of the most critical points that Biden strongly emphasizes in his speech.

He is eager to unite all possible forces

The United States has a vast territory, a large population, and complex ethnic composition. With the impact of the COVID-19 epidemic, its massive social problems such as racial discrimination are being intensified. Under such a social background, Biden's top priority is to unite all possible forces to face the challenges and overcome difficulties.

So "we come together as one nation" indicates that the gathering of all parties here is the witness of peaceful transfer of power and as a symbol of unity. The glorious history of America has been created by

the union of all striving for perfection. When expatiating the current predicament of the United States, he called for "unity, unity." Because only with unity can they restore the soul and secure the future of America.

On 22 September 1862, President Abraham Lincoln, the Founding father of the USA, signed the Proclamation on the Emancipation, which marked a historical advancement in American history. It brought to an end of Civil War and made the United States genuinely unified sovereignty, which laid the foundation for today's powerful and prosperous country.

When Lincoln finished signing the Emancipation Proclamation, he said, "if my name ever goes down into history, it'll be for this act. And my whole soul is in it." Biden also borrowed Lincoln's words and repeatedly emphasized that he wants to "Bringing America together, uniting our people, uniting our nation"; "Uniting to fight the foes we face"; "With unity, we can do great things, important things." Biden compared the current situation to that of America during the Civil War more than 150 years ago, and he expected what he is doing today will bring stability and unity to the United States just like what Lincoln did in the last century.

Words indicating unity such as "come together," "bring together," "act together," "union," "unity," "unit" appeared 17 times in the artifact, which shows that Biden's eagerness to unite Americans with rhetoric so that to end the discrimination and hatred spread among the country.

For this purpose, he started the speech by proclaiming that the ceremony celebrated a victory of democracy instead of personal grievance with Trump. President Carter and their predecessors of the two parties are appreciated for their dedication because he wanted to end the disputes between the two parties and unite for the cause of the United States. Vice President Kamala Harris--the first woman in American history elected to national office was mentioned several times to convince his people that racial and gender discrimination should not survive anymore. When wooing Trump's supporters, he promised that for the sake of democracy, he will not force them to agree but suggest that "disagreement must not lead to disunion."

In order to pacify 400 thousand families who lost their love in the epidemic, he showed his sympathy by leading all the participants in a silent tribute to the departed saints.

In short, the United States wants democracy and unity, not dictatorship and division. Democracy and the rule of law are the fundamental political ideologies of the country, and unity is the guarantee for the advancement of the United States. Biden's call for democracy and unity because he regarded the destruction of democracy and unity are the crux of today's problem. Rhetorically, he is convincing the

public that he will become a democratic and united government.

In his speech, Biden said democracy and truth were under attack, the epidemic was ravaging, social inequality was growing, and systemic racism was rising. Obviously, under the superimposed influence of multiple conflicts, the United States is facing unprecedented crises and challenges.

At noon local time on 20 January, the day of Biden's inauguration, the pandemic's death toll had exceeded 400 thousand. By the end of February, more than 29 million people had been confirmed, and more than 520 thousand died. A country with the most advanced health care system in the world but had become the most disastrous area. Trump's ineffective response to the epidemic has exacerbated domestic problems.

The plea "I can't breathe" broke millions of hearts when a violent police enforcement killed Freud, a black man from Minnesota. This incident enraged the whole nation and led to massive protests, which gradually evolved into a series of violence of fighting, smashing, and looting. In fact, in recent years, violent enforcement by white American police against minorities are numerous. American media address racial conflict as a long-standing problem in American society, and "racism is a persistent epidemic."

According to Fox News, an analysis reviewed by the National Academy of Sciences found that one in 1,000 black men in the United States died as a result of law enforcement, which indicates that the black is two and a half times more likely to be killed than the white when confronting with the police. Biden knew how bad the situation is, so he admitted that "speaking of unity can sound to some like a foolish fantasy these days" because of "the harsh, ugly reality that racism, nativism, fear, demonization have long torn us apart." He worried that the trampled democracy and buried truth would make the United States lose its direction. The ignorance of the raging virus will threaten people's survival; increasing inequality and racial discrimination will make the United States more turbulent; turning a blind eye to the global climate crisis and withdrawing from international cooperation organizations will not only isolate the United States but also lose her absolute dominance in the world.

After "exaggerating" the grim situations in the United States, Biden intended to hint that somebody would be standing out to save America. Who is the man? When Trump came to power four years ago, he shouted that he would make the United States great again. The fact is that all industries in the United States are in the most challenging situation in history. All the rhetorical devices applied to portray the crisis aiming to reassure the people that he will not repeat the mistakes of his predecessor. He will be the one to restore America.

Mr. Biden's determination to "set things right" is

shown in the speech and through his actions. On his first day in office, Biden signed the first executive order at the White House requiring people to wear masks and maintain social distance in federal offices and districts. He implemented an economic stimulus plan and accelerated vaccination of the COVID-19 vaccine. The government was taking the initiative to guide the public to fight against the virus through media. Biden wants his people to believe that he is competent enough to heal the nation and save the country out of the crisis from words to deeds.

Rebuilding the international image of the United States

First of all, after Trump came to power with the label of "white supremacy," his series of suspected racially discriminatory remarks exacerbated the division of white and non-white groups, the low-level civilians, and the upper-level elites in the country. Second, "isolationism" is often used to describe Trump's diplomatic strategy. Trump criticized the U.S. allies for getting the "free rides" and required Japan and South Korea to pay all the garrison expenses and defend the United States. He conducted the subsequent withdrawal from Germany because of Germany's unwillingness to increase the "protection costs." He made U.S. withdraw from various organizations that seem to be "unnecessary," such as WHO, TPP, UNESCO, and broke the Iran nuclear agreement.

In the short term, the Trump regime has obtained some economic benefits with the overdraft of the credit of the United States in the international community, which has greatly accelerated the separation between the Trump regime and its allies. Finally, he insisted on going his own way and launched a vast and controversial trade war. The "accusation" such as manipulating currency exchange rates, dumping cheap products to the United States, and "stealing" American jobs and intellectual property rights are imposed on China, Japan and South Korea in Asia, Canada and Mexico in North America and Germany in Europe. As CNN said, Trump's dereliction of duty and toxic words and deeds have deteriorated the United States' global image.

Therefore, Biden needs to repair the relationships with his alliances and re-participate in world affairs in addition to healing wounds at home. For decades, United States has always played the leading role on the planet. He pointed out in the speech that "We will repair our alliances and engage with the world once again. And we'll lead not merely by the example of our power, but by the power of our example." Unlike Trump's policy, Biden's foreign policy focuses on improving its competitiveness and strengthening cooperation with alliance rather than fighting in isolation. Biden hopes those measures would push the United States back on track, making the United States

"a strong and trusted partner for peace, progress, and security" so that to rebuild its international image.

5.CONCLUSION

Analysis of the address given by Joe Biden at his inauguration Speech to be the 46th president of the United States provides evidence of many tenets that form his ideology. Biden has constructed an ideology that the United States needs to be rescued from a crisis in which democracy and unity have been severely undermined. Biden begins by listing a series of incidence to allude to Trump's incompetence in dealing with domestic and international affairs during the outbreak of the COVID-19 pandemic.

Next, he devoted much of his time to advocating his governing philosophy to convince the public that he will not turn a blind eye to various issues, such as racial and gender discrimination. He will not turn his back on the families suffering from the virus and unemployment. He will not be indifferent to people's desire for peace, unity and democracy.

His ideology is manipulative and is set up so that he can make any change in America he desires. He has discovered the problems and found the solutions to the crisis facing the United States today, and he has the patience to listen to people's concerns, he can heal the wounds of the people, and he is confident enough to lead the United States to meet the challenges and regain its dominance in the world.

ACKNOWLEDGEMENT

This article is the initial result of 2019 Education Quality Improvement Project of Qiannan Normal university for Nationalities - A Smart "One-stop" Cloud Platform for College English Teaching(No.2019xjg0301)

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A Study on the Correlation Between Business English Writing and Metacognitive Strategies

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Abstract: According to the definition and classification of learning strategy, metacognitive strategies are considered as higher-order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. The author adapted Professor Wen Qiufang's English learning strategies questionnaire from metacognitive strategies taught in CALLA programme presented by O'Malley and Chamot, and then 60 students majoring in architecture participated in the survey. Applying a training model of O'Malley and Chamot's CALLA class, the author conducted a one-semester explicit metacognitive strategy training program in the experimental group of 30 students. The results of the study show that students sometimes or seldom used metacognitive strategies in their writing learning; the strategy training can enhance students' metacognitive awareness, and further improve their writing performance.

Keywords: business writing; metacognitive strategy; case study; writing performance

1. BACKGROUND OF THE STUDY

The term metacognition, originally belonging to the psychological field, is traditionally defined as the experiences and knowledge we have about our own cognitive processes. Metacognition consists of two aspects: metacognitive knowledge and metacognitive strategies. The previous researches have indicated there is a positive relationship between metacognitive knowledge and language proficiency. Devine, one of pioneers who related metacognitive theory to ESL writing, thought possessing a strong metacognitive knowledge base is critical to successful learning.

At home, metacognitive strategy, as a kind of learning strategy, has been widely adopted to promote English learning. These results show that with using metacognitive strategies most writers' metacognitive awareness and writing ability had been enhanced. Teachers should realize the importance of strengthening metacognitive strategy training in English writing. The results of strategy training programs also demonstrate that "conscious metacognitive strategy training to students does help to invert their learning attitudes, cultivate their ability of independent thinking autonomous learning."

2. MODELS OF LANGUAGE LEARNING STRATEGY TRAINING

Finding the usefulness of strategy training, some researchers tried to present a model including the steps to be taken by teachers for this kind of instruction.

Oxford, who presented the second approach, outlined a useful sequence of the introduction of strategies that emphasized explicit strategy awareness, discussion of the benefits of strategy use, functional and contextualized practice with the strategies, self-evaluation and monitoring of language performance, and suggestions for or demonstrations of the transferability of the strategies to new language tasks. This sequence was rather descriptive of the various strategies that they could use for a broad range of learning tasks.

As for the third approach to strategy training, O'Malley and Chamot's approach can be described as a four-stage problem-solving process: planning, monitoring, problem-solving and evaluation. Later, Chamot & O'Malley working on a project called Cognitive Academic Language Learning Approach (CALLA) provided a useful framework to develop the academic language skills of limited English proficient (LEP) students in the Foreign Languages Department of Jiangyin Polytechnic College.

3. METHODOLOGY

3.1 Subjects

Totally 60 sophomore students majoring in Business English from Jiangyin Polytechnic College, Jiangsu province, participated in the study. Of 60 students, there are 15 males and 45 females. Their age range from 18 to 22 with an average age being 20. All of them have learned English for about eight years, who are considered to have been proficient in English.

The experimental group of 30 students received a 15-week metacognitive strategy training in English writing in one semester. The other class of 30 students, serving as the control group, was only required to accomplish writing tasks the teacher assigned. These two classes were divided according to their scores of College English Test Band Four (CET). To be sure of the homogeneity in the groups regarding their levels of English writing during the experiment, a pre-test before training was done for both classes.

3.2 Instruments

The instruments used in this study were pre-questionnaire, pre- and post-writing tests. The

final form of the questionnaire consisted of 22 items which were divided into three parts: twelve planning strategy, five self-monitoring strategy, and five self-evaluation strategy respectively. Five sub-division of planning strategies were concerned advance organization, advance preparation, organizational planning, selective attention and self-management.

All participants were required to take pre- and post-course writing tests. The pre-test was used to make sure of the homogeneity in the groups, thus, confirm the reliability and validity of the study. Differently, the post-test was designed to collect data for measuring subjects' writing proficiency, and to check whether the experimental group makes more

Table 4.1 Means and Standard Deviations of Metacognitive Writing Strategy Use

| Metacognitive Strategies | N | Mean | Std. Deviation |
|--------------------------|----|-------|----------------|
| Planning | 60 | 2.459 | .771 |
| Monitoring | 60 | 2.347 | .752 |
| Evaluation | 60 | 2.332 | .718 |
| Overall | 60 | 2.379 | .747 |

In order to make a clear understanding of strategy use, the evaluation criteria of strategy use frequency

Table 4.2 Classifications of Metacognitive Strategy Use

| Mean | Strategy Use Strategy | Strategy Use Frequency |
|---------|-------------------------|------------------------|
| 4.5-5.0 | Always or almost always | High |
| 3.5-4.4 | Usually | |
| 2.5-3.4 | Sometimes | Medium |
| 1.5-2.4 | Usually not | Low |
| 1.0-1.4 | Never or almost never | |

The mean of evaluation strategies is the lowest, 2.332, while its standardized deviation is also the lowest —0.718, which means that most of students usually do not evaluate their writing or aren't aware of their strength and weakness. The analysis shows that metacognitive strategies are seldom used by the participants.

4.2 Analysis of Writing Tests

4.2.1 Analysis of pre-test

The analysis of pre-test used to check language

Table 4.3 Independent-samples T-test in Pre-test

| Group | N | Mean | Std.Deviation | Std. Error Mean | T | Sig.(p) |
|--------------------|----|------|---------------|-----------------|-------|---------|
| Experimental Group | 30 | 9.04 | 1.916 | .374 | 0.134 | .334 |
| Control Group | 30 | 8.86 | 1.978 | .295 | | |

4.2.2 Analysis of post-test

The results of the t-test of post-test of both groups, which are summarized in Table 4.5, indicate that there's the significant difference between the experimental and control group in the writing post-test ($p = 0.036 < 0.05$). We find standard deviation

Table 4.4 Independent-samples T- test in Post-test

| Group | N | Std.Deviation | Std. Error Mean | T | Sig.(p) |
|--------------------|----|---------------|-----------------|-------|---------|
| Experimental Group | 30 | 2.786 | .395 | 2.280 | .036 |
| Control Group | 30 | 2.184 | .334 | | |

In order to learn about the correlation between different metacognitive strategies and students'

progress in writing proficiency after 56-week strategy training.

The study lasted one semester from September 8, 2019 to October 28, 2020 and the strategy training is "embedded" in regular translation and writing course, with two class periods per week.

4. DATA ANALYSIS AND DISCUSSION

4.1 Analysis of Questionnaire

All the data collected from the pre-questionnaire and the results of pre-and post-tests, were processed by SPSS, a statistical software widely used in automated data analysis. Statistical data analyses of collected data focused on means and standard deviation of strategies use, which has shown in the following tables.

Table 4.1 Means and Standard Deviations of Metacognitive Writing Strategy Use

follow Oxford's (1990) standard shown in Table 4.2.

proficiency of both groups uses independent samples t-test statistical procedure. The results indicate that there is not any significant difference between the experimental group and the control group in writing pre-test ($p = 0.334 > 0.005$). Moreover, the mean scores of the participants in two groups are very close. In simple words, the two groups were homogenous in terms of levels of writing and language proficiency at the very beginning. The result is presented in the following table.

(SD = 2.786) of the experimental group is higher than that of the control group (SD = 2.184), which indicates that students' writing scores are spread out over a larger range of the mean score in the experimental group. That is to say, some made greater progress in the training while others not.

English writing performance, the author summarizes the correlations between metacognitive strategies and

the experimental group's writing proficiency shown in Table 4.6.

Table 4.5 Correlations between Metacognitive Strategies and Writing Proficiency

| | Planning strategies | Self-monitoring | Self-Evaluating |
|-------------------------|---------------------|-----------------|-----------------|
| Pearson Correlation (r) | .403** | .268 | .315* |
| Significance (p) | .008 | .135 | .035 |

* The correlation is significant at the 0.05 level (2-tailed)

**The correlation is significant at the 0.01 level (2-tailed).

As we learn, the nearer the r value is to 1, the closer the correlation between two variables are; in contrast, the nearer the r value is to 0, the weaker the correlation between two variables are. The correlation analysis shows that the writing scores are statistically correlated with the planning strategies ($r=0.403$, $p=0.008<0.01$) and self-evaluating ($r=0.315$, $p=0.035<0.05$), but self-monitoring ($r=0.268$, $p=0.135>0.05$) seems to have little significant correlation with writing proficiency.

5.CONCLUSION

The quantitative and qualitative analyses are made to answer the research questions.

Firstly, students' metacognitive strategies use frequency is at the low level. Of the strategies used, self-monitoring is used most frequently, which means students concentrate more on language revision on the drafting stage. As to the planning strategies, students pay more attention to language use in writing so selective attention scores are the highest.

Secondly, qualitative analysis from the interview appropriately responds to the effects of metacognitive strategy training on the improvement of metacognitive awareness. Students have acquired metacognitive strategy knowledge, learned strategy use and writing process during the training course, which are partly conscious, direct and effective while partly unconscious, indirect and inefficient.

Finally, the quantitative analysis of the comparison between scores of the experimental group and those of the control group in the post-test tells that there is a significant improvement for the experimental group' writing performance after the training. The correlation between metacognitive strategies and writing proficiency has also been demonstrated and the planning strategies have the closest correlation

with

writing performance.

In conclusion, metacognitive strategy training has been proved in the study to be an effective way to raise students' metacognitive awareness and further improve their writing performance.

ACKNOWLEDGEMENT

This paper is supported by the 2020 Jiangsu Provincial University College Students Innovation and Entrepreneurship Training Program Project Thesis (202013137011Y)

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Exploration and Practice of Strategies for Effective Reading in Chinese Teaching in Senior Middle Schools

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Abstract: Under the reform of the new curriculum standard, reading has gradually become a more important part of the Chinese language, and it accounts for an increasing proportion in the examination. Thus teachers should pay more attention to cultivating students' reading ability in Chinese teaching. In Chinese teaching in senior middle schools, teachers should be student-oriented, and effectively improve students' reading ability through the understanding of students' reading ability, help promote the improvement of students' learning efficiency, and contribute to students' all-round development. In Chinese reading teaching in senior middle schools, teachers should actively explore effective reading methods to help improve the efficiency of the Chinese class. This paper is mainly based on the background of the reform of the new curriculum standard, explore sand practices the strategies for for effective reading in Chinese teaching in senior middle schools.

Keywords: Chinese language in senior middle schools; Effective reading; Exploration and practice

INTRODUCTION

In Chinese teaching in senior middle schools, we must first focus on the basic goals of Chinese teaching, that is, to help students improve the basic abilities in listening, speaking, reading, and writing, so as to help improve students' comprehensive Chinese literacy. With the understanding and deepening of corresponding examination-oriented education, reading takes up more and more weight in Chinese examinations. In Chinese teaching, teachers in senior middle schools should carry out a series of teaching activities aiming at students' reading ability, improving students' appreciation of Chinese articles, cultivating students' linguistic ability of thoughts and feelings in articles, and enabling students to think independently about the problems difficult to be understood in reading through effective reading guidance.

1. TO STIMULATE STUDENTS' INTEREST IN CHINESE READING

In recent years, Internet information has developed rapidly. Students receive a variety of online information every day. Some students even indulge in

short videos and browse a lot of fast-food information. They can no longer sit quietly and read an article or a famous book. In this case, Chinese teachers should help students realize that reading itself benefits a lot, and cultivate students' good habit of reading a book on a regular basis. In the high school learning stage, reading can help students improve their ability to learn, improve their learning efficiency and comprehensive learning ability in various subjects. Teachers develop effective reading training activities to help students consolidate the basic ability of reading [1]. However, the current students are too much interfered by external information, and the students at this stage are not strong in their own control ability, lack the ability to learn independently, and lack the cultivation of interest in Chinese reading. Therefore, Chinese teaching staff should help students develop interest in reading and develop effective plans for cultivating interest in Chinese reading in response to this situation. First of all, in the first and second grades of high school, teachers can introduce the relevant historical background of the article and the background of the author in the reading teaching, and start a shallow explanation of the history and the author at this stage, so that students can have a better understanding of the creative background of the article through popular science and arouse their interest in reading. Secondly, teachers should express the content of the obscure sentences in the article with words that students can understand, help the students to understand the article, rather than let the students retreat. With the change of students' age, the requirements for students' reading ability are also different. When entering high school, students' Chinese reading content suddenly becomes more difficult, and students cannot accept it for a while. Teachers should encourage students to solve reading obstacles through effective reading teaching and teach students their own ability to solve reading problems. Finally, in the third stage of high school, teachers can summarize various types of reading articles, allowing students to improve their Chinese reading ability in reading exercises, and achieve a "quality" breakthrough in Chinese reading in high schools based on the reading foundation laid before.

2. TO FORM A READING GROUP AND CREATE

AN EFFECTIVE READING CLASS WITH GOOD ATMOSPHERE

To create an efficient and interesting Chinese teaching classroom, in addition to the teachers' vivid and interesting teaching guidance, students are also required to actively think and express their emotions. Under the guidance of the teachers' reading, students actively participate in the research and analysis of the text, deepen the understanding and experience of the deep meaning of the text, and make them have some input and perception, enlighten the students to understand the deep meaning of the article. At present, some Chinese teachers are still confined to the traditional Chinese reading teaching thinking. They teach students the reading angle prepared by teachers before class and the reading analysis previewed in advance without changing a word, so as to replace the students' independent reading thinking and experience. This traditional teaching mode is no longer suitable for Chinese teaching in the new curriculum reform, which is not conducive to the cultivation of students' independent thinking ability, frustrates students' learning enthusiasm, and reduces the classroom effect of Chinese teaching. Therefore, teachers can organize students to divide into Chinese reading groups according to the actual situation of students. When teaching, group members can be arranged to have class discussion. It is emphasized that the premise of group discussion on difficult problems in reading is the discussion after students' independent thinking, and students are required to do relevant homework before class to avoid the discussion effect that is not obvious due to insufficient understanding. In the formal group discussion, teachers can listen to the opinion exchange among the groups, give some guidance and help, and encourage each student to express their personal ideas in the group, so as to improve students' enthusiasm in the group discussion, and improve students' ability to solve Chinese reading problems through joint thinking and discussion, so that students can participate in every link of the classroom unconsciously, and turn passive acceptance of knowledge into active acquisition of knowledge, and students can gain and improve in the discussion [2].

3. TO ENRICH CHINESE READING METHODS AND IMPROVE THE EFFECTIVENESS OF STUDENTS' CHINESE READING

In Chinese learning in senior high schools, the difference between effective reading and ineffective reading lies in whether to find out the main breakthrough of the article, that is, to convey the theme or theme of the article. After reading the article for several times, ordinary students still can't find the conflict points in the article, and it's difficult to get the theme of the article, which is called ineffective

reading. Students do not take the correct way to read the article when reading the article. They just know the specific content of the article and do not really think with problems to understand the article. As a result, they still can not resonate with the author after reading the article [3]. Therefore, in the course of Chinese reading, teachers should combine reading strategies with reading methods to teach students how to read articles effectively and improve reading efficiency. First of all, teachers should help students to learn a variety of reading methods, so that students can know what kind of ways to understand the article when they read the article. Specifically, students can classify, differentiate and resonate with the article by reading, understanding and absorbing the article. All these are the reading methods that students should master when they read. It is not only helpful to students' reading comprehension, but also beneficial to students' reading comprehension in the future. Secondly, in Chinese reading in senior high schools, the main teaching goal of teachers is to improve students' reading ability, which requires that teachers should not only teach the reading content presented in the textbooks, but also expand students' extracurricular reading content. Therefore, teachers can introduce some extracurricular reading materials in the classroom to help students apply what they have learned, help students interpret extracurricular reading articles through the understanding of reading methods, which not only increases the amount of students' reading, but also helps students consolidate the reading methods.

4. CONCLUSION

All in all, effective reading methods help students do more with less when reading articles. In Chinese reading classes in senior high schools, teachers should appropriately change traditional reading concepts, introduce new reading concepts, and actively explore effective reading strategies, so as to help students improve their reading level and help teachers improve the teaching quality and reading efficiency of the Chinese reading class.

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Parents' Participation in School Governance: Dilemma and Solution

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Abstract: As the school stakeholder, Parents' participation plays an indispensable role in improving students' academic performance, enhancing school efficiency and promoting good school governance. In practice, parents' participation in school governance is facing imperfect laws and regulations; systems supply are insufficient; Participation mechanism is not perfect; the awareness of participation is weak, the knowledge and skills of participation are insufficient and so on. To make it effective in the participation, Relevant laws and regulations must be formulated and perfected; Increase the system supply; Improve the participation mechanism and the effectiveness of participation; Cultivate the sense of participation, innovate educational and training methods, improve the Participation ability.

Keywords: Parents' participation; School governance; Dilemma; solution

1. INTRODUCTION

Parents' participation in school management is the inevitable requirement of the modernization of school management. It has been proved that parents' participation plays an indispensable role in improving students' academic achievement, enhancing school effectiveness and promoting good governance in schools.

It is found that there is a significant positive correlation between parents' participation in school governance and students' academic achievement (Sammons, 1995). Parents can examine the school from the perspective of their immediate interests and give timely feedback, which helps to reduce and resolve the conflicts between home and school, and enhance school effectiveness. Gordo has pointed out that "the active participation of parents as volunteers not only enables them to understand the operation of the school and improve its quality, but also has a positive impact on children, teachers and parents (Gordo & Breivoge, 1976). However, in practice, parents' participation in school governance faces many dilemmas, and their role is difficult to give full play, even excluded and marginalized. This paper analyzes the dilemmas faced by parents' participation, and puts forward corresponding solutions, in order to promote parents' effective participation in school governance.

2. THE DILEMMA OF PARENTS' PARTICIPATION IN SCHOOL GOVERNANCE

From the overall point of view, parents participating in school governance mainly face the following difficulties.

2.1 Imperfect laws and regulations

Laws and regulations are imperfect, lagging behind the needs of practice. The current legal provisions are mostly descriptive language, which is vague, general and lack of pertinence. For example, the Education Law stipulates: "Enterprises and institutions, social organizations and other social organizations and individuals may, through appropriate forms, support the construction of schools and participate in school management. If the 'individual' in this provision refers to the 'individual' in the 'parent group', then what exactly is the 'appropriate form'? What can I do for the school? Are Parents entitled to this right without the approval of the Education Administration or the school? To what extent? How to safeguard the rights and interests of parents' participation? Moreover, there is no division of school power boundary, which leaves flexible space for law enforcement, probability resulting in the formalization and symbolization of parents' participation.

2.2 Cognitive biases of the government and school

In a certain sense, the depth, breadth and effectiveness of parental participation depend on the value orientation, cognition and discretion of the government and schools. Unfortunately, administration according to law and school management according to law have not yet become the conscious behavior of education administrative departments and schools. For a long time, the government and schools have not regarded parents as equal subjects of governance, and have not implemented the substantive rights of parents' participation. In recent years, schools and principals have been calling for and eagerly looking forward to more autonomy. Once they get it, they are often at a loss, even abusing or misusing it. They consciously or unconsciously discipline their parents in bureaucratic and bureaucratic ways. They don't realize that the school should also delegate power to parents, which leads to the absence of parents when they are involved in the decision-making of major issues of the school, and they become outsiders, bystanders and dissociators.

2.3 Insufficient institutional supply

Firstly, the lack of parents to participate in the content,

methods, ways, responsibilities and other clear provisions of the relevant laws and regulations system, has brought difficulties for practice. Secondly, the space for parents to participate is squeezed. Due to the excessive dependence of schools on the administrative control of education and the control of educational resources. In addition to the imperfection of the current principal responsibility system, the principal is only responsible to the higher authorities for the consideration of his own position promotion, and the space for empowering parents is extremely limited. In the framework of the current principal responsibility system in China, there is no room for parents and communities to participate in the management (Feng Daming, 2011). Thirdly, the school statutes are not perfect. The statutes is the "constitution" of the school and the criterion of the school's action. Although the "Education Law" provides for the formulation of school statutes, it is a pity that there are not a few schools that have not yet formulated statutes. Even if the statute has been formulated, its symbolic meaning is greater than its substantive meaning, and it is in vain. Among them, parents' participation is only incidental to the establishment of family Committee, which is lack of operability.

2.4 Imperfect participation mechanism

Firstly, the participation carrier and channels are lack. Family committee is the main organization carrier for parents to participate in school governance. It is a pity that quite a number of schools' family committees have been idle for a long time. Even for a small number of well functioning family committees, there are still some problems, such as unclear parents' participation subject, unclear objectives, unclear rights and responsibilities, and vague contents. Moreover, the main function of the family committee mainly focuses on how to educate children, and does not let parents really participate in school decision-making, school development planning and other key issues.

Secondly, the form of participation is fragmented and absent. As far as the individual participation of parents is concerned, the form is scattered. The parents are generally in a passive state. Even if some parents are told to attend the parents' meeting, they will refuse with many excuses, which is more arbitrary. Even if they do, they often follow the crowd and participate blindly, not to mention putting forward reasonable suggestions on school management. This is far from the real sense of participation, which shows that the participation is not enough or absent.

Thirdly, there is a lack of communication and trust mechanism. In practice, there is a lack of understanding and trust between family and school, and there are contradictions between them due to mutual misunderstanding, or even intensified contradictions. In fact, parents' participation is not

always benign. Some parents often complain about teachers or directly intervene in the normal work of teachers or schools based on their own interests, which shows excessive participation and offside. For example, some parents intervene in the arrangement of the school head teacher or other teachers, the arrangement of students' seats, the form of teaching, the content of teaching and the arrangement of homework.

2.5 The awareness of participation is weak, the knowledge and skills of participation are insufficient. First, the sense of participation is weak. Due to the deep-rooted influence of traditional ideology and culture and social standard values, parents' subjective consciousness of participation is not clear and their right consciousness is vague. Some parents believe that their responsibility is to send their children to school, and how to run a school is the responsibility of the government and the school. Many parents have the idea of "free riding", the lack of public responsibility and public spirit, and it takes a certain amount of time and energy to participate, even delay their work, so they are reluctant to participate.

Secondly, the knowledge and skills of participation are insufficient, and the level of participation is low. The ability to express, negotiate, communicate, share, cooperate and make decisions is the basis of parents' effective participation. The lack of participation ability will inhibit the enthusiasm and rational action of parents to a large extent. In reality, some parents suffer from lack of relevant knowledge and ability, show fear of difficulties, lack of ideal action logic. Moreover, parents' participation is still operating at a low level, paying less attention to school development planning, curriculum, personnel employment and expenditure, and almost "Aphasia" at the school decision-making level.

3. THE SOLUTIONS FOR PARENTS TO PARTICIPATE IN SCHOOL GOVERNANCE

To solve the dilemma of parents' participation in school governance, we need to solve the following problems.

3.1 In order to ensure the dominant position of parents' participation, relevant laws and regulations should be formulated and improved

Formulate or revise relevant laws and regulations, reasonably determine the rights and responsibilities, scope, limits, ways and means of parents' participation, and clearly stipulate the rights protection and accountability of parents and schools when their rights, rights and interests are infringed. Taking the improvement of American schools act of 1994 as an example, part I of the act makes specific and rigid provisions on parents' participation, including giving parents the right to speak and the right to know; Clear parents should share the responsibility of education to ensure that parents have the necessary ability to participate (Feng Daming, 2011). In view of this, we should formulate

and promulgate the "citizen participation law" and "School Law" to make up for the defects of the current law and ensure the dominant position of parents' participation.

3.2 Increase institutional supply

Firstly, formulate rules and regulations and implement the list system management. In the scope of laws and regulations, the school statutes, on the basis of stakeholders' participation, joint and consultation, make a positive list and a negative list. For schools, the implementation of positive list; For parents, the negative list should be implemented. The power (right) boundary, responsibility, obligation, participation mode, reward and punishment between school and parents should be clarified.

Secondly, the establishment of school board or local school committee. The board of directors is the highest authority of the school, which is authorized by the state and has the ultimate control and decision-making power on behalf of the property owners. The major decisions of the school must be discussed and decided by the board of directors. According to the principle of stakeholder participation, parents should be members of the board of directors and enjoy the rights granted by the board of directors.

Thirdly, establish and improve the contractual relationship among parents, community and school. Through the way of contract, the rights, responsibilities and interests of parents, community and school are defined, so as to achieve empowerment and responsibility, establish partnership and form a learning community. In order to strengthen the cooperation among schools, parents and communities, and make schools better reflect the educational demands of parents and local residents, Japan formulated the local education administrative organization and function law to manage schools in the form of school operation agreement. The so-called school operation agreement meeting refers to a consultative organization composed of representatives of parents and community residents, which is the form and carrier for parents and community to participate in school management. Its legal rights include: Parents and community the right to approve the school's basic policies compiled by the principal. Have the right to participate in the formulation of school improvement policies; Have the right to express opinions and suggestions to schools or local education committees (Pu Rui, 2015).

3.3 Improve the participation mechanism and improve the effectiveness of participation

Generally speaking, the status and level of parents' participation are determined by three variables: the way of participation, the degree of participation and the quality of participation. To measure the development level of parents' participation in this form, it means to improve the mechanism of parents'

participation and make it standardized, institutionalized and normalized.

First of all, establish and improve the information disclosure system. Effective and meaningful participation is based on full and timely information disclosure. Information disclosure helps to form a "learning process" of information flow, exchange, interaction and feedback among stakeholders. Only on the premise of "knowledge" can we constantly adjust our own action strategies. "The implementation of any measures aimed at preventing and resolving public disputes must be based on a fully informed public (Connor, 1988)." Therefore, we should adhere to the principle of "openness is the routine, non disclosure is the exception", and actively disclose information about school development planning, training objectives, curriculum, teaching quality, enrollment, use of funds, charging standards, school running efficiency and other aspects through reasonable and appropriate channels, so as to ensure parents' right to know.

Secondly, we should clarify the scope of participation and improve the mechanism of interest expression, consultation and communication and decision-making. The scope of parents' participation should be determined according to the needs of parents, the level of participation and the acceptability of the school. Hoy and Mikel put forward the principle of stakeholder participation, that is, when the content of management concerns the interests of a group, the group should participate (Miskel, 1996). Therefore, it is necessary to ensure the participation of parents in the major events of the school that involve the vital interests of parents. In addition, we should standardize the operation mechanism of the family Committee. First, establish and improve the constitution of the family Committee, and clarify the rights, responsibilities and interests of the family Committee. Second, improve the governance structure of the family Committee.

Thirdly, improve the participation incentive mechanism. In order to encourage parents' active participation, schools should strengthen the influence of parents' participation timely response and positive reinforcement. Otherwise, parents may lose enthusiasm for participation because their opinions and suggestions are ignored or can not be responded to. The public will either feel reluctant to participate because of the lack of incentive mechanism, or will actively participate according to the wishes of managers, but soon they will become very frustrated because of their limited influence and no longer have any illusions about participation (John Clayton Thomas, 2010). Therefore, we should adopt the principle of incentive compatibility, strengthen the common goal of good governance between home and school, and try their best to achieve the same goal.

3.4 Cultivate the sense of participation and improve

the ability of participation

First of all, cultivate the sense of participation. The ideal state of parents' participation is that the vast majority of parents can participate in school governance. Therefore, parents must be fully aware that participation is not only a right, but also a duty and responsibility, and school development is closely related to themselves. At the same time, we can compile the "guide for parents' participation" to help parents understand the school more comprehensively and enhance their sense of participation, responsibility and cooperation.

Secondly, improve the ability of participation. The basic assumption of citizen participation in public governance is the existence of optional high-quality and high-capacity active citizen groups. This means that the quality and ability of citizens directly affect the quality of citizens' participation in public governance (John Clayton Thomas, 2014). Similarly, the quality, knowledge and participation ability of parents affect the quality and effectiveness of their participation. The study found that lack of training is one of the biggest obstacles for parents to participate in school

governance (Chapman ; Boyd, 1986). Therefore, we should strengthen the education and training of parents. In addition, we should establish and improve the linkage mechanism, build a government led, social collaboration, public participation inclusive public service model for parent education, and form a social support system for parent education.

ACKNOWLEDGEMENT

This work was supported by the grants special subject of teacher education of Taishan University: Research on the parents' participation in the governance of

primary and middle schools in Shandong Province (JY-02-201909) ; Key funding project of Shandong Education Science "13th five year plan" in 2019: Research on the dynamic mechanism of the implementation of school running autonomy of ordinary high schools in Shandong Province (ZZ2019027)

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Research on the Path of Physical Education Curriculum Construction

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Abstract: The construction of physical education curriculum is the basic construction of school physical education, which should be paid attention to and studied seriously in order to promote the scientific development of physical education curriculum. Physical education curriculum involves education, health, research, physical therapy, entertainment and other functions. Due to the need to promote social change and cultural diversity, the task of physical education curriculum is to constantly improve and improve physical education, so that curriculum updates to meet the specific requirements of talent training.

Keywords: physical education curriculum; curriculum; Course design

1. INTRODUCTION

School physical education plays an all-round role in the education of students, which contains great potential and profound connotation. The development of sports culture continuously injects new connotation into the development of sports curriculum. Physical education curriculum is the core issue of school physical education. It reflects the goal of physical education, reflects the content of physical education, determines the specifications of teacher training, and plays an important guiding role in physical education. Physical education curriculum has the functions of education, fitness and entertainment, but its ontological function should be to inherit sports culture, teach sports skills and sports knowledge. Physical education curriculum is the pillar of basic education curriculum, which should be paid attention to and studied seriously in order to promote the scientific development of physical education curriculum. Physical education curriculum involves education, health, research, physical therapy, entertainment and other functions, but its destiny is to spread sports culture. Due to the need to promote social change and cultural diversity, the task of physical education curriculum is to constantly improve and improve physical education, so that curriculum updates to meet the specific requirements of talent training.

2. LITERATURE REVIEW

2.1 Value orientation of physical education curriculum

Nowadays, there are mainly five different value

orientations of physical education curriculum, which are confirmed in the research of curriculum theory and also considered as important value orientations of physical education curriculum by students. These value orientations are: disciplinary master, self actualization, social reconstruction, learning process and ecological integration. (Ennis, C.D., W. Zhu, 1991) After 1995, the research on the value orientation of physical education curriculum is divided into two categories, which are mainly concentrated in two fields: the first one is to test the curriculum value orientation of PE teachers by using the curriculum value orientation scale (Behets, Vergauwen, 2004) The second is to study the relationship between teachers' value orientation and curriculum decision-making, curriculum implementation and so on. Some discuss the relationship between teachers' curriculum value orientation and curriculum decision, curriculum content and so on (Ennis, 1992) Some analyze the relationship between value orientation and teacher behavior, such as Solomon & Ashly (1995); Some studies have analyzed the relationship between value orientation and curriculum content and Implementation (Chen, Ennis, 1996) The research shows that the national physical education curriculum policy may not be compatible with the value orientation of many teachers, and there is no obvious difference in gender or experience. Teachers with traditional activity background are more inclined to social responsibility, while teachers with non-traditional activity background or compromise are more inclined to learning process. In addition, the research also shows that teachers who are inclined to self realization and social responsibility may find it difficult to achieve the consistency of national physical education curriculum with the latest official policies. (Curtner-smith, M. & G. A. Meek, 2000) The research of vergauwen shows that there are obvious differences in the value orientation of Physical Education Curriculum between primary school and middle school physical education teachers. Primary school teachers pay more attention to the mastery of subjects, while middle school physical education teachers pay more attention to the value orientation of self realization and social responsibility; Female teachers pay more attention to the value orientation of self realization than male teachers, and senior

teachers pay more attention to the value orientation of learning process than senior teachers; Teachers in urban areas pay more attention to the value orientation of self realization and social responsibility curriculum, while teachers in suburban areas pay more attention to the value orientation of subject proficiency and learning process. The research also shows that the value orientation of most teachers is diversified. In the priority of value orientation, the value orientation of social responsibility is in the priority position. (Behets,D.,Vergauwen, L.,2004)

2. 2 Course esign

Different scholars have different views on curriculum elements. Textbook, learners and society are the three elements of the curriculum. As for the elements of curriculum, there is a consensus that curriculum is determined by textbooks, learners and society. The tendency of different physical education curriculum design is different in the three elements of individual, society and discipline. The curriculum planning and design should be carried out according to the goal to be strengthened. Encouraged by Sheila Stanley's research work, Graham divides Rudolf Laban's analysis framework of motor skills into two parts: basic skills and motor concepts. (Graham, C, Holt/Hale, S. A., & Parker, M., 2004) Sports skills education provides an effective curriculum and teaching form for all children. In the early sports environment, the curriculum will bring children rich sports experience, provide diversified experience for each task, learn basic skills and concepts in many environments, and solve the challenges of sports skills in a variety of ways. These experiences and talents will continue to develop through the application of skills in games, ball games, gymnastics, dance, swimming, martial arts and other sports. First, students need to have the opportunity to participate in lifelong sports activities, which should have enough intensity and load to achieve the maximum health benefits. Second, students need to learn and understand why it is important to develop and maintain an adequate level of physical activity and fitness. Finally, students must develop the knowledge base and skills necessary for the formulation and implementation of individual lifelong physical activity plans. (Corbin, C. B., & Dale, D., 2000).

3. THE PATH OF SCHOOL PHYSICAL EDUCATION CURRICULUM CONSTRUCTION

"Curriculum" is a word introduced from abroad. In English, it means "curriculum". In the field of education, it means the process and route of learning. Curriculum is knowledge, which is the most commonly used definition of curriculum.

Physical education is an important aspect of school education, that is, the development of the body, physical fitness is an important aspect of school education, but also an important goal. At the same time, physical education is also a course of school education. Physical education course is a course with

sports skills and health knowledge dissemination as the main content. The main means and form of physical education curriculum is to carry a certain load of physical exercise, and this kind of physical exercise has a certain technical content and creative and aesthetic sports, so "skill" is the main characteristic of physical education curriculum, and it is the basic premise and condition why physical education curriculum is called Curriculum. The main content of physical education curriculum is a variety of sports skills, which determines that physical education curriculum has a certain skill. Some sports skills, such as basketball and football shooting (shooting) and passing is the pursuit of shooting (shooting) more accurate, play farther, then the learning of these skills should pay attention to the rationality and accuracy of action. Some sports skills are to show the difficulty of the movement and the beauty of the body, such as rhythmic gymnastics, sports dance, etc., so the learning of these sports skills is not only the pursuit of the accuracy of the movement, but also the pursuit of the difficulty, creativity and personalization of the movement, showing the different beauty. Therefore, the biggest difference between physical education and other cultural courses is that it has certain skills.

An important goal of physical education curriculum is to pursue health. In order to improve health (especially physical health), we must carry out certain physical activities and bear certain load. When the body bears a certain load, it will produce the corresponding biological stress response, so as to promote the body to keep healthy. The main form of physical education curriculum is a certain load of physical exercise, but what sports to choose, how much load to use, how to apply the load is the most reasonable, which contains scientific elements, which is the scientific nature of physical education curriculum. The process of sports training is also shown as a certain load of physical exercise, but it is obviously different from the physical education curriculum. The purpose of physical education curriculum is health, and the purpose of sports training is competition and winning. The form of sports and the size of the load are quite different, so we can't confuse the two. Physical education curriculum has not only special skills and certain scientific nature, but also obvious humanistic nature. The so-called humanity is to act on people, to "civilize" people, and to exert a subtle influence on people's subjective world, including psychology, emotion, will and thought. The main content of physical education curriculum is all kinds of sports activities. According to the monism of body and mind, people's body and mind are integrated, and physical activities will inevitably bring psychological and emotional changes. Physical education curriculum is mainly manifested in various forms of physical activities, so it is bound to have an impact on

students' psychology, emotion, will and other subjective aspects. Moreover, because physical education courses are mainly in the form of physical activities, students will have a direct and strong experience in the learning process, which is unmatched by other cultural courses. At the same time, the development of affection must have a good environment and atmosphere, so that people's subjective world can be cultivated in the experience and sublimated in the conflict. The special and open form of physical education curriculum creates a favorable learning environment and atmosphere, which is conducive to the equal interaction and communication between students and teachers. Therefore, physical education curriculum has a special effect in the development of students' psychology, the breeding of emotion and the cultivation of will quality, which plays a good role in promoting.

ACKNOWLEDGEMENT

This work was supported by the Humanities and social sciences research project of Hubei Provincial Department of Education "Research on the construction of fitness sports tourism public service system in sports characteristic town" (18G107)

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Study on Natural Disasters and Disaster Resistance Behavior in Animal Husbandry Area

——A Case Study of Snowstorm in Xiwu Banner in 1992

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Abstract: Inner Mongolia pastoral areas have suffered major disasters in succession, since the nineties of last century, which has brought a certain impact on animal husbandry production in pastoral areas. Taking the great snow disaster in Xiwu Banner Pastoral Area in 1992 as an example, it discusses the organization and measures of snow resistance behavior in pastoral area, and reviews the success of snow resistance behavior.

Keywords: Inner Mongolia ; Xiwu banner; Pastoral area; Snowstorm

1. INTRODUCTION

Inner Mongolia Autonomous Region is located in the northern border of China, the terrain is plateau. Due to its geographical location and climate conditions, the frequency of natural disasters is high and the impact is deep for a long time. How to effectively prevent and deal with disasters has always been an important topic in the development of pastoral areas. As far as snow disaster is concerned, the number of snow disasters in Xilinguole pastoral area of Inner Mongolia has reached 17 times from 1947 to 1987. In the 1990s, snowstorms also occurred frequently. In 1992, snowstorms affected 11 counties, 128 Sumu farms, 56000 herdsmen and more than 8 million livestock in the league, among which Xiwuzhumuqin banner was the most serious.

2. LITERATURE REVIEW

Throughout the previous studies, some scholars have studied the causes and effects of snow disaster in Inner Mongolia Pastoral Areas, and the work of disaster resistance and livestock protection after the disaster, which has great reference value. However, there is a lack of systematic research on the snow disaster in the pastoral area of Xiwuzhumuqin banner. In Xiwuzhumuqin County, the sustainable development of animal husbandry depends on the balance of natural ecology and the joint effect of human resources, ecological resources and social resources. Therefore, when natural disasters come, the vulnerability of local animal husbandry is still obvious. Especially in the face of severe snow disaster, how to make strong resistance measures to ensure the good development of pastoral areas is a major issue in the development of pastoral areas and local animal husbandry. Especially

in Xiwuzhumuqin banner, where animal husbandry is the main industry, whether the work of disaster resistance and livestock protection is effective or not is directly related to the role and status of animal husbandry production in the future development.

3. METHODS

3.1 Summary of the study area

Xiwuzhumuqin banner is located in the east of Xilingol League grassland in Inner Mongolia. Its longitude and latitude are $116^{\circ} 21' - 119^{\circ} 31' E$ and $43^{\circ} 57' - 45^{\circ} 23' N$. It is 250 km long from east to west and 145 km wide from north to south. It is adjacent to Xilinhot City in the west, Dongwu banner in the north, aruhorqin banner and other counties in the south, and huolingole city and Zhalute banner in the East. The total land area is 22500 square kilometers, and the usable grassland area is 20200 square kilometers, accounting for 90% of the total land area. The grassland is mainly mountain meadow grassland, with absolute height between 835m and 957m.

In 1992, there were 19 Sumu, 2 state farms, 2 state farms and 1 town under the jurisdiction of Xiwuzhumuqin banner. There are 15019 households in the whole banner, with a total population of 68651, and 39393 in pastoral areas, accounting for 57.38% of the total population. The number of livestock is 1.7633 million, ranking second in the league.

3.2 Snow disaster

From November 1992 to February of the second year, Xiwuzhumuqin banner suffered four heavy snowfalls, forming a continuous snow disaster. The accumulated precipitation is 20.3 mm, which is four times of that in the same period of a general year. The average precipitation is 19.7 mm more than that in 1985, and the damage degree is more than that in 1977. The average snow depth of grassland is 20-35 cm, and the snow level of 16 sumu is about 30 cm, forming ice and snow layer. There are 8800 affected households, 47000 affected people, accounting for 69.12% of the total population, and 139053 affected livestock, accounting for 78.86% of the total livestock. There are 16 sumu, 6000 herdsmen, 35000 people and 810300 livestock in severe disaster area. The characteristics of this snow disaster can be summarized as follows: long snowfall

time, early formation of snow disaster, thick snow cover and wide disaster area.

4. SNOW RESISTANCE BEHAVIOR

4.1 Organization

The government of Inner Mongolia Autonomous Region attached great importance to the snow disaster in 1992. In December of the same year, Yu Tiefu, then director of the animal husbandry bureau of the autonomous region, was appointed as the disaster investigation team. He went deep into Xiwuzhumuqin banner and other counties. On the basis of fully understanding the specific impact of the disaster, he repeatedly stressed that strengthening leadership at all levels, treating the problem of livestock raising with caution, and effectively directing livestock slaughter work was the top priority. Since the beginning of the formation of the snow disaster, the league has held more than 30 large-scale meetings, such as telephone conference and mobilization meeting for disaster relief and livestock protection, and dispatched 15000 cadres at all levels. At the meeting, we paid special attention to the snow disaster in Xiwuzhumuqin banner and other animal husbandry counties, and pointed out that the work of animal husbandry banner should be put in the first place.

In March 2003, the Secretary of the alliance went deep into the pastoral area of Xiwuzhumuqin banner, emphasizing to grasp the disaster situation at all times, prevent various disasters such as fire and flood in spring, and focus on strengthening leadership, service, and livestock feeding and management.

Leaders at all levels of Inner Mongolia Autonomous Region are very concerned about major disasters in pastoral areas, and actively organized relevant personnel, which played a powerful command role in preventing the expansion of disaster situation in pastoral areas and orderly carrying out the follow-up work of disaster resistance and livestock protection.

4.2 Specific behavior

At the first time of the formation of the snow disaster, the disaster resistance headquarters and office of Xiwuzhumuqin banner were established, and the transportation group, forage group and logistics group were organized in the local Sumu, so that the herdsman's living materials and means of production were effectively guaranteed. At the beginning of 1993, according to the notice of the Inner Mongolia Autonomous Region Government and the League administration, Xiwuzhumuqin banner put forward the slogan of "mobilize the whole banner, fight for 200 days, ensure 1.2 million, high yield in disaster years", formulated and implemented a series of corresponding measures to fight against disasters and protect livestock, such as saving grass and materials, adopting the way of combining inside and outside, keeping the placenta of livestock dry and warm, and transporting materials to sumugacha, Won the first victory in the disaster resistance action.

During the winter of 1992 to the spring of 1993, the

disaster relief office of Xiwuzhumuqin banner dispatched 3000 large tractors, allocated more than 1.8 million yuan for disaster relief, transferred 4.5 million kg of forage to herdsmen free of charge, transferred 6.7 million kg of forage, used 230 million kg of forage, 6 million kg of Silage, put 3.35 million kg of forage, distributed relief fund of 74000 yuan, relief grain of 10800 kg, and dispatched more than 1800 personnel. Under the correct leadership of the government and the disaster relief office and a series of effective measures, the work of disaster relief and livestock protection has achieved effective results. In June 1993, the total increase rate of livestock in the whole banner reached 26.24%. The number of livestock did not decrease, but achieved a net increase, indicating that it was a successful disaster relief action.

5. DISCUSSION AND CONCLUSION

On the whole, the work of disaster resistance and livestock protection in Xiwuzhumuqin banner was successful.

At first, the basic work in pastoral areas for a long time is an important condition and effective guarantee for overcoming disasters. In the 1990s, the construction of animal husbandry in Xiwuzhumuqin banner has been significantly improved, and the construction of disaster prevention base is a historical progress. In the winter of 1992, there were 710000 mu of grassland in the disaster prevention base, which provided a strong guarantee for solving the problem of forage in pastoral areas.

Secondly, it plays an important role in investigating herdsman one by one, visiting the disaster site and solving problems in time. In order to make effective measures, it is not only the rich working experience in pastoral areas, but also the knowledge of animal husbandry.

Thirdly, the relief work of the poor households is of great significance to the inspection of disaster resistance and livestock protection work in pastoral areas. During the snow disaster, the flag provided more than 700 relief goods to the poor households, and the relief grain and funds were in place. There was no case of starvation and freezing death of the poor households, indicating that the disaster resistance behavior was appropriate. However, there are much problems, such as poor road conditions, difficult feed transportation and untimely reporting, which have not been effectively solved.

In the 21st century, the pastoral area has entered the modern animal husbandry industry, and has made great progress in the construction of roads, infrastructure and disaster prevention base. The review of disaster prevention and response in history is not only conducive to the accumulation of experience, but also the construction of a new human-oriented pastoral society, which needs more modern disaster prevention measures. Xiwuzhumuqin banner, as an animal husbandry banner focusing on animal

husbandry production in pastoral areas, plays a particularly important role in its social and economic development. Therefore, according to the past experience and lessons of disaster prevention and livestock protection work, it is of certain significance to moderately improve the disaster prevention and disaster resistance system in pastoral areas, so as to promote the development of animal husbandry in pastoral areas.

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The Role of Teachers and Students in the Implementation of Communicative Language Teaching

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Abstract: The demand for language education is growing as the increasingly frequent cultural communication. The communicative language teaching (CLT) which subverts the traditional teaching mode is being widely applied in class. This article will analyze teachers' and students' roles in the implication of CLT by documentary analysis and provide some practical methods for solving problems arising from the implementation of CLT.

Keywords: Communicative language teaching; teachers' and students' roles, language teaching; teaching method

1. INTRODUCTION

English, which has been considered as a universal language since the globalization. Under this situation, the demand for English language teaching increased rapidly. Communicative language teaching (CLT) has been introduced for over 40 years to promote language teaching, but the conception of communicative language teaching varies in different countries. The most common understand of CLT is that teachers organize activities in classrooms and then give students opportunities to contact oral English, but rarely focus on grammar teaching (Littlewood, 2014, p. 350).

In the previous traditional teaching practice, teachers dominant the classroom, while in the communicative teaching class, students are placed in the center of the classroom. Therefore, the implementation of communicative approach has changed teachers' and students' roles in the classroom. Meanwhile, the roles of teachers and students will also affect the implementation of communicative approach. This article emphasizes teachers' and students' roles in the implication of CLT from previous researches, if teachers dominate the classroom, or students have a negative attitude towards CLT, the communicative competence of the students cannot be promoted. The causes of these problems will be analyzed, besides, some feasible suggestions which may help educators apply this teaching approach in language class will be introduced.

2. LITERATURE REVIEW

(1) Communicative Language Teaching

English has been regarded as a lingua franca because of the spread of globalization. In that case, there is an

increased need of preparing teachers of young learners with pedagogical knowledge to provide high quality English education (Baker, 2016). CLT appeared at the beginning of the 19th century and was formally formalized in the late 1960s, and its development reflected the change of society. Hymes (1972) believed that language includes not only language knowledge, but also language use ability, so he put forward communicative competence on the basis of Chomsky's Linguistic Competence and Linguistic Behaviour. He considered that the mastery of a person's language lies in the correctness of the grammatical rules, as well as in the appropriate use of language in a particular context. In 1970, Halliday (cited in Liu, 2015) made a useful supplement to Hymes's communicative competence theory, he believed that language is a tool for communicative service, teaching is not limited to teach students the correct grammatical rules, but also is to train students how to use language to achieve communicative goals. On this basis, students are regarded as the center of the class, the practice and researches of analyzing students' communicative needs and learning motivation developed, and the achievements of the practice and researches improve and enrich the theory of communicative approach.

(2) Characteristics of CLT

CLT includes two versions. The first one is a weak version, it indicates that CLT is not only a problem of stimulating the inner knowledge which already existed in language learners, but also about the growth and development of language learning itself. Rao (cited in Liu, 2015) the weak version provides a sufficient opportunity for learners to communicate with other learners in the real context in English. The other one is a strong version, on the contrary, it puts that language is obtained in the process of communication.

In 1986, Larsen-Freeman (cited in Liu, 2015) posted that the most obvious characteristic of CLT is that it always involves communication.

Another characteristic of CLT is that the activities in communicative approach are usually carried out in small groups. Through small groups, students can be offered the maximum of opportunity and time to communicate (Liu, 2015).

(3) Principles of CLT

CLT is a teaching method of foreign language teaching, which emphasizes that interaction is the ultimate aim of language learning. It is a set of principles on language teaching goals, the way learners learn languages, the most effective types of classroom activities, and the roles of teachers' and learners' in the classroom. In Rahman, Pandian and Kaur's (2018) study, they adapted principles of CLT, they pointed that language teaching should highlight on integrating linguistic form, meaning and function, besides, learners should focus on the practicality, function and pragmatic of language. Group work also plays an essential role in CLT. The role of the teacher's promotes students' learning.

(4) Influential Factors Affecting CLT

Ju (2013) indicated that the theory of communicative approach is influenced by many subjects, such as sociolinguistics, psycholinguistics, philosophy of language, anthropology and so on, among which the most influential is sociolinguistics. It means that CLT is facing a contextual challenge, that is, few schools have equal access to the same and authoritative CLT materials. Among these factors, teachers' perceptions are essential for applying communicative approach in the class, because the communicative approach emphasizes interaction between teachers and students, group work, work and questions, answers and evaluations. From the appearance, class switching mode from "teacher-centered" to "student-centered", compared with traditional teaching methods (such as grammar translation methods), students have more opportunities to talk (Yang, 2016).

However, it cannot be neglected that in some countries, English is studied as a foreign language rather than a second language, which means that students have little opportunity to be in a real English language environment or to participate in classroom activities. The lack of training of English teachers in CLT and the cultural resistance caused by local social sensitive problems hinder the implementation of CLT (Diallo, 2014).

Besides, students' misconception about CLT also plays a role. For example, in China, students usually think that CLT cannot guarantee them enough grammatical knowledge, which is contrary to their purpose of learning English, that is, pass a variety of standardized grammar basic tests (Liu, 2015). In addition, the cultural conflict encountered in the communicative approach has influenced its application to some extent. Advocating individualism in the student's role indicates the inconsistency with the eastern value of collectivism, and the democratic equality of teachers and students undermines the authority and distance of education in some countries. Therefore, educators have many controversies and arguments in implementing communicative approach in these countries.

3. DISCUSSION

The purpose and principles of communicative approach have alternated the content, strategies and methods of language teaching. CLT has transformed the role of language teachers and learners. Compared with the previous methods, the communicative approach has greatly promoted the language teaching and made great contribution to the language class, but there are still some problems in the application process.

(1) Teachers' Role in CLT Implementation

In the communicative environment, learners combine language knowledge with communicative competence in communication through active participation and interaction, the role of teachers changes from knowledge transfer to organizer, moderator and observer. Through role plays, games, demonstrations and other approaches to stimulate and guide students to successful communication. Students are placed in the center of the class, participate in various types of communication activities. Involving these activities, learners gain a great deal of opportunity to practice and produce language, so their motivation will increase and expand, their fluency of language will also be improved (Ju, 2013). Communicative approach aims at helping learners mastering the knowledge of language for communication rather than the language forms, and in the English as a foreign language context, the grammar teaching has always been put in the center of the language curriculum. The effectiveness of communicative approach is determined by teachers' roles to a certain extent, if teachers dominant the classroom, then students are put in a passive state, as a result, they can hardly acquire new language knowledge through communication.

However, the implementation of CLT will also be affected by the personal characteristics of teachers, as well as the lack of teaching training. In this case, more attention needs to be given on teachers' vocation training in order to help them form positive attitude and possess professional skills in applying CLT.

(2) Students' Role in CLT Implementation

In the traditional classroom, teachers were in the active position and students were regarded as passive recipients, while in the CLT class, students are the center of the whole teaching activity.

"The learner-centered class has been proved to be very beneficial in language teaching" (Ju, 2013, p. 1581). This new teaching model has been widely used in various countries for language teaching. Ju (2013) concluded that communicative approach transfers the traditional role of teachers and gives them a new perspective. The impact is greater in countries where the traditional teachers are respectable and authoritative. The communicative approach provides teachers with an opportunity to teach learners in a kinder way. The role of a foreign language teacher is to make the student aware that

grammar is merely a tool or resource that can be used in language, not as a goal or an end. In order to make students convince their role in communicative teaching class, teachers can start from organizing traditional learning activities, then try to introduce more communicative activities in students' perspective. In short, students are supposed to fully understand the characteristics of CLT in order to avoid the misunderstanding. Moreover, students should recognize the meaning of communicative approach and hold a positive attitude towards it.

4.CONCLUSION

Ju (2013, p.1583) indicates that "language teaching and learning is an endless process, just the same as the development of CLT." In CLT class, teachers and students are the main parts of the classroom, they play essential roles in the implementation of communicative approach. Their attitudes, perceptions and their roles in the classroom will affect the effectiveness of communicative approach.

Although there are still some problems in the present implementation, they can be addressed through different methods. Providing teachers enough vocational training and guiding the students to form the correct concept of CLT may promote its implementation. Language teaching is influenced by many factors, combining teaching environment, educational background, teachers and learners' cultural background and examination system, will communicative teaching method facilitate language teaching.

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Observation and Research on the Intersubjectivity of Teachers and Children

——Taking the Scientific Activity of a Middle Class As An Example

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Abstract: The scientific activity is one of the children's favorite activity classes. In the activity, children acquire the mystery of knowledge through independent exploration and free imagination. The relationship between teachers and children has a direct impact on children's interest and effectiveness in exploring knowledge. Only in the state of intersubjectivity can children's curiosity be stimulated appropriately. Through the observation and research of scientific activities in the middle class, this paper finds that there is a bias between teachers and children in the activities, and aims to put forward corresponding suggestions, which will help to promote a better relationship between teachers and children.

Keywords: intersubjectivity; scientific activities

1. INTRODUCTION

Young children are more interested in scientific problems. Astronomer Carl Sagan believes that every young child is born a scientist. Driven by curiosity, they explore everything in nature. It is a process of exploration and knowledge-seeking for them to observe the strange world unconsciously and consciously after birth. The Learning and Development Guide for 3-6-year-old Children tells us that when teaching science interaction, we should not only protect children's curiosity and stimulate their interest in science learning, but also develop children's scientific inquiry ability. Due to children's natural curiosity, their views and understanding of things around them are different from adults. [1] For example, when young children look at life, they will give life special meaning; when they look at dog wrestling, they will think that the dog wrestles carelessly because of some discomfort. They will think that the dog may be where uncomfortable will accidentally wrestle, and adults will blame the dog why so careless, and so on. This also determines that children's perspective is more unique and creative. [2]

The research on teacher and children relationship involves both at home and abroad. From the perspective of teachers, Panetta's research shows that the teacher-child relationship can be divided into the positive relationship and barrier relationship from the

two dimensions of teachers' emotion towards children and teachers' behavior towards children. From the perspective of children, it can be concluded that children's temperament introversion or extroversion is directly related to their interaction with teachers. However, intersubjectivity transcends the binary opposition of subject and object and achieves the relative unity of subject and object. It is the interaction and unity between subject and subject, and the internal correlation of two or more subjects.

Scientific activity is one of the children's favorite activity classes. Under the guidance of the teacher, children repeatedly verify the results through exploration and observation, find its natural law, and extract new experiences from the original cognitive experience. In this scientific teaching activity, teachers and children interact and promote each other. Scientific activities are different from other teaching activities. Teachers need to change the course links flexibly to achieve the best teaching effect based on the preset curriculum and the purpose of promoting children's nearest development zone according to the feedback of children's occasional scientific problems. At this time, teachers highlight the subjectivity of teaching and respect for children is the main feature of learning, so the effectiveness of teaching activities needs teachers' timely intervention and children's independent exploration to reflect together, which is indispensable. [3] Therefore, the intersubjectivity teaching mode has become an effective teaching strategy in science teaching activities.

2.A CASE STUDY ON THE INTERSUBJECTIVITY OF TEACHERS AND CHILDREN IN SCIENTIFIC ACTIVITIES

The intersubjectivity between teachers and children refers to that both teachers and children are the main body of teaching in children's teaching activities. Teachers are not only the designers of educational activities but also the organizers and leaders of educational activities. We should show our subjectivity not only in the teaching of educational content but also in the development and cultivation of the subjectivity of educational objects. Children are the main body of learning and acquiring knowledge. They are not only the main object of teaching but also the main body of teaching information feedback. [4]

In Z kindergarten of Dali City, the author observed and studied the intersubjectivity of teachers and children in the science teaching activities of class 3, and the observation time was 22 minutes. In this study, the author mainly as a bystander, and observed in the natural observation method with objectivity.

Through the observation of this class, it is not difficult to see that this class is carried out in a good, harmonious, pleasant, and relaxed interactive situation. The goal is to activate children's interest in learning scientific knowledge. From the introduction link to the teaching process, children's attention is focused on the teacher, which shows that children love this class very much. As for the performance of the concept of intersubjectivity in this lesson, the author analyzes it as follows: advantages and problems.

3. ADVANTAGES

3.1 To create a scientific situation - mainly for children

As the leader of the classroom, teachers skillfully create problem situations to effectively stimulate children's interest in learning. In the lesson *The Color Is Gone*, the teacher flexibly puts forward some questions, and uses the open questioning method to stimulate children's exploration spirit, such as "Why is this so?" "What color is it?" and so on, instead of using words like "is it right" and "good or not" to make the classroom atmosphere lively.

3.2 To protect children's desire for exploration

In scientific activities, children will have many different ideas in the face of problems. Teachers protect children's conjecture about experiments. Through observation and hands-on operation, children can verify their conjecture and gain rich scientific knowledge and experience in operation and exploration. In the lesson *The Color Is Gone*, the teacher asked the children to guess what would happen if the tie-dyed cloth was put in the water? Then we use experiments to verify whether it is the same as our conjecture, and according to our own life experience, we think about "what other things in life have fading phenomenon", and let them go back to do experiments. This practice timely stimulates the children's exploration spirit and hands-on ability. [5]

3.3 To fully respect for children

Teachers pay attention to every child in time. In the lesson *The Color Is Gone*, the teacher not only let the more active children answer questions, but also let the more introverted children answer questions. It turns out that it is not the children who are not good at expressing themselves that do not know the answers to the questions, but they need the teacher's attention more. The teacher's practice in this class has achieved a good demonstration effect, giving introverted children self-confidence and encouraging them to express themselves.

4. POTENTIAL PROBLEMS

4.1 Lacking sensitive attention

The guiding ideology of intersubjectivity is to learn by teaching and teach by learning. In the process of teaching, kindergarten teachers often neglect to respond to children's wrong answers. For example, when children say "a lot of dirty water comes out of the washing machine with a lot of small insects", kindergarten teachers lack sensitive attention and do not respond. Instead, they ask other children if they have more appropriate answers about the color of the washing machine water? At this time, the children doubt the correctness of his answer. Teachers do not guide children timely and expand knowledge teaching based on a presupposition. In scientific activities, teachers' accurate and correct guidance not only maintains the truth of facts but also better induces children's exploration spirit. [6]

4.2 The imbalance of subjectivity

In the process of designing and implementing this class, teachers consciously reflect "children-oriented, children first". From the surface, the question and answer between teachers and children are very natural, seemingly equal communication, and the intersubjectivity education is appropriate. But, after a class, most of the questions are initiated by teachers, and children answer questions, which is in a relatively passive situation.

5. SUMMARY AND SUGGESTIONS

To sum up, the teacher-child relationship in this class is harmonious and joyful. As an effective form of learning, interactive learning can promote learners' meaning construction, promote children's thinking and learning, and achieve the goal of promoting children's zone of proximal development. But there are still some shortcomings to be solved, which give us a lot of inspiration. Specifically, good teacher and children interaction promotes children to gain knowledge and improve their ability to explore knowledge in a happy classroom environment, and promotes children to actively participate in the experiment; We should encourage the children who are not good at expression to answer the questions in this class. As a teacher, we can't give up every lovely child; The teacher's guidance intervention can promote children to "jump up to pick up peaches" and let children learn more truth knowledge in experiment and summary; We should pay attention to children's wrong answers in scientific experiments, and guide children to be scientific and truthful; We should improve teachers' feedback ability, observation ability and evaluation ability which are helpful for teachers, to better deal with the relationship between teachers and children in the teaching practice.

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The Critical Thinking Skills of English Teachers in Chinese Normal Universities

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Abstract: This study seeks to identify the level of the critical thinking skills of English teachers in normal universities in China and to determine the differences in educational background. 68 English teachers were invited to complete the California Critical Thinking Skill Test (CCTST). The results indicated that the respondents have a lower level of the critical thinking skills. It was also found that there is a positive correlation between English teachers' critical thinking skills and their educational background.

Keywords: the critical thinking skills; English teachers; educational background

INTRODUCTION

In this increasingly changing world, the critical thinking skills are becoming increasingly important for students because they have to make important decisions. Since teachers' critical thinking skills have a substantial impact on their students. Thus, it is imperative for teachers to have higher level of the critical thinking skills.

Though numerous researchers focused on students' critical thinking skills (Wen, Zhang & Sun, 2014; Zhang, 2016), only a few studies were conducted on teachers' critical thinking skills. However, the critical thinking skills are greatly significant for English teachers to cultivate students' critical thinking skills. So it is necessary to investigate the level of the critical thinking skills of English teachers in normal universities.

Literature Review

1. DEFINITIONS OF CRITICAL THINKING

Critical thinking is a rich concept that has been developing throughout the past 2,500 years. The philosophical foundation of critical thinking can be traced back to Socrates. From then on, many researchers have made contributions to the development of critical thinking. However, they have never reached an agreement on the definition of critical thinking. According to the American Psychological Association (APA), critical thinking is defined as "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based" (Facione, 1990). Facione divided critical thinking into six cognitive skills, which include

interpretation, analysis, evaluation, inference, explanation and self-regulation. In this study, this definition was adopted.

2. RESEARCH ON THE CRITICAL THINKING SKILLS

Since the early 20th century, students' critical thinking has been a significant topic in different countries. Some studies highlighted the factors affecting students' critical thinking skills. Thereafter, some researchers (Schneider & Plasman, 2011; Thomas, 2009) began to focus on teacher's critical thinking skills.

In China, only a few studies focused on the critical thinking skills of university English teachers. Among them, some focused on investigating the level of English teachers' critical thinking skills. Liu, Dong & Li (2013) found that college English teachers have strong critical thinking skills. Yet, Ye & Huang (2017) surveyed the critical thinking skills of English teachers and other subject teachers, and found the critical thinking skills of English teachers are significantly lower than the other subject teachers, and that educational background have a significantly positive correlation with their critical thinking skills. No more studies revealed the correlation between the critical thinking skills of English teachers in terms of educational background. Therefore, it is necessary to conduct this study.

3. METHODOLOGY

3.1. Research Questions

- 1). What is the level of the critical thinking skills of English teachers in normal universities in China?
- 2). What is the relationship between the critical thinking skills among English teachers in normal universities in China in terms of educational background?

3.2. The Respondents

In this study, questionnaires were handed out to 68 English teachers and 51 valid questionnaires were collected. Among the 51 respondents, there were 21 masters and 30 bachelors.

3.3. Research Instruments

The California Critical Thinking Skill Test (CCTST) (1990) developed by Peter Facione was used in this study, which has higher reliability and validity.

CCTST contains 34 items. Participants were asked to choose one answer from the choices, 1 point for each. The total of 27 points or more indicates a higher

critical thinking skill, while 20 points or less represents an overall low level in the critical thinking skills.

4.RESULTS AND DISCUSSION

4.1. Overall Level of the Critical Thinking Skills of University English Teachers

In the test, if the teachers choose the right answer, they will score 1 point. If not, zero point would be

given. If they score 27 or more in total, they are classified into the higher group, which shows they possess higher critical thinking skills, while those who score 20 or less are classified into the lower group, which indicates they are low in the critical thinking skills. The rest are categorized into the medium group.

Table 1 Descriptive Statistics for CTS of College English Teachers (N=51)

| N | Total | Maximum | Minimum | Mean | SD |
|----|-------|---------|---------|---------|--------|
| 51 | 34 | 23 | 7 | 14.6863 | 3.9824 |

According to Table 1, the maximum and minimum score is 23 and 7 respectively and the mean is 14.68. While, none of the participants scores higher than 27 and only two teachers scores higher than 20, and all of the others score lower than 20, which means that the overall critical thinking skills of university English teachers are relatively low. This finding coincides with Xia (2015), who believes college English teachers commonly lack advanced thinking

ability.

4.2. Relationship between Teachers' Critical Thinking Skills according to Educational Background

Among the 51 respondents, 30 obtained bachelor's degrees and 21 earned master's degrees. As in Table 2, participants with master degree scored higher than those with bachelor degree in the critical thinking skills.

Table 2 Descriptive Statistics of Critical Thinking Skills for Teachers of Different Educational Backgrounds

| | Education | N | Mean | Std. Deviation | Std. Error Mean |
|-----|-----------|----|---------|----------------|-----------------|
| CTS | bachelor | 30 | 13.6000 | 3.4998 | .6390 |
| | master | 21 | 16.2381 | 4.1941 | .9152 |

As shown in Table 2, in the critical thinking skills test, the mean of the teachers with bachelor degree is 13.60, and that of those with master degree

is 16.23, which shows that the higher the teacher's academic qualification is, the higher their critical thinking skills are.

Table 3 Independent Samples T Test of the Correlation between Educational Background and Critical Thinking Skills

| Levene's Test for Equality of Variances t-test for Equality of Means | | | | | | | | 95% Interval Difference | Confidence of the |
|---|------|------|--------|--------|------|---------|--------|-------------------------------|----------------------|
| F | Sig. | t | df | Sig. | MD | SD | Lower | Upper | |
| CTS | .008 | .929 | -2.441 | 49 | .018 | -2.6381 | 1.0808 | -4.8100 | -.46623 |
| | | | -2.363 | 38.019 | .023 | -2.6381 | 1.1162 | -4.8977 | -.37849 |

From the Table above, a significantly statistical difference between the critical thinking skills and educational background can be found [$t = -2.441$, $p = .018 < 0.05$], which means that the respondents' critical thinking skills have positive correlation with their educational background. One possible reason might be that undergraduate education focuses on conceptual construction of knowledge while postgraduate education focuses on cultivating students' research ability. Compared with undergraduates, postgraduates' critical thinking skills can be improved by discovering, analyzing and solving problems. Thus, English teachers with a master degree are prior to those with a bachelor degree in the critical thinking skills.

5.CONCLUSIONS

This study found English teachers from normal universities in Inner Mongolia have lower level of the

critical thinking skills, and there is a positive correlation between the critical thinking skills and their educational background.

Suggestions

English teachers from normal universities in Inner Mongolia should improve their critical thinking skills by improving academic qualifications.

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Teaching Design and Implementation of the Course of "Computer Network Technology"

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Abstract: This article explores some specific practices in the implementation of the project-oriented teaching model of higher vocational courses, including: overall curriculum design ideas, how to integrate curriculum content with corporate training courses, the overall structure of project-oriented teaching implementation, project-oriented classroom teaching processes, and interest in organization Groups solve the significance of hierarchical teaching.

Keywords: Implementation background; Teaching design; Teaching implementation

INTRODUCTION

The "Computer Network Technology" course is a basic professional technology course commonly offered in higher vocational computer networks and related majors. This course generally takes the current mainstream computer network construction and management projects as the carrier, combines the basic theoretical knowledge of computer networks with the current mainstream network construction and management technology, and enables students to master the basic construction technology of computer networks and related network protocols. This course has participated in the first teaching design and implementation project of our school and has been successfully completed. Now I will summarize the results of the course reform in order to attract new ideas.

1. THE BACKGROUND OF COURSE IMPLEMENTATION

The main problems to be solved in the course implementation are as follows:

- (1) Due to differences in educational backgrounds, there are huge differences in students' understanding and mastery of computer network technology before the courses are opened. How to teach in different levels is a problem that teachers should pay attention to;
- (2) With the rapid development of computer network technology, course standards and teaching materials often lag behind the development of technology. How to keep up with the trend of network technology is a problem that must be addressed squarely by the course.
- (3) The teaching content of the course is divided into two parts: "Common Computer Network Protocol" and "Computer Network Construction and Management Technology". "Computer network

construction and management technology" selects real network construction projects as the teaching carrier, which is mainly based on hands-on operations. Students are generally interested and the teaching effect is good; but the "commonly used computer network protocol" part is more theoretical and content Abstract, students are difficult to learn, and the teaching effect is not good.

In response to the above problems, our research group proposed the innovation and practice of the teaching content and classroom teaching mode of the course.

2. THE OVERALL DESIGN OF THE COURSE

The design of this course is centered on meeting the needs of students' career development, focusing on improving students' operational skills, adhering to the principle of adequate theory and focusing on skills training, and the need for professional talents by inviting industry experts and senior teachers , Comprehensive analysis of the job tasks and professional abilities of the post group, to determine the design ideas of the curriculum.

(1). "Online and offline integration" learning model

The course adopts the model of "online" learning of theoretical knowledge and "offline" learning of operational skills. With the help of the school's online education platform, an "online school" for the course is built. Students use the online teaching resources provided by it to complete the teaching project online before class. Learn about theoretical knowledge and pass basic theoretical tests. Offline learning is mainly aimed at skill operation and is carried out using the "integrated teaching and doing" model.

(2). Classroom model of "integration of teaching and doing"

The offline teaching of the course is required to be carried out in the computer network room to achieve the purpose of "using computer network to learn network equipment"; using actual engineering projects to start teaching, through virtual training and real equipment training, let students do middle school.

(3). Project-based teaching content

The course selects the project of "Campus Network Construction and Management of a Vocational College" as the course carrier, and is divided into "Computer Network Understanding", "Use of Network Equipment and Transmission Media", and "Medium" according to the students' cognitive law

from simple to complex. There are 7 sub-projects: "Small Computer Network Construction", "IP Address and Network Planning", "Basic Management of Small and Medium-sized Networks", "Wireless Network Construction" and "Internet Access".

3 MAIN PROBLEMS SOLVED IN THE IMPLEMENTATION OF THE COURSE

3.1 The introduction of corporate courses has formed a new course content system structure and a three-dimensional classroom teaching model, which provides strong support for the implementation of the project-oriented teaching model.

In order to improve the theoretical level of the course, the content of the first volume of the Cisco CCNA course (Network Fundamentals) was introduced in the course implementation. According to the theoretical requirements of project implementation, this part of the content is interspersed into each sub-project for implementation. The specific method is to use Chapter 2 of CCNA1 as the theoretical basis of Subproject 1, Chapter 8 as the theoretical basis of Project 2, Chapter 9 as the theoretical basis of Subproject 3, Chapter 6 as the theoretical basis of Project 4, and Chapter 2 of CCNA1 as the theoretical basis of subproject 1. Chapter 11 is used as the theoretical basis of subproject 5, Chapter 7 is used as the theoretical basis of Project 6, and Chapters 4 and 5 are used as the theoretical basis of Project 7. With the help of the rich online learning materials of Cisco Network Academy, students can learn relevant information in advance before the implementation of the project. The content of the chapters is a good knowledge reserve for project implementation, and the knowledge is consolidated by means of online online testing after the project is implemented.

The introduction of the Cisco CCNA course has not only enriched and improved the system structure of the course content, and ensured the advanced nature of the learning content, but also extended the classroom of this course to the after-class with the help of the rich online learning activities of Cisco Networking Academy, effectively ensuring the classroom The effective teaching effect supports the development of the project-oriented teaching model.

3.2 Construct the overall implementation framework of project-oriented teaching and determine the classroom process of project-oriented teaching

Based on the teaching experience accumulated in the previous period and the actual learning level of the students, combined with the teaching conditions of the course, we have outlined the teaching process of implementing the project-oriented teaching model as follows: project task assignment→project analysis→project implementation→knowledge learning→expanding exercises→summarization and improvement. There are 6 steps in total.

The project task book (arrangement of the project task) is issued before class, and students conduct online learning based on the task book. The online

learning resources are mainly based on the school's online education platform, which is an "online school" built. The first step in the class is to further clarify the project tasks, and then focus on the analysis of the project implementation ideas. The second step is to implement the project according to the project implementation guide; the third step is to learn relevant knowledge after the project is completed or according to the progress of the implementation And discussion; the fourth step is to improve the project implementation or carry out project development exercises; the fifth step is to summarize the theory and skills, and deepen the understanding and mastery of knowledge and skills by completing online online tests.

The teaching process requires students to first reserve relevant knowledge through self-study off-class, implement projects in class and then deepen knowledge learning, and finally achieve the purpose of summarizing and improving through extended exercises. Through the implementation of the two-term students, we believe that the process conforms to the characteristics of the course that the practical operation of the course is relatively simple and the students are more interested, but the theoretical knowledge is abstract and complex, so it needs to be strengthened repeatedly. By extending the project implementation process to after class (pre-class preview and after-class online test), it not only cultivates students' learning ability but also helps to cultivate the learning habits of freshman students, and promotes them to gradually form a strong learning atmosphere. effect.

4 CONCLUSION

By exploring the project-oriented teaching model, we have determined the classroom teaching implementation process of the project-oriented teaching model, and built a platform for students to learn and communicate outside the classroom. The implementation of the project in the class can only be completed through the combination of in-class and extra-curricular. A three-dimensional teaching model integrating both inside and outside classes.

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A Brief Analysis of Role of Educational Psychology in Task-based Teaching

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Abstract: Nowadays, task-based teaching models are becoming more and more popular in education and teaching. Task-based teaching is to divide the teaching objectives and content into multiple tasks, and then complete the teaching complete by the tasks. Task-based teaching is mainly to enable students and teachers to be clear about their tasks and to increase their participation in learning and help students learn. However, this kind of teaching mode has higher requirements for teachers to educate. It requires teachers to make students not feel quite modest in the case of teaching mode, and requires teachers to use the knowledge of educational psychology to guide the task-based teaching.

Keywords: Educational psychology; Task-based teaching; Education

INTRODUCTION

Task-based teaching not only completes the teaching objectives, but also increases students' sense of participation in classroom teaching, improves students' ability to accept teaching and enables students to complete the teaching objectives more efficiently. Therefore, it is of great significance to both students and teachers. Because task-based teaching is not perfect and there are still some problems in its teaching practice, then knowledge of educational psychology is needed to assist the teaching.

1. THE CURRENT STATUS OF TASK-BASED TEACHING IN EDUCATION

1. The characteristics of task-based teaching

Under the new requirements of the new era, teachers are actively seeking better ways to educate. Various teaching methods are emerging one after another. Task-based teaching methods are more prominent in these methods. It is mainly to divide the knowledge that needs to be taught into multiple tasks. In the process of teaching, students can complete these tasks to achieve the goal of teaching. In this way, the enthusiasm of students can be well mobilized, and students feel that they are required to do less than before, and students' learning efficiency and learning enthusiasm can be improved [1]. Moreover, task-based teaching makes it easier for teachers and students to discover students' shortcomings in certain areas, and prescribes the right medicine to increase the learning time.

2. The problem of task-based teaching

Due to the relatively short time of emergence of task-based teaching, it needs to be improved in many aspects, and there are still many problems to be solved. First of all, many teachers' teaching goals are shallow and one-sided, so they will be extremely at a loss when assigning teaching tasks. Because these tasks are difficult to be improved progressively, and each task is a requirement of the same class, and it is difficult to improve students' ability, and there will be a lack of pertinence to knowledge. In addition, many teachers have insufficient understanding of task-based teaching, and they simply arrange tasks according to the teaching plan when carrying out task-based teaching, without combining students' learning habits and learning characteristics [2]. Finally, task-based teaching is applicable to most teaching, but it does not mean that teachers should use task-based teaching in every lesson or every stage. Many schools expands task-based teaching, makes students feel numb to a certain extent, and finally leads to the failure of effective implementation of tasks.

2.THE ROLE OF EDUCATIONAL PSYCHOLOGY IN TASK-BASED TEACHING

2.1 Helping establish a good teaching atmosphere

An important embodiment of teaching quality is the teaching atmosphere. A good teaching atmosphere is also the requirement of task-based teaching and the key to helping students carry out learning tasks. Once teachers master how to apply educational psychology in classroom teaching, they are bound to be able to build a good teaching atmosphere. According to educational psychology, teachers can consider how to highlight the key points in the classroom before formulating task driven teaching, so as to make students complete the teaching objectives faster and more happily [3]. Through educational psychology, teachers can understand students' views on task-based teaching to a certain extent, carry out some class teaching activities according to students' psychology in the classroom, enable students to put forward their own problems willingly. It not only solves students' learning problems one-on-one, but also create a good learning atmosphere and lay a

solid foundation for students to complete their tasks. It is difficult to gain insight into students' psychology and create a good classroom atmosphere in classroom teaching, so it is necessary for teachers to master educational psychology and apply it to task-based teaching.

2.2 Reducing the mechanical sense of task-based teaching

The original intention of task-based teaching in education is to make students learn knowledge more efficiently. However, some teachers do not really understand task-based teaching, which leads to some mechanical feeling in the teaching. Some schools recommend teachers to use task-based teaching in the classroom to educate students. Many teachers will teach through task-based teaching in all courses, every class and every stage. And they mechanically apply this model without combining the specific situation of classes and students. Such teaching is quite mechanical, which not only makes students feel tired, but also can not achieve the real purpose of teaching. Educational psychology can help solve the problem of mechanical sense in task-based teaching [4]. Educational psychology can make teachers better understand students' psychology, understand the original intention of education, fully understand the differences in education, make appropriate changes to task driven teaching, and help students and cultivate students' self-confidence. In task-based teaching, some teachers will act too hastily and directly raise the teaching objectives to a difficult height, which will give students more arduous tasks and bring great trouble to students in the teaching progress. Teachers can not generalize in one way, so they need the assistance of educational

psychology at this time. The knowledge of educational psychology helps teachers understand each student's learning characteristics and learning types, and teachers can take their special situations as reference types to optimize the task-based teaching mode, do targeted work, and improve students' learning ability and efficiency.

3. CONCLUSION

In summary, educational psychology is a tool to assist education. In order to allow students to form correct value and emotional goals, task-based teaching will turn learning goals into task-based divisions to a certain extent, leading students to misunderstand the true role of learning, so educational psychology should be used to assist in task-based teaching to prevent task-based teaching from deviating from the essence of education, strengthening the effect of teaching, and allowing teachers to fully interpret the psychological status of students, to create a harmonious classroom atmosphere and help students learn.

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Research on the Education Reform of Journalism and Communication Based on Internet+

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Abstract: With the continuous deepening of reform and opening up, the development of education in China has shown a scientific, comprehensive, and quality-oriented trend. The emergence of Internet+ brings an effective and new teaching model. In the education of journalism and communication, it covers a wide range and requires high quality of talents. Internet+ shrinks the world to a size screen with the use of advanced computer network technology. Knowledge dissemination has sufficient network conditions, and the development of national culture presents the fine trends. For this reason, the Internet helps the transformation of journalism and communication, and it undoubtedly provides an unprecedented convenient platform for students' learning. This paper studies and discusses the education reform of journalism and communication based on the Internet+.

Keywords: Internet+; Teaching of journalism and communication; Reform strategies

INTRODUCTION

With the continuous development of the Internet, especially after entering the 21st century, the development of the Internet is changing rapidly. Big data has brought countless benefits and benefits to human beings. The importance of new media has become increasingly prominent, and it has a certain impact on politics, culture, economy, and society. As new media develops, the education of journalism and communication is also facing unprecedented opportunities and transformations. The teaching of journalism and communication needs to be transformed to adapt to the development of the times and the market. This paper discusses the reform strategy of the teaching of journalism and communication in the Internet age.

1. TO STRENGTHEN THE SCIENTIFIC RESEARCH ON SOCIAL DEVELOPMENT AND ESTABLISH A KNOWLEDGE INNOVATION MECHANISM

In terms of scientific research, social research occupies a certain position. Social researchers have shouldered an unprecedented heavy responsibility, and they are also shouldering the great task of cultivating talents and creating talent training bases. In the transitional stage of journalism and

communication education, social researchers need to attract attention in the new media environment. And more importantly, they need to promote the coordinated development of basic research and applied research through the research on the development of new media, on the relationship between new media and social development, and on the development of local social culture. And a knowledge innovation mechanism should be established to provide a more solid platform and richer knowledge channels for the education of journalism and communication, and to build research bases and communication disciplines into certain influences, results and benefits and bases that produce talents [1].

2. TO OPTIMIZE ONLINE TEACHING RESOURCES AND IMPROVE PROBLEMS IN ONLINE PLATFORM

With the rapid development of the Internet, online teaching has gradually occupied a certain position. Undoubtedly, the development of Internet+ is inevitably an unstoppable trend. E-commerce has shown its incomparable advantages and strong vitality with the characteristics of fast, convenience, accuracy, safety, and reliability since its birth. Internet+ has ushered in an unprecedented new era for the Chinese economy. A trend which cannot be halted is the development and transformation of teaching workers in the era of Internet+. Therefore, based on the development of the Internet, educators majoring in Journalism and Communication need to constantly optimize online teaching resources, such as teaching interspersed videos, courseware, pre-class preview materials, after class review materials, micro class videos, etc., so as to continuously improve the depth of resource content, enhance professionalism and interest, promote resource integration and facilitate students' learning and understanding. In the education of Journalism and Communication specialty, it is necessary to present the knowledge comprehensively and systematically to escort the cultivation of high-quality technical and skilled talents. At the same time, we also need to constantly optimize the allocation of resources, promote the co-construction and co-sharing of high-quality educational resources, promote educational equity, and narrow the gap in teaching quality, so as to

ensure the full realization of the value of online curriculum resources. On the other hand, the optimization of online platform system operation and operation environment can not be ignored. Relevant technicians need to continuously strengthen the construction of online network platform, pursue high-performance configuration, increase the development and investment of platform software, and meet the needs of platform with security, efficiency and interconnection.

3. TO OPTIMIZE TRADITIONAL OFFLINE EDUCATION AND REALIZE DIVERSIFICATION OF TEACHING MODES

Internet+ plays an important role in the education class of Journalism and Communication. Video teaching is conducted in class through the Internet, or relevant video or audio materials are presented to students. With its background, the Internet uses advanced business models, and is supported by computer technology with strong power and rapid development trend, sweeping the world with lightning speed. Based on this, classroom teaching should make full use of the advantages and background of the Internet, make use of the significant advantages of big data to collect and share global educational resources, and increase the interest of the classroom by collecting and disseminating broad teaching resources, so as to make the classroom more professional and active. Outside of class, creating brand-new campus cultural activities through the Internet can effectively implement practical teaching, strengthen students' social practice, organize students to explore social phenomena, so as to strengthen their sensitivity to social phenomena. In addition, we should create a form of organizing campus activities and information dissemination mode characterized by Internet+, and do a good job in the construction and dissemination of campus activities, guide students to participate in the activities, provide assistance for the effective implementation of offline teaching, and promote the continuous innovation and development of journalism and communication education in the Internet era. At the same time, in extracurricular practical teaching, journalism and communication education can carry out advisory services for governments at all levels and all sectors of society, so as to improve the comprehensive research ability of students specialized in Journalism and Communication to solve major practical problems and participate in major decision-making when facing practical problems [2].

4. TO STRENGTHEN COOPERATION AND CONNECTION WITH LOCAL ORGANIZATION AND THE SOCIETY, AND IMPROVE THE APPLICABILITY OF JOURNALISM AND COMMUNICATION TEACHING

With the continuous development of the society, the demand for comprehensive talents, quality talents, and applied talents in today's market is showing an increasing trend. Therefore, in the transformation stage of journalism and communication education, it is necessary to strengthen students' ability of practice and application, so that students can adapt to social development and teachers can strengthen the practicality of their educational research. Journalism and communication education needs to strengthen the interaction and cooperation with local governments, enterprises and institutions, media institutions, and other universities, improve students' ability of application and practice, and form a benign mechanism of continuing education and training of professional talents, professional consulting, and cooperative research, and promote the more stable, healthy and benign development of journalism and communication education. Moreover, in terms of academic exchanges, it can also strengthen the relationship with the society or other university experts. It makes full use of the advantages of new media communication and gives play to the role of foreign academic exchange windows to strengthen exchanges with the outside world. On the one hand, it expands students' horizons and increases the knowledge of students majoring Journalism and Communication; on the other hand, it plays a role in promoting economic and social development and promoting the exchange and dissemination of cultural resources to make greater social development benefits.

5. CONCLUSION

The development of Internet+ is inevitably an unstoppable trend. Under such a development background, the transformation of journalism and communication education is imminent. Teachers need to carefully arrange and design online educational resources and improve offline teaching models, so as to promote educational reforms, form a synergy between online and offline, and provide more high-quality and broader learning resources and development platforms for learners of journalism and communication, as well as cultivating high-quality talents for the country.

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Research on Image Segmentation Methods Based on Computer Mathematical Morphology

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Abstract: The so-called image segmentation is the technology and process of dividing an image into several specific areas with unique properties and proposing objects of interest. It is a key step from image processing to image analysis. The existing image segmentation methods include Threshold-based Segmentation Method, Region-based Segmentation Method, Edge-based Segmentation Method and Specific Theory Based Segmentation Method. The basic idea of segmentation algorithm based on mathematical morphology is to measure and extract the corresponding shape in the image with structural elements with a certain shape to analyze and recognize the image. This paper discusses the current research situation of Image Segmentation Methods based on computer mathematical morphology, and puts forward relevant conclusions.

Keywords: Computer; Mathematical morphology; Image segmentation

With the continuous advancement of science and technology, image processing technology is more and more widely used in the production and our daily life. As an important branch in the field of image processing, image segmentation technology has attracted more and more attention. Image segmentation is a key step in the process of image interpretation. Image segmentation technology refers to a technology that extracts meaningful feature parts in an image [1]. The common applications of segmentation technology are medical imaging, satellite image positioning, face recognition, fingerprint recognition, traffic control systems, and machine vision. It can be seen that segmentation technology is closely related to our work and life, and it can improve the working efficiency and the quality of our life, and bring great convenience to our lives [2].

Up to now, thousands of image segmentation algorithms have been proposed, and they have achieved good segmentation results in different application fields, but they still have severe

challenges and vast development space. With the rapid development of computer technology, computer mathematical morphology has formed a new image processing method and theory. It is applied in the process of digital image analysis and processing in multiple disciplines. The perfect combination of morphology and image segmentation will definitely have a significant impact on the theory and technology of image processing [3].

1. THE DEFINITION OF IMAGE SEGMENTATION

The so-called image segmentation refers to the separation of different areas with special meanings in the image. These areas do not cross each other, and each area meets the consistency of a specific area. From the perspective of processing objects, segmentation is to determine the location of the object of interest in the image matrix. Image segmentation can be divided into two basic types, namely, the overall segmentation facing the whole area and the partial segmentation facing the edge.

2. CLASSIFICATION OF IMAGE SEGMENTATION METHODS BASED ON COMPUTER MATHEMATICAL MORPHOLOGY

Over the years, the research of image segmentation has been highly valued by researchers. At present, many types of segmentation algorithms have been proposed. And Image Segmentation Methods is mainly classified based on the properties of adjacent pixels in terms of pixel values and the processing strategy in the segmentation process, and the two criteria do not coincide with and complement each other. According to these two criteria, segmentation algorithms can be divided into four categories: parallel boundary segmentation technology, serial boundary segmentation technology, parallel regional segmentation technology, and serial regional segmentation technology.

2.1 Parallel boundary segmentation technology

Parallel boundary technology is a technology that uses parallel method to realize image segmentation through the detection of target boundary. The method principle adopted by parallel boundary segmentation

technology is somewhat similar to human visual process [4]. People are sensitive to the parts of the scene where the brightness or other properties change rapidly. Generally, when people observe the scene, they always notice the intersection of different objects first, and can quickly get the respective contour of each object. People often perform this work synchronously, that is, all parts of the contour are detected at the same time, and the parallel boundary technology is also carried out synchronously in determining the regional boundary in the image.

Edge detection is often carried out by means of spatial differential operator, which is completed by convolution of its template and image. There are always gray edges between two adjacent regions with different gray values. Gray edge is the result of gray value discontinuity (or mutation), which can be easily detected by derivative.

2.2 Serial boundary segmentation technology

Serial boundary technology is often realized by sequentially searching edge points, so there are three key points. The first one is to determine the starting boundary point, and the sequential search will start from here. The second one is to select the search strategy, determine the influence of the previous result on the selection of the next detection pixel and the next result, and detect new edge points in turn according to a certain mechanism. And the last one is to set the termination condition and stop the search process when it ends.

Generally, there are three expectations for the contour boundary of the target: the contour is single pixel wide; continuous without interruption; each boundary point is in the correct position. The method of detecting edge points and connecting edge points by parallel method has poor closing effect on the boundary when the graph is greatly affected by noise. One of the reasons is that the spatial relationship between the edge points is not used. Therefore, edge points on the same target boundary that should be connected and not far apart cannot be connected, resulting in broken edges. And the false edge phenomenon occurs when the edge points on different target boundaries close to each other are connected [5]. The information about boundary shape and length should be used to eliminate broken edges and false edges. In addition, applying a differential operator to the region where the gradient intensity changes in a wide range will detect several rows of parallel edge pixels. And it is possible to solve these problems by using the method of connecting edge points in serial mode to become a closed boundary based on edge detection. The algorithm of serial boundary can be designed correctly to remove false edge points and directly obtain a single pixel wide and continuous boundary.

2.3 Parallel regional segmentation technology

Parallel regional segmentation technology is a

technology that uses parallel method to realize image segmentation through the detection of target region. The purpose of image segmentation is to extract the region of interest, so segmentation for the region is the most direct method. The application of parallel region technology in practical segmentation mainly includes two categories: thresholding algorithm and feature space clustering. Thresholding algorithm is the one with the largest number of algorithms in image segmentation. In a sense, pixel feature space clustering can be regarded as the driver of thresholding technology. In fact, some problems of multi-dimensional feature space classification, such as color image segmentation, can also be solved by multiple threshold segmentation. In addition, the direct result of image thresholding or feature space clustering is to distinguish each region in the image. However, to extract the target region, it is also necessary to identify and mark each region, which is also a problem to be considered in using parallel regional segmentation technology.

2.4 Serial regional segmentation technology

Serial regional segmentation technology refers to the use of serial processing strategies to achieve image segmentation through direct detection of the target area. The characteristic of serial segmentation method is to decompose the entire processing process into multiple steps in sequence, and the processing of the subsequent steps should be determined according to the processing results of the previous and completed steps. And the judgment here is based on a certain criterion. Generally speaking, if the criterion is based on the gray-scale characteristics of the image, this method can be used to segment the corresponding image.

3. CONCLUSION

In summary, the image segmentation method based on computer mathematical morphology has rich theoretical support, and has important applications in the fields of image processing, pattern recognition, and computer vision. Because of its unique way of cognition of images and similarities with the way the eye recognizes images, it makes the description and analysis of the geometric structure of the image straightforward and simple. Combining the above advantages with image processing technology opens up a broad space for the development of image processing technology.

ACKNOWLEDGEMENT

This work was financially supported by the Science and Technology Project in Henan province of China under Grant 202102110115, 212102210502; the Science and Technology Development Project of Anyang of China under Grant 2021C01GX018

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On Technology of Character Assembly and Planning of Character Action in 3D Animation Production

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Abstract: 3D animation production not only covers factors such as the art and design, and it is also closely related to software technology and methods. In 3D animation production, the most critical step is the character assembly. An excellent assembly system can ensure the high quality and even speed up the completion of character animation production. And the behavior planning and path planning in the planning of character animation can make the character more flexible, so that reaction actions can be controlled with the support of relevant models.

Keywords: 3D animation; Assembly technology; Character action

INTRODUCTION

With the rapid development of information technology, as a new technology industry, 3D animation technology has become an indispensable technical means in the fields of education and scientific research. The 3D animation that integrates art, animation, and design is a kind of comprehensive art itself, and the most critical link is character assembly and planning of character animation, and on this basis, and the character assembly is the most important part. In addition, good character assembly can effectively improve the quality of animation and help animators complete the production more efficiently.

1. TECHNOLOGY OF CHARACTER ASSEMBLY IN 3D ANIMATION PRODUCTION

1.1 Representation of character model in 3D animation

In 3D character production, the different requirements of animation represent the different structure of the character model. At present, there are many ways to represent character models, including surface model, rod model, multi-level model and solid model, and the most common method is multi-level model and surface model. The multi-level model is the closest to the structural model of the human body. Structural layers such as fat and muscle are added between the skeleton and skin, which makes the character image fuller and strengthens the three-dimensional sense of the character. However, it also increases the calculation of the model, making the model design more complex. The surface model is divided into skin layer and bone layer. Skin layer

refers to simulating the appearance of skin and wrapping the skeleton layer in it. Skeleton layers are arranged according to the relationship between the character levels. At the same time, the surface model is faster to shape the character, but there are some shortcomings, that is, the authenticity of the role movement can not be displayed, and the real emotional expression is lacking.

1.2 Common motion generation methods in 3D animation

Among 3D animation technology, the three technologies of physical simulation, motion capture technology and key frame animation are the most commonly used motion production methods. Among them, the origin of physical simulation is the earliest. It is the animation technology generated on the basis of physics. It uses the combination of physical laws and computer animation production to further strengthen the texture of the animated character's actions and make the animated character more realistic. But it has also its disadvantage, that is, the character does have a distinct personality. The motion capture technology has the highest production efficiency. It can capture motion data at any time to quickly generate the required motion data and change it to form a real motion. However, the disadvantage is that it has a higher production cost. Finally, key frame animation is currently the most widely used 3D animation production method, and it is also the simplest and most intuitive method. In the production process, in order to obtain smoother animation effects, animators, even experienced animators, usually need to spend a longer time and energy [1]. Through key frame animation technology, the use of characters can be strengthened, including requirements and control of the application.

1.3 Technology of character assembly

The so-called technology of character assembly refers to the process of setting control tools for objects in animation. According to different animation needs, it can be divided into two kinds of technologies, namely physical authenticity and cartoon style format. Among them, technology of character assembly with physical authenticity highlights the authenticity of real life and fits the complex movement of real organisms. During assembly, animators should deeply analyze the structure and movement mode of

characters, which plays a vital role in the completion of character assembly. And in order to make real characters, we should start from the real life activity form to make the animated character image more full. For example, the lion in the Lion King and the wolf in the Wolf Totem. When watching such films, the audience can well feel the authenticity of the character image and its role. Technology of character assembly with cartoon style more reflects the cartoon style animation with exaggerated actions. What it pursues is not the real actions, but the hypothetical art made with exaggerated techniques, which is mainly to meet the plot. For example, in Pleasant Goat and Big Big Wolf, in order to highlight the cute wit of pleasant goat and other lambs, the animator designs that the lambs can always defeat the big big wolf. And the big big wolf always shouts that "I will come back" after being beaten out in failure every time, so as to meet the needs of the plot. These are exaggeration techniques to show the interest of the plot to attract the attention of the audience.

1.4 Significance of character assembly to 3D animation

In the process of 3D production, character assembly is a technology that connects the past and the future, and is an important stage in the process of animation character production. The character assembly work has a direct relationship with the character animation control system. If the character assembly work is completed well, it is equivalent to that the character animation control system has been established well. Therefore, character assembly technology is important to the quality of animation. It can not only improve the quality of animation, but also further strengthen the image of characters, making characters more vivid and have real emotions. It can even be said that the technology of character assembly gives animated characters "vitality", makes the characters more realistic and promotes the character image to be fuller.

2. PLANNING OF CHARACTER ACTION

In the process of 3D animation production, the actions of the characters are manually adjusted on the basis of 3D software. In the process of movement, the object needs to be carried out through its movement rules. With the support of the role's movement, it can better reflect the emotional changes of the role, making the role image more full and having a certain emotion [2]. In addition, when planning the action of the character, we should proceed from the

characteristics of the character to ensure the smoothness and rationality of the character's actions. Only in this way can the animated character become alive and highlight the "vitality" contained in the character. For example, the characters such as pig, hedgehog, orangutan in Sing all have their own personalities and have their individual actions, which makes people more impressed when watching them. In addition, before proceeding with character action planning, an animator should go deep into all aspects of life to observe life, experience life, and feel the truth, goodness and beauty in the life, so as to get more creative inspiration through the various aspects of life, and understand the basic movement law of action, so as to design more realistic and emotional animation characters. Only when an animator fully understands the basic laws of motion and adds his own innovation, can the character's personality be vividly displayed.

3. CONCLUSION

It is learned from the above that the more excellent animation characters are, the more exclusive their personality is, that is, they need full images, and their actions should be smooth and full of emotion. Only in this way can they make the characters more vivid and flexible. In 3D animation production, the planning of character action and character assembly is an extremely complex work which needs the active cooperation of all staff to be better completed. Therefore, animators should deeply study the technology of character assembly and the planning of character action, so as to strengthen their professional ability and design 3D animation characters with distinctive personality and popular support.

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Interpretation of Symbolic Narrative in Judith —— From the Perspective of Greimas' Action Meta-Model And Symbolic Matrix Theory

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Abstract: The story of Judith is one of the stories in the bible that the heroine judas defeated the much stronger Holophernes with her wisdom and courage and saved her country. Based on the theory of "action meta-model" and "symbol matrix" put forward by structuralist semanticist Greimas, this paper interprets the narrative mode and character relationship in Judith's Biography, probes into the theme and character connotation under its deep structure from the surface structure of the text, and reveals the truth of the struggle between God and non-God and the loss of female discourse.

Keywords: Judith ; Greimas; Action meta-model; Symbolic matrix

Greimas, a famous structuralist semanticist, divides narrative texts into two levels: surface structure and deep structure. The surface structure refers to the action pattern at the sememe level, that is, the "action meta-pattern". Sememe is the smallest unit of a word's sememe, such as brother, sister and other words, compatriots, relatives and other similar sememes. He divided the action modes into four types: desire, ability, achievement of goals and reward, which have a logical relationship with the realization of goals as the core [6]200, and put forward three opposing action categories: subject and object, sender and receiver, helper and opponent, and established a model including six action elements [3]

Sender → object → receiver

↑

Helper → Subject → Opponents

Here, the subject pursues the object of desire, and both of them form the main axis of the model by desire; Sender and receiver are communicative relations, sending and receiving wishes, and both are sometimes served by subject and object; Senders are mostly abstract and play a decisive role, while helpers are mostly concrete figures. Opponents are the opposite of the subject, hindering and challenging the subject.

First, the Surface Structure of

Judith

Judith can be divided into five narrative procedures:

Part I: In order to defend their gods and homeland, the Jews decided to fight against the powerful Holophernes

Part II: Holophernes blocked Bethuel.

Part III: Jude deep into enemy camps

Part IV: Jude cut off Holophernes's head with the help of God.

Part V: Jude became the hero of Israel.

Among these five parts, the second is the ability, in Jude's constant prayer, when she finally picked up her sword and cut it at Holophernes, she gained strength and achieved her goal, killing Holophernes and resolving the crisis of the Israelis. Finally, in the fifth part, Jude defeated the Assyrian army, gained property, fame and other people's admiration, and made Ajo a devout Jewish believer.

"As a potential force in the process of action, the subject of behavior is called action element" [3]104, from the perspective of "action element mode", Jude is the main body. Driven by her patriotic enthusiasm and devotion to God, she decided to assassinate Holophernes and save her home, which also received the help of maids and Berothelian soldiers and civilians. Therefore, here, the sender is Jude's patriotism and belief in God, the object is Jude's country, the helper is the maid, Bethulia's soldiers and civilians and God's blessing, and the receiver is the soldiers and civilians and the temple in the city. This action meta-relationship is shown as follows:

(patriotism, faith) (Jude country) (nation and temple)

Sender → object → receiver

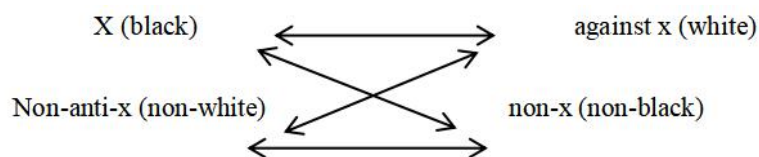
↑

Helper → Subject → Opponents

(Maid, Berserbia, God) (Jude) (Holophernes and Assyrian Army)

Second, the deep structure of Judith

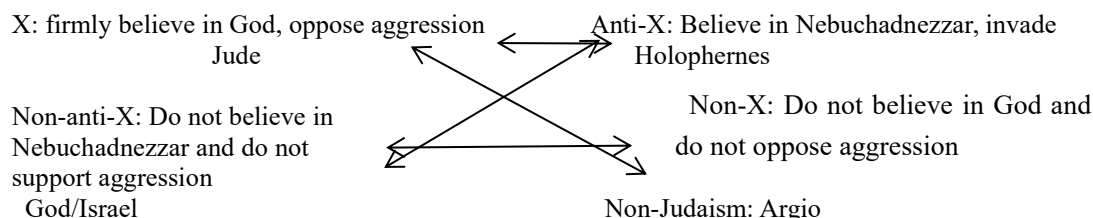
On the basis of binary opposition, Greymas put forward the deep theory of "symbolic matrix". He thinks that the semantic axes formed by a set of opposite sememes constitute the basic structure of meaning, that is, $X \longleftrightarrow \text{anti-}x$, which are absolutely negative antonyms, contradictory and opposite. Such as black and white, life and death, fast and slow; In addition to the antonym relationship, sememes also have contradictory relations of non-X and non-anti-X, such as non-black and non-white, mortality and immortality. These four relationships are shown in the following figure:



In this story, Jude is X, which is the core figure of the story. The initiator of this event is Horefney, who opposes her and opposes X. He is absolutely hostile to Jude. God is Jude's helper here, but his attitude depends on Jude's piety, so it is right and wrong; At the same time, there are the citizens of Bethune. Although Jude fought to protect them and seemed to be a supporter of Jude's side, once Jude failed, they turned into the opposite of Jude, surrendered to Holophernes Holophernes, and abandoned Jude and God to protect their families, so they were also anti-X. Argio, on the surface, stood on Holophernes' side and was an intruder. However, he went to advise Holophernes because he feared God. After his failure, he was sent to the Jews. At the end of the story, he

was circumcised, from the initial opponent to the conversion to Judaism, so he was a non-X. In the whole story, the deep thoughts of the whole story are the conflict and confrontation between X and anti-X, Jude and Holophernes, the confrontation between defending and invaders, and the opposition between believers and godless people.

The story of Judith is centered on Jude, who defeated the invaders with wisdom and courage, but it is actually a contest between God and non-God. De Silva, the author of *Introducing the Apocryphal*, believes that "Judith tells the story of the struggle between the Gentiles who believe in polytheism and occupy a dominant position and the apparently vibrant God of Israel." [4]8



(a) the theme of binary opposition-God and non-God In Judith, this theme is the conflict between God and non-God. In Judith, Nebuchadnezzar was a hero who turned defeat into victory, but after his victory, he not only retaliated against the countries and cities that rejected him before, but also made his Holophernes "destroy their places of worship, cut down their sacred trees, and stipulated that all countries and nations can only worship Nebuchadnezzar as a god." (Judith 1-4) This obviously turned into a conflict between Nebuchadnezzar and God. When the Jews heard about Holophernes' conversion to God, they joined forces to prepare for the battle in order to protect the temple. The proud Holophernes refused to listen to Argio's advice and firmly believed that "our God is King Nebuchadnezzar." (Judith 1-4) This was actually a great provocation by the Jewish people who believed in God, so they were resisted by the Jews.

When the Jews were in trouble, Jude claimed that "God will send me to save the Israelis". Jude claimed that " (Judith 8) From before leaving to before the assassination, the narrator kept telling us how pious Jude was, laying the foundation for God's power later, but God seemed to be absent, but in fact it was. Although Holophernes regards Nebuchadnezzar as God on the surface, his subconscious still believes in the power of God. Here, God has shaken Holophernes's faith in Nebuchadnezzar, which indicates his failure. A few days later, Jude cut off his head with the power of God.

At the end of the story, the opposite state of the story is ended with the death of Holophernes, and it ends with the victory of God. The real theme is also highlighted: God protects people who believe in it. No matter the weak or the strong, unbelieving God can't get its gift.

(B) the binary opposition of characters: women and men

"Jude", originally an abstract collective noun, is spelled as "Yehudit" in Hebrew, which means "Jewish woman". In this article, Jude is the representative of the whole Jewish women. On the one hand, she is beautiful and pious, and abides by the requirements of diet and cleanliness stipulated by Jewish law; On the other hand, she is honest and faithful. Although there are many suitors after her husband died of illness, she never got married, which has been respected and praised by all. However, as a woman, Jude has no right to speak, so she can only express her opinion to the executive in private. The trust of Jews is based on the patriarchal society, which is the norm of women's identity and behavior. Jude's perfect image is only the definition of female image under patriarchal system, not the confirmation of female itself.

Jude is a hermaphrodite. She has a man's courage and obvious femininity. Especially at the most brilliant moment when Jude won, she also emphasized her virginity, showing that she was innocent even though she lured Holophernes with her beauty and killed him. "For God's sake, I swear, I am innocent, and God

takes care of me in secret." (Judith 11:13-13:20) And her way of winning is also a great irony to women. She won each other's slack by virtue of women's weakness and beauty, and took the opportunity to kill each other, including God's help. On the surface, Jude led the army to victory, but in fact, with the help of soldiers and God's power, this is undoubtedly the recognition of male power.

And the power of God, which always exists in the story, is the spokesman of the male role under the patriarchal system, and all the contributions of Jude are attributed to God's blessing. In other words, Jude's Biography seems to affirm the power of women, but actually confirms the authority of men. However, after all, she couldn't escape the arrangement for her under the patriarchal system. Instead of taking the road of making meritorious deeds, she gained fame and died in widowhood.

Conclusion

Compared with other Bible texts, Judith is very narrative, which tells the story of a weak woman who defeated a powerful enemy with the help of God to save her home and defend her faith. Greimas' theory of "action element" and "symbol matrix" not only intuitively shows the character relationship, action logic and narrative structure on the surface of the story, but also reveals the character connotation and ideological theme under the deep structure of the

text. Judith is actually a struggle between the God of Israel and the Gentiles who believe in polytheism, and finally highlights the theme of saving by believing in God. Jude is just a Jewish heroine image filtered by male discourse, which exposes the truth of the loss of female discourse under patriarchal system.

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External and Organization Drivers for Flexible Working and Benefit and Limited of Location Working Within a Server Company

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Abstract: This study is to discuss the external and organization drivers for flexible working within organizations and critically evaluate the location flexible working and how Ctrip perform this flexible working. The essay is in three sections: the first section is to analyse the drivers of external and organization of flexible working while the second section discuss the benefit and drawback of location flexible working. The third section is to analyse how this type of flexible working is executed in Ctrip.

Keywords: External environment, Flexible working, work life balance, Ctrip

The flexible working has become increasing important for business during the last two decades, and the UK 's government also introduced law to protect the "right to request flexible working" (Gov.uk 2003) [14]. According to CIPD (2013), the term 'flexible working' describes a type of working arrangement, which gives some degree of flexibility on how long, where and when employees work. [5] The UK government thinks the flexible working is a way for employees work requirements, which include certain hour or work from home (Gov.uk 2013) [16]. The flexible working can be divided in to different types, such as part-time working, flextime, zero hours contracts and so on (CIPD 2012) [4]. Different authors have discovered a lot of benefit of flexible working; for example, French et al (2010) said the flexible working could improve work life balance, so prevent excessive fatigue and increasing performance. [11] Wolff (2008) adds that it can help the organizations to void redundancies. [34] In addition, Thomson (2008) said that flexible working could advance business performance and decrease staffing costs. [32] Ctrip is a China 's online ticketing Services Company, and was founded in 1999 and headquartered in Shanghai, China, and provide integrated hotel reservation, air ticket booking, resort reservations, business travel management, preferential merchants and travel information. In terms of the external drivers of flexible working, there are a lot of reasons that have exposed by authors. According to Stredwick and Ellis (2005) the foundational key driver of flexible working is the rise of "knowledge work", which means an increasing

jobs less depend on physical and more on mental ability, and knowledge work is often far less reliant than physical work on time and physical location. [29] Moreover, Gambles et al. (2006) argued, the most importance drivers of flexible working should be the increasing challenge from globalization. [12] After success of the global free enterprise system, the implications for all developed countries labor force has had a fundamental reappraisal (Stredwick and Ellis1998). [28] Because of globalization of international tread, an increasing need for businesses have to be able to deliver services to customers on a 24/7 basis to attention on overcoming the operating pressure and meet customer requirements (CIPD 2012). [4] Furthermore, organizations have to face not only the challenging from developed countries, but also from developing countries. The lower prices produces that come from developing countries can improve the costumers ' choice and increase competition (European Commission 2012). [10] Therefore, organizations have to make low price and high survey stander to enhance the market competitiveness. After the global financial crisis, organizations have to face harsh economic situation, they have to offer part-time working or sabbaticals as a method of avoiding or minimizing redundancies (CIPD 2012). [4] Another argument of external drivers of flexible working are changing profile of the workforce (CIPD 2013). [5] In UK, sex discrimination is prohibited under the Sex Discrimination Act 1975 (Daniels and MacDonald 2005), [7]and Janet (2001) also said that Women now represent approximately half of the working population in the US. [22] Therefore, an increasing number of women are working in organizations. However, as Yeandle (2002) argued that more than 65% of women not only identified themselves as the 'main cares' of children, but also for their old parents. [35] Therefore, women require more "work-life balance" in their job, and the government claims that people have right to take care of their family (Gov.uk 2012). [15] The government policy may be an external driver for flexible working. For example, the UK government argued that every employee has right to require flexible working (Gov.uk 2003). [14]Therefore, organizations have to

provide “flexible working” for employees if they require. According to Sumner (2013), advantage technology is key to flexible working. [30] Technology frees people from people office desks (Sarah 2007). [26] Because of advantage technology; such as the Internet, E-mail, Laptop and Mobile phone, people can do their job no matter whenever and wherever (Mason and Mouzas 2012). [23]

Due to the intense pressure of external environment competition and increasing work-life balance requirement from employees, organizations have found a lot of benefit from flexible working. As Stredwick and Ellis (2005) said, organizations are more likely to refuse to recruit from the pool of those who seek non-standard employment patterns are missing out of a whole raft of talent. [29] Cowell (2005) supports this idea that if once flexible working is embraced, the recruitment pool widens considerably. [6] In addition, increasing flexibility can reduce operating costs, which is in response to competitive pressures (Stredwick and Ellis 1998). [28] Sumner (2013) adds that the flexible working can help organizations reducing expensive office space requirements as not everyone is in the office at the same time. [30] As Thomson (2008) said, flexible working can improve customer service, because at a convenient time to the customers to increase the contact. [32] Therefore, flexible working is a good way to improve customers’ satisfaction and may improve the customers’ loyalty. Furthermore, organization also can use flexible working to improve employees’ loyalty (Strategic Direction 2008). [27] The flexible working also may improve employees satisfaction; for example, as Gardiner and Tomlinson (2009) said that temporary contracts and rotating shifts and other types are more likely to help employers to offer more benefits for employees in terms of reconciling work and outside commitments such as flexi-time and reduced hours. [13] According to CIPD (2007) report, the flexible working can help organizations to improve the recruitment and retention, increase employee engagement, reduced working stress, reduced absence and employee turnover rate, and increase organizations’ reputation. [3] Moreover, another CIPD (2012) report support this view, near 75% of employers believe that the implementation of flexible work practices for employee retention have a positive impact; in addition, more than 73% has been reported for employee motivation have a positive impact, while 72% claimed that the positive impact of flexible working employee engagement levels. Consequently, for using flexible working, it can help organizations to improve their productivity. [4]

In terms of location flexible working, it can be seen as teleworking or homeworking, which are workers regularly, spend time working from home (CIPD 2013). [5] For using the location flexible working, employees can get a lot of benefit. For example,

according to Stredwick and Ellis (1998), location flexible working can improve employees’ productivity and reduce stress. [28] The employees can save a lot of money because they don’t need to spend money on transportation (TBE 2013). [31] Igbaria and Guimaraes (1999) add that teleworking can improve the employees’ satisfaction. [20] As Rasmussen and Corbett (2008) said, teleworking can help employees to balance their work life that people can work at home to take care of their children or old parents. [25] Moreover, CIPD (2013) said the teleworking is “working non-standard hours”, so the employees have more freedom and Autonomy. [5] However, location flexible working also has a lot of drawbacks. Stredwick and Ellis (1998) argued that location flexible working make employees lack of “face to face” communication and motivation, [28] and organizations have to improve communications to avoid the isolation between each colleague (CIPD 2013). [5] Ward and Shabha (2011) argued that employees might feel they are not belonging to companies, and lack of awareness of organizations’ problems. [33] Because of “working non-standard hours”, employees may find it hard to distinct between working time and family life. The employees’ productivity may also decrease because there is less “brain storm” when they work individually (Ward and Shabha 2011). [33] Graaff and Rietveld (2007) argued that the employees might not have enough space to working at home. [17] Illegems et al. (2001) said the employees might easy to ignore the opportunities of development. [21]

Not only for employees, but also employers can get advantages from location working. Employers can reduce the labor cost by using location working (Daniels et al. 2001). [8] Moreover, as Harris (2003) said, location working can improve costumer services and reduce the expensive accommodation expenses. [18] Moreover, organizations’ productivity can be proved by high productivity employees (Stredwick and Ellis 1998). [28] The location working also helps organizations to reduce the cost of absent and retention (Design Firm Management & Administration Report 2001) [9]; in addition, it also helps organizations to get high quality talent (Bigley 2005). [2] Organizations may improve their CSR of environment because of less transportation of employees (AT&T report 2002). [1] In CIPD (2013) view, location working can improve the trust for employees. [5] However, there are some disadvantages for using location working. For example, people find it hard to “measure employee performance and employee productivity” (Hamilton 2014 p13). [19] Another issue for organizations is they have to spend a lot of money on working equipment because the teleworking is based on

modern technology (Sarah 2007).[26] Moreover, CIPD (2013) argued that the organization should provide the same police for employees no matter where they are, such as insurance and training opportunity. [5] Manuela et al (2003) said for achieving location working, the HR and line managers have to provide different management style to manage different employees.[24] Stredwick and Ellis (1998) add that employees might not understand organizations' goals and culture well, and have to face communication problems. [28]

Ctrip started to use location working in 2010. This strategy was pushed from top to down by CEO. They give each employee laptop and cell phone for free to make sure they have advantage technology equipment. In addition, the equipment that was provided by company can be monitored or limited by organization, and organization can know what employees do on this equipment to make sure they only use organization's equipment to work. Organization use policy to encourage employees to work at home. For example, employees can choose work at office or stay at home. In addition, organization gives business goals and deadline to employees, and employees just need to make sure they can finish their job on time no matter where they are. The company has some rule for employee, such as employees that have to go to company for meeting. Organization pays the same salary for location working employees and pays employees' insurance fee. These kinds of implement provide a safety environment for employees that can encourage them to work at home. However, organization lacks the communication with employees, and makes employees feel isolate when they are working at home. Employees don't know their managers and colleagues well. Moreover, company doesn't have objective system to measure employees' performance and productivity. People who work at office have more opportunity to see managers and can easily give managers positive image, which may be good for their career path. Organization doesn't have support system to help employees if they have some problem at home, and employees don't know where to looking for help if they feel no body can help them.

In conclusion, external environment, which include globalization, financial situation, customer requirement, changing profile of the workforce and government policy, force companies that have to face a lot of business challenging; in addition, the advantage technology can help organization to make sure they can proved flexible working strategy to handle these kinds of challenging. The location working has advantages and disadvantages for both employees and employers. Organizations have to make sure they have enough knowledge to solve the weakness of location working to improve their business competition. The Ctrip has done a lot of

good practices for location working and get some benefits from it. However, they still have some problems that can limit the employees' performance and company's productivity. Therefore, as the drawback of location working, they might be need more for the sake of employees.

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An Analysis of the Causes and Harms of Forward Education

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Abstract: Through the rational analysis of the present situation of forward education in China, this paper holds that the scarcity and imbalance of high-quality education resources, parents' irrational education panic and the rendering of utilitarian education are the main reasons for the prevalence of forward education. However, forward education is not really advanced. If it is not advanced, it will lead to backward. It greatly hurts the physical and mental health of children, hinders the comprehensive development of children.

Keywords: forward education; burden of education; Educational competition

INTRODUCTION

In China, forward education has become a normal state. forward education, means that it goes beyond children's conventional level, advances the education and learning that children need to receive in the future, and goes beyond the content and form of education that children should actually receive. It violates both the law of children's physical and mental development and the order of normal education and teaching. In order to ensure the healthy development of children, education and society, it is necessary to clarify the origin of the emergence and development of forward education, and to formalize the harm brought by advanced education.

1. CAUSES OF FORWARD EDUCATION

With the competition of society, forward education has run through the whole process of children's education, and the wind of "helping seedlings" prevails, ignoring the healthy development of students. Transcendence is a manifestation of quick success and instant benefit in education, while forward education is the product of great social environment.

1.1. The root of scarcity and imbalance of quality education resources

First, education is affected by social productive forces, and educational resources are scarce. Although China's economic development has made great progress and achieved the first century goal, on the whole, China's social productivity level is still relatively low. China's education is restricted by the current level of social production, with limited development scale and speed, and limited high-quality resources. Faced with the objective national condition of large population base, most

people will be unable to obtain high-quality educational resources. Second, education is affected by regional disparity, and the distribution of educational resources is unbalanced. Restricted by historical development, regional environment, economic level and other factors, the allocation of educational resources in China is still unbalanced between the east and the west, urban and rural areas, schools and schools. It will still be forced to get involved in the battle for high-quality educational resources.[1] Based on the above objective social reality, some students will be "eliminated", scores become the main criteria for screening. The students can teach in advance during holidays or seek forward assistance from educational institutions. Forward education has become a "sword to kill the enemy".

1.2. The boost of parents' irrational education panic
First, the lack of parents' educational attainment. Most parents are non-professional educators, They have not systematically studied the professional knowledge of children's upbringing, and have not received relevant professional training. They do not understand the laws and characteristics of children's physical and mental development, so they cannot make a correct assessment of students' level.[2] Second, parents' misunderstanding of education burden reduction. In recent years, the Ministry of Education has issued several documents on education burden reduction. But the academic burden of students has increased instead of decreasing. Parents can only intuitively see that students have less schoolwork and leave school early, but they can't understand that "burden reduction" is an extra unnecessary academic burden. They think that burden reduction means not speaking or speaking less in class, which leads to an educational panic of "not learning enough, but failing the exam". Third, parents distrust teachers' classroom. In recent years, "pushing the door to listen to lectures" and "not teach in class, teach after class" have once become social doubts about teachers. They suspect teachers' inaction in class, or seek the interests of after-school tutoring.

1.3. The temptation of rendering utilitarian education
First, the social educational utilitarian atmosphere. Nowadays, the society is full of the influence of "intelligence first, diploma first, score theory only, and enrollment rate only". People are looking at education with utilitarian standards. Second, the school's entrance rate is well-known. The enrollment

rate is the most intuitive way to evaluate the quality of school education at present. In order to maintain the advantage of the entrance rate, advance the teaching content layer by layer, only for the final entrance exam. Third, the business opinion of educational institutions. The only purpose of off-campus counseling institutions is to make profits, excessively exaggerating the academic competition among students, spreading the inaction of school teachers in classroom teaching, exaggerating the role of forward education. Admittedly, forward education has become the golden signboard of all major teaching and auxiliary institutions.

2. HARMS OF FORWARD EDUCATION

Under the current fierce social competition, students and parents regard forward education as a competitive bargaining chip, some schools also regard forward education as a shortcut to pursue the rate of enrollment, and off-campus teaching and auxiliary institutions regard forward education as a business opportunity for profiteering. However, forward education is unfavorable to the development of students, so we must face up to the hazards of forward education.

2.1. Forward education is not advance, but affects normal learning

First, forward education is not necessarily forward. The essence of forward education is to advance, exceed the outline and strengthen, which is unsustainable. The famous Gesell's "Twin Ladder Climbing Experiment" and "University of North Carolina Experiment" both prove that forward education is not always ahead.[3]The advantages of early education cannot always be maintained. The higher the later grades, the children who have received forward education are likely to be overtaken by other children.[4] Second, forward education is not conducive to children's normal learning. forward education takes advantage of the time difference, studies ahead, and pays attention to the review effect and extra learning effect, but it is not necessarily beneficial to advance and exceed the outline. On the one hand, children who have received forward education may cause fatigue effect, weariness of learning, or complacency and carelessness. On the other hand, it will also distract children's attention in classroom study. After all, everyone's time and energy are limited. Therefore, forward education will hinder children's normal learning.

2.2. Forward education impairs children 's physical and mental health

First, forward education will harm children's health. Teaching should follow the principle of gradual and orderly progress, while forward education ignores this rule. Children will always bear excessive academic burden by advancing school-age education to preschool education, junior high school education to primary school education, senior high school

education to junior high school education and tomorrow education to today. Human brain is a developing process, each period has a "load capacity", which often exceeds the tolerance limit of children's brain, causing substantial harm to children's body, and neurasthenia is one of the most common symptoms. Second, forward education will damage children's mental health. The content of forward education is relatively difficult, and children will have great difficulty in learning. They will bear the pressure that they should not bear at this stage, and will have anxiety and frustration. Over time, it will damage children's mental health. [5]In recent years, suicide among students can not be ignored.

2.3. Forward education hinders children's all-round development

Forward education hinders other aspects of children 's development. China's education is all-round development education, and "five educations simultaneously" requires students to get all-round development in moral, intellectual, physical and aesthetic aspects. However, forward education pays more attention to academic intelligence quotient, and it also restricts children's choices prematurely, and discourages children's curiosity.[6]Children's ability of self-judgment and self-selection is insufficient, and they are limited by forward education too early, which leads to their reduced interest or insufficient attention in other aspects. In addition, forward education takes a long time and takes up children's available time, so it is too busy to take into account other aspects of promotion, which is very unfavorable to children's all-round development.

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Discussion on the Construction and Practice of Online Teaching Ecology in the Smart Learning Environment

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Abstract: With the continuous advancement of science and technology, the education model in universities has also undergone earth-shaking changes. In the process of university education, in addition to the traditional classroom teaching mode, modern information technology is also introduced to enrich students' study and life through the use of online teaching mode. However, due to the short introduction time, the form and content are imperfect and not rich enough. In order to further improve the online teaching mode, this paper mainly analyzes the significance of the construction of online teaching ecology in the smart learning environment, expounds the phenomenon of the current online teaching ecology construction, and discusses the construction and its application of online teaching ecology in the smart learning environment.

Keywords: Smart learning; Online teaching; Construction; Practice; Application

1. INTRODUCTION

To carry out online education, it is necessary to create a smart learning environment for students and create an online learning platform through the use of modern science and technology combined with information technology and other technologies, and to further promote and reform the traditional teaching mode. Through the construction of a smart education system in university education, the current educational goals and educational environment can be effectively combined, and the education service method can be effectively improved under the smart learning environment system. In order to further build a smart learning environment, it is necessary to strengthen the construction of smart learning platforms and introduce relevant standards and systems, pay attention to the promotion of online teaching projects, and realize the development of artificial intelligence through continuous teaching practice, so as to effectively build a smart education online platform and better promote the development of school education.

2. THE SIGNIFICANCE OF CONSTRUCTION OF ONLINE TEACHING ECOLOGY

It is of great significance to develop an online teaching model in the process of university education. By using a smart learning environment to construct

an online teaching model, it can effectively comply with the development and requirements of modern education. With the continuous development of information technology, educational models and concepts have also undergone certain changes. In order to further enhance the development of modern education, it is necessary to adapt to the changes of the times, change the teaching environment by combining the mode of information education, and enrich the teaching content, teaching methods, and teaching tools. The online teaching mode can effectively promote the change of teaching environment, teaching methods and teaching ideas, so as to realize teaching innovation and comply with the development of the times [1]. At the same time, constructing an online teaching model is conducive to promoting the development of modern education. In the report of the 19th National Congress of the Communist Party of China, it was clearly pointed out that it is necessary to accelerate the modernization of education to deepen education reform. Therefore, the construction of online teaching ecology environment is one of the important parts of the national informatization strategy. By vigorously promoting the smart learning model, the smart education system can be effectively constructed, thereby promoting the development of modern education, improving the quality of teaching, and making university teaching more scientific, comprehensive and refined [2].

3. SITUATION OF CONSTRUCTION OF ONLINE TEACHING ECOLOGY

There are still some difficulties and problems in the construction of online teaching ecology under the intelligent learning environment. In the process of online teaching in universities, due to the short introduction time of modern teaching mode, most teachers are not fully prepared, the content is boring and the form is single. As a result, students' enthusiasm in participating in online teaching is low, which is not conducive to teachers to carry out relevant teaching activities. And when carrying out online teaching, students' initiative and consciousness are poor. Most students are not aware of the purpose and significance of online teaching. There is a perfunctory and coping attitude in online teaching, resulting in low learning efficiency. Some students even skip classes when participating in online

learning, which is not conducive to the development of online teaching. In addition, in the process of constructing the online teaching environment, the school's intelligent teaching system is imperfect, and the relevant equipment and tools are not complete, resulting in some problems in carrying out online teaching. For example, the network connection fails, the software update speed is slow, and the hardware and other related teaching configurations cannot keep up, thereby reducing the efficiency of online teaching [3].

4. CONSTRUCTION AND APPLICATION OF ONLINE TEACHING ECOLOGY IN INTELLIGENT LEARNING ENVIRONMENT

4.1 To update and enrich digital teaching resources

In the intelligent learning environment, in order to effectively create an online teaching ecological environment, we first need to update and enrich digital teaching resources, so that teachers can use newer and broader teaching resources in the process of online teaching, so as to enrich teaching content, and constantly update and develop teachers' teaching forms, teaching modes and teaching contents, as well as avoiding the phenomenon that the content and form can not keep up with the times. In the process of updating and enriching digital teaching, we should build an intelligent learning environment in an all-round way, make use of information technology and other relevant platforms, combine campus knowledge with external knowledge, so that teachers can use computers, mobile phones and other intelligent devices on campus to realize the seamless connection of teaching resources. And teachers can update teaching resources anytime and anywhere, so that students can work in an intelligent learning environment, update their own learning materials at any time, including video, audio and various multimedia teaching courseware, so as to further realize the purpose of online discussion and online learning [4].

4.2 To build an interactive online teaching platform

In the intelligent learning environment, in order to further improve students' learning enthusiasm and initiative and enable students to consciously participate in the online learning process, an interactive online teaching platform can be effectively constructed when creating the online teaching ecological environment, so that students can interact with teachers in the online learning process through online discussion, online teaching, online test and other methods, and students' enthusiasm and initiative in learning can be improved. At the same time, through the education and popularization of wisdom and related knowledge for students, students are aware of the importance and significance of online teaching and they can further promote the advantages of online teaching, so as to stimulate students' learning enthusiasm, enable students to actively participate in relevant teaching processes and

form a close interactive relationship with teachers [5].

4.3 To improve relevant facilities and equipment for online teaching

In the intelligent learning environment, in order to effectively build an online teaching ecology environment and effectively apply the online teaching mode, the school must improve the relevant facilities and equipment of online teaching. First of all, the school need to update the teachers' teaching equipment, formulate an efficient online teaching system, and create an exclusive online teaching platform. Under the maintenance of professional and technical personnel, the school should constantly update the relevant systems and software of online teaching platform. In addition, combined with the successful cases of online teaching in colleges and universities at home and abroad, the school should introduce advanced online teaching software and systems at home and abroad, and create a unique online teaching platform of the university and improve the relevant facilities, equipment and software systems of online teaching combined with the characteristics of teachers and students of the university [6].

5. CONCLUSION

In summary, in the development of the new era, creating a smart learning environment has an important role and significance in contemporary university education. It can effectively adapt to the development of the times, promote the development of modern education, and build a high-quality teaching system and mode. Although there are certain difficulties in the process of creating a smart learning environment, teachers' online teaching resources are single, students' consciousness and initiative are weak, and the school's smart teaching platform is imperfect. However, in the process of building a smart learning environment, through updating and enriching digital teaching resources, the construction of interactive online teaching platforms, and the improvement of related facilities for online teaching can effectively enhance the school's capabilities of online teaching and further improve the quality of online teaching.

ACKNOWLEDGEMENT

This paper is supported by the higher education teaching reform project of Zhejiang Open University in 2020: online teaching ecological construction and Application Research under the integrated intelligent learning environment (XJG202006)

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Chinese Undergraduate Acting Training System: Different Requirements for Curriculum Modifications for Stage Acting and Screen Acting

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Abstract: Chinese acting education is a unique and relatively unified system that does not differ in its training for theatre and film actors. While there are different colleges of acting for film and theater, the training and curriculum for acting students is roughly the same.

Keywords: Stage acting, screen acting, education

1. INTRODUCTION

Chinese acting education is a unique and relatively unified system that does not differ in its training for theatre and film actors. While there are different colleges of acting for film and theater, the training and curriculum for acting students is roughly the same. To be more specific, for students majoring in acting, regardless of their future career path, they are expected to take the same set of required courses, and there are generally no elective courses for them to choose according to their specific interests or needs. [1] To put it simply, during the four years of bachelor's degree studies in Chinese acting colleges, the curriculum for acting majors can be systematically divided into four major categories: voice, lines, physique, and acting. Each semester has detailed training periods for each of these four disciplines. Although there is no clear distinction between screen acting and theater acting training in China, systematic acting training has a relatively small influence on students who pursue different directions in various film and theatre fields. [2]

2. Given that the majority of Chinese acting academies' acting training programs still concentrate on theatrical training, and the overall content of acting classes primarily revolves around stage acting, this makes perfect sense. While there are institutions supposedly focusing on screen acting training represented by the Beijing Film Academy, in terms of the acting education, there is a lack of on-camera acting training within the curriculum of acting majors.

Yi (2020, p. 95) brought up that the prevailing curriculum of the acting majors in most Chinese academies is devoted to conducting practical training for actors. Taking Stanislavski's acting system as the

core training content, adopting the stage as the main training, the practical teaching of acting formats to accomplish the actors' acting creation accounts for approximately 80.4% of the total training hours. The teaching of on-camera acting only occupies 19.6% of the total training hours. Most existing on-camera acting teaching simply includes teaching the difference between stage acting and on-camera acting, and basic on-camera acting theory. There are no film acting skill targeted trainings, and systematic and effective methods of on-camera acting teaching have not yet been established. Thus, upon graduation from school, students can neither quickly adapt to the shooting requirements of the film production team, nor can they master the rules and techniques of film acting. This is also the crux of why students trained by the Beijing Film Academy remain uncomfortable with camera-based acting after graduation (Yi, 2020, p. 95).

It has been observed that some actors who are engaged in the screen acting industry have believed that there is a certain difference between stage acting and screen acting. Their training in school primarily concentrated on stage acting, with little or no training in school for on-camera acting. [3] As a result, it is difficult for them to adapt quickly upon entering the workforce, which could be overcome by enhancing the diversity of acting training programs. These actors have identified the importance of providing on-camera acting options in acting training programs to facilitate awareness and learning about on-camera acting for students who are interested in a future career in film and television.

Those who are pursuing a career in stage acting are more interested in schools that offer a more diverse approach to acting training, rather than adhering to a single traditional approach for acting training. Many stage actors claimed that there has been a growing prosperity in the Chinese theater market in recent years, particularly with the increasing number of foreign plays gaining access to the public. [4] If Chinese acting education stays solely in the traditional mode, it can no longer cope with the market's requirements for well-trained and versatile

actors. According to respondents, they often experience a sense of powerlessness in dealing with diverse theatre directors upon actually entering the workplace. They have realized that their studies are not sufficient to fulfill the directors' requirements for characterization in performance.

3. CONCLUSION

Schools should adjust the singularity of acting training and introduce more diversified acting training methods for their students. As an example, in recent years, the Shanghai Theatre Academy, has introduced the Michael Chekhov Method, the Alexander Method, the Fismoris Voice Training Method and the Suzuki Tadashi Method.[5] All these have broadened students' horizons and provided them with more options, which help them identify a more appropriate acting method, with a view to adapt themselves in time to accommodate the requirements of the diversified market for actors in the workplace, instead of just limiting themselves to a single training

method (Li, 2019, p. 180).

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Thoughts on the Path Innovation of Teachers' Moral Cultivation Education Based on Care Theory

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Abstract: Nowadays, with the development of social economy and the deepening of China educational reform, the cultivation of teachers morality education has become a hot topic. In the mid-1980s, Neil Noddings, a famous American educator, put forward the theory of care. Noddings believes that the current educational reform, especially the standardized curriculum reform and behaviorism teaching reform, not only did not contribute to the progress of society, but also led to the lack of humanistic care in real education. Therefore, from the perspective of care theory, this paper will study and discuss how to carry out teacher ethics cultivation education, effectively strengthen the communication between teachers and students, and create a good learning atmosphere for students later study and life.

Keywords: Caring theory; teachers morality cultivation education; Innovation path

1. INTRODUCTION

As an educator, he is often troubled by the problem of "how to really care for students and get their happy recognition and positive response", which is also a real problem in educational practice. Over the years, the research of educational theory in China has injected fresh blood into the cultivation education of teachers morality based on care theory, and many researchers have carried out the research on Teachers moral care literacy. However, the vast majority of researches on Teachers ethics care literacy focus on the theoretical discussion, only stay at the level of understanding knowledge, ignoring the practical problems in care practice, resulting in the lack of pertinence in the construction of teachers ethics cultivation education. Therefore, the author will explore the innovative path of teachers Moral Cultivation Education from the perspective of care theory.

2. Analysis of care theory

The proposal of notting caring theory was inspired by G. Gilligan, a feminist moral psychologist. Gilligan believes that compared with men, women are more inclined to care and relationship, while men are more inclined to principles and personal rights. In particular, Gilligan believes that we should emphasize the love and care between people and pay attention to the discovery and response to the needs of others. On this basis, nottinges systematically constructed the theory

of care, and directly applied it to the practice of school moral education.[1]

Most people believe that caring is not only an action, but also a virtue. And Noddings regards caring as a relationship "The most important significance of care lies in its relationship. Care means a relationship. Its most basic form is the connection and contact between two people. Of the two people, one gives care and the other receives care. "The caring relationship between the caring person (teacher) and the cared person (student) must have corresponding conditions at the same time. It is inseparable from the proposal of students needs and the response of teachers to all reasonable and beyond reasonable needs of students.

Caregivers have the following two psychological characteristics: first, attention. That is, the caregiver needs to pay unconditional, wholehearted and open attention to the people concerned; Second, motivation displacement, that is, a part of one energy is transferred to the awareness of the people concerned and their activities. In contrast, the concerned party must also accept, recognize and respond to the care of the caring party. The formation of caring relationship must be established and formed by the needs of the cared and the caregiver can accurately identify and respond. Such a caring relationship is effective when the cared person recognizes and accepts the caring behavior of the caregiver. It can be seen that the caring relationship is not one given by one party and accepted by the other. Although the cared person seems to be in a weak position and needs help, the cared person also needs affirmation and encouragement, and the cared person also has the responsibility to provide feedback to the care of the caring party. Both sides can also experience the beautiful feelings between people in the caring relationship, so caring is an equal and mutually beneficial relationship. If caring is regarded as a virtue, the caregiver attention will not focus on the person being cared for, but will turn to caring about his own moral ideal. Similarly, since the person being cared for is not the purpose of care, he will not realize that he has the responsibility to recognize and respond to care, which is not conducive to the maintenance and consolidation of the care relationship.

3. Starting from students; needs: the practical orientation of caring teachers

(1) Types of student needs

Due to the influence of the current overall education mode and environment, students rarely or even won't tell their parents and teachers about their needs in their daily study and life. And many times students don't know what they really need. So where should teachers start? In order to enable teachers as caregivers to easily identify the "needs" of students, Noddings divided "needs" into "explicit needs" and "inferred needs".

"Express needs", that is, express their needs clearly and actively "Inferred needs", that is, the students' needs inferred by teachers according to the actual situation. One is generated from the internal needs of students, the other is generated from the external needs of teachers.[2]

(2) Recognition of students' needs

So that teachers can make a positive response to students' needs, it also needs the support of emotional power. Attaching importance to emotional power is not only one of the important characteristics of Noddings' care theory, but also an important requirement for teachers' moral quality. Therefore, in the actual classroom teaching, teachers should show their passion to students, so as to drive students' learning enthusiasm and pave the way for cultivating students' innovative consciousness. Nottinges believes that education should be full of passion, and teachers should also be full of passion in teaching, which shows the emotional power and irrational spirit of teachers. Only when teachers integrate their wisdom, emotion and thought into classroom teaching, can they promote students' better development and promote the progress of China's education. In short, teachers' moral cultivation education and students' practical needs are inseparable from teachers' emotional injection.

If teachers want to recognize and understand students' needs, they first need to experience students' emotional world. When students show an urgent need, the deeper the feeling of longing, doubt and fear, the more teachers can enter and fully experience students' emotional world, and the more teachers can understand students.

(3) Response to students' needs

After accurately identifying and fully recognizing the "needs" of students, whether based on the "response" students want is the last and key link in the care of teachers and students. If the first two links are very smooth, then the last link will be logical. But there are still some problems: first, the teachers' response to students may not be accepted by students. This requires teachers to give different responses according to different students. Second, the way teachers give students "response" directly affects students' psychological state. If it is not handled properly, it will bring great psychological burden to students.

3. Transformation of teachers' concept: the way to cultivate caring teachers

The independent cultivation of caring teachers must start from the change of concept, which mainly

includes the following contents:

(1) Weakening professional consciousness and being a caring person -- the role transformation of caring teachers

Nottinges believes that as a caregiver, we must first have a sense of being a caregiver. As far as teachers are concerned, teachers must dilute their professional consciousness in the actual teaching work. It is not so much desalination as "abandonment". Its profound meaning is to enable teachers to participate in the caring relationship with common human love. If teachers have a strong professional awareness, it will not only make teachers look down on students, but also make teachers ignore the needs of students. In the long run, teachers will gradually narrow their scope of work to the narrow world of schools and classrooms, resulting in the inability to improve their knowledge, skills and teachers' ethics, and ultimately affect their teaching effect. In addition, the success or failure of education depends not only on the efforts of teachers, but also on the support of various educational forces in society. Only by weakening professional consciousness can teachers and parents establish a good cooperative relationship, which is conducive to the formation of a caring relationship. On the one hand, teachers should cultivate their ability to pay attention to and distinguish students' needs, so as to strengthen their openness and acceptance; On the other hand, it is necessary to set up a caring example for students on the basis of building a caring relationship, so that students can learn to care from being cared for.[3]

(2) Infecting people with emotion -- showing the emotion of caring teachers

As mentioned above, care theory, as a new theory, advocates that all education should mobilize people's emotions and respond to people's needs. This requires teachers not only to systematically explain the knowledge to be taught, but also to be good at observing and guiding students' learning passion and excitement. Only paying attention to the teaching of knowledge without paying attention to people's spiritual reality is not only the suppression of teachers' pride and passion, but also the damage to students' vitality and innovative consciousness.

(3) Dialogue with students -- the inclusive principle of caring teachers

To talk about our own world outlook to the other party we don't know is not to impose this world outlook on the other party, but to talk with the other party and discuss each other's world outlook. Nordins believes that dialogue plays an extremely important role in learning, which makes it the most effective and direct way to maintain intimate relationship. Dialogue is a process of mutual pursuit of understanding, sympathy and appreciation. It can be serious, logical and result oriented; It can also be relaxed and imaginative. In China, the long-term dignity of teachers has formed a great gap between teachers and students. This requires teachers to put down their high shelf and learn some

communication skills while getting along with students equally. Starting from students interests and hobbies, they should gradually establish a friendship bridge with students, so that students can feel that communicating with teachers is a relaxed and pleasant thing, which is conducive to the formation of caring relationship.

4. Summary:

The cultivation of teachers' morality is reflected in all aspects of teaching life, the most important of which is the transformation of ideas and ideas. This paper only discusses the innovative path of teachers' morality cultivation education around the theory of care. The cultivation of teachers' morality and the needs of students complement each other. As an educator,

doing a good job to meet the needs of students is to improve his own moral quality.

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Application of Blended Teaching Model in Public Teaching of College English

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Abstract: With the continuous development of the society, the Internet era makes the development of network changed rapidly, which promotes the continuous development of various industries, including the cause of education. Therefore, in higher education, the blended teaching model comes into being under the background of such a big era. College English is a public compulsory course that is important and can not be ignored for every college student. How to innovate teaching methods and promote the scientization and effectiveness of the course is a topic that needs to be constantly considered and discussed in today's college education. This paper researches and discusses the application of blended teaching model in the public teaching of "College English."

Keywords: Blended courses; College English; Public teaching; Application

INTRODUCTION

With the continuous advancement of quality-oriented education and comprehensive education in China today, colleges and universities have begun to carry out educational reforms, and actively responded to the requirements of educational reforms, and made full use of various Internet resources to create a new teaching model based on the Internet and on the educational resources obtained from various channels. Blended teaching mode is one of them. On the one hand, the blended teaching model makes use of the diversified teaching modes and teaching means of information technology to improve students' enthusiasm for learning. On the other hand, teachers have carried out teaching through the new means of flipped courses, official account and micro class, so as to build a platform for students to liberalize and personalize and create more autonomy for students. Thus how to develop a blended teaching model for public course of college English has become a common research topic for teachers.

1. OVERVIEW OF BLENDED TEACHING MODE

The blended teaching model mainly refers to the application of information technology to enable the traditional classroom teaching model to be effectively integrated with Internet teaching, that is, to comprehensively create an integrated offline and online hybrid teaching. The blended teaching mode effectively integrates the advantages of traditional classroom teaching mode and the Internet teaching,

turning students into the domination of the teaching, achieving the goal of mobile learning and flipping the classroom in curriculum teaching. It can not only fully stimulate the initiative of students to learn independently, but also further improve the coverage of teaching and improve the teaching efficiency and teaching quality.

2. ADVANTAGES OF BLENDED TEACHING MODEL IN PUBLIC CLASSROOM OF COLLEGE ENGLISH

2.1 To effectively improve the teaching quality and learning efficiency

The application of blended teaching mode in College English course can not only give full play to the leading role of teachers and the advantages of organization and management in traditional courses, but also integrate the advantages of new teaching tools such as multimedia teaching and internet teaching platform. Teachers can carry out personalized teaching with the use of high-quality teaching resources, and students can freely arrange the place and time of independent learning. The application of blended teaching mode of College English curriculum effectively caters to students' habits of using the Internet, pays close attention to the trend of the times, scientifically grasps students' psychological characteristics, makes full use of diversified teaching modes and rich teaching resources, and comprehensively stimulates students' enthusiasm for English learning, which can undoubtedly effectively improve the teaching quality and learning efficiency.

2.2 To meet the requirements of personalized English teaching

The application of blended teaching model in College English curriculum can fully highlight the domination of students, and teachers also play a guide in students' learning activities in this process. Throughout the application of blended teaching mode in College English curriculum, teachers are no longer the only controller in curriculum teaching, but assist students in English autonomous learning in the process of teaching and guiding. And according to the actual situation of each student, targeted English learning plans can be formulated, so that students can learn actively and meet the requirements of students' personalized learning [1].

3. THE APPLICATION OF BLENDED TEACHING MODE IN THE PUBLIC COURSES OF COLLEGE

ENGLISH

3.1 To promote the effective integration of offline teaching mode and online teaching mode

Both offline and online teaching modes are the basis for the development of blended teaching of College English courses, and their effective combination cannot be ignored. Therefore, we should deeply focus on students in the process of College English teaching, analyze the respective advantages of offline and online teaching modes, and comprehensively weigh and integrate advantages of these teaching modes, so that they can be seamlessly connected. Based on the actual situation of college English teaching, according to the specific analysis of students' personality and stage characteristics, various information technology advantages and information teaching methods are integrated into the classroom to improve the efficiency and quality of teaching. For online teaching, in the process of guiding students to learn independently, teachers help students formulate targeted learning plans and learning goals, and use the Internet for multiple interactions, so as to effectively make up for the shortcomings of offline teaching models and further consolidate the results of college English teaching in higher vocational colleges.

3.2 To establish a student-centred mobile learning model based on the Internet

As a language subject, English is more focused on practical application to a certain extent. Therefore, the offline teaching model has great limitations in cultivating students' language skills. As we all know, in the offline teaching mode, teachers are the leaders of classroom knowledge, and students spend relatively little time in the practice of oral English throughout the classroom. Although students can master the relevant grammar through learning, their overall language application ability is relatively poor. Studies have suggested that multimedia materials containing rich visual information can promote and help language learners. Therefore, teachers should make full use of the advantages of information technology, use rich Internet resources and diverse teaching methods to stimulate students' interest in learning, and use professional network platforms or WeChat groups, QQ groups, etc., to publish corresponding learning topics and set learning tasks, and to encourage students to communicate in the above platforms through English. In addition, teachers can also regularly publish relevant mobile learning resources, English materials, and English learning videos through the above platforms, guide students to communicate around learning content, and recommend some official public accounts and learning software about English to students. And teachers need to guide students to actively use various Internet learning resources, and help students gradually develop a good habit of mobile learning [2]. In addition, teachers can also regularly analyze the

learning situation of students. For students who are lacking in learning, they should actively help them analyze the corresponding reasons and formulate targeted learning strategies, so that the advantages of the mobile learning model can be fully utilized. It can not only broaden students' horizons and meet their individual learning needs, but also improve their language application skills.

3.3 To establish a diversified evaluation links for blended teaching model

As an indispensable part of teaching, evaluation is related to the inspection and consolidation of teaching achievements. For the evaluation of blended teaching model of College English, we can not evaluate students only through the final examination. It requires teachers to make full use of the online platform and establish a diversified evaluation model, that is, to make an objective and fair evaluation in full combination with students' classroom learning and online learning through the online platform, and to include their usual results into the final assessment according to their daily learning. For the evaluation of practical teaching, comprehensive evaluation should be carried out from the situation of online communication and discussion, online learning participation, classroom learning and completion of after-school tasks, so as to objectively evaluate students' learning achievements and learning attitudes, and earnestly improve the effectiveness of teaching.

4. CONCLUSION

With the advent of the Internet era, the development of education is bound to be changed rapidly. The blended teaching model is the product of this era. To sum up, the application of blended teaching in the public curriculum of College English can effectively improve the teaching efficiency, give full play to the advantages of the combination of online teaching and offline teaching, so that they can complement each other, and jointly promote the improvement of learning and teaching efficiency. At the same time, in order to fully apply the blended teaching mode in College English courses, teachers need to fully combine the advantages of offline and online teaching mode, break the disadvantages embodied in the traditional teaching mode, and improve the quality of English teaching.

ACKNOWLEDGEMENTS

The study was supported by "science research project of Inner Mongolia Autonomous Region Higher Learning Institutions (Grant No. NJSY20311)".

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The Internet + Discipline Competition Team Help the Applied Undergraduate Students Improve the Employability and Entrepreneurship

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Abstract: As the problems of the discipline competition team exists in improving the applied undergraduate students' abilities of employment and entrepreneurship in the era of Internet +, this paper puts forward some reforming ideas. So promoting learning, employment and entrepreneurship by competition is the main education idea. Meanwhile the construction plan of the discipline competition team is studied, which establishes a stable and sustainable college student discipline competition team, confirms the people-oriented innovative talent education mode, builds a multi-dimensional innovation and practice platform. Thus these can enhance the height and depth of students' personal knowledge and abilities and develop innovation. Besides, it can make higher education more meet the needs of the development of contemporary college students. Eventually the employment and entrepreneurship of college students are vigorously promoted.

Keywords: Internet +; the discipline competition team; Employment and entrepreneurship; Education mode

1. INTRODUCTION

In 2015, Premier Li Ke qiang proposed the Internet + projects in the government report. Since then, the Internet + have sprung up in all walks of life in China. A new industry of Internet + arise with the integration of information, communication technology and various industries. So This provides opportunities and challenges for college students with internet thinking and professional knowledge[1].

The cultivation of discipline competition team in universities focuses on improving the professional knowledge and practical ability usually with the goal of winning prize. However, the fundamental task of application-oriented universities is to enhance students' ability of employment and entrepreneurship so as to serve local economic and social development [2-3]. Therefore, the ultimate goal of cultivation of discipline competition team in the application-oriented universities is to improve the abilities of students' employment and entrepreneurial.

In the course of training the competition team, it can not only pay attention to the depth and breadth of manipulative ability, professional knowledge and comprehensive quality, but also it inspires students' thinking and awareness of employment and entrepreneurship[4]. It makes up for the shortcomings of employment and entrepreneurship, effectively elevates students' abilities of employment and entrepreneurship to successfully find a job [5].

2AT PRESENT THE MAIN PROBLEMS EXISTING IN THE COLLEGE STUDENTS' DISCIPLINE COMPETITION TEAM

2.1 Problems of employment and entrepreneurship existing in the application-oriented universities

With rapid development of the technical level of the whole industry in the era of Internet +, the demand of market for talent is also greatly increasing day by day. Therefore there are higher requirements for the abilities of applied college students. However, the abilities of graduates' own does not effectively match the jobs, which brings many obstacles to hunt jobs or start their own business. In the application-oriented colleges the main direction of employment is the front-line technical positions of enterprises. The employment types of application-oriented colleges' students are relatively fixed compared with graduates in other majors. So it leads to fixed thinking, mode and weak awareness of employment and entrepreneurship.

2.2 Problems arising in the construction of the discipline competition team

There are domestic well-known teams, as the combining & creation team in Huazhong University of Science and Technology, the competitive robot in Harbin Institute of Technology. Although the aims of improving abilities of finding jobs and starting businesses are not clear, policies and team system are insufficient, these are unable to continuously improve the abilities of employment and entrepreneurship and do not play a due role in this respect.

At present, most of the discipline competition teams are temporarily formed due to participating in science and technology competitions or applying for student science and technology projects. Most students have

the thinking of competing for the competition. The positive significance of the construction of the discipline competition team for employment and entrepreneurship cannot be comprehensively and deeply understood by the students. At the same time, the policies are not completely made about the competition team in universities, so it is difficult to effectively guide teachers and students to set up teams. Because many teams are established spontaneously, the effective connection between teachers and students is very weak and the experimental site, instruments and equipment cannot be ensured, which hinder their sustainable development. The most critical is that teams will dismiss at the end of the competition, not forming a fixed team. To some extent students' personal practical abilities and professional knowledge are strengthened, but employment and entrepreneurship thinking, consciousness need to be trained for a long time. It cannot immediately improve the abilities of students' employment and entrepreneurship. In conclusion, the competition teams need to grow up sustainably and healthily.

3. IDEAS OF DEVELOPMENT

Competition teams are built in the professional discipline competition with the main education idea of promoting learning, employment and entrepreneurship by competition. Students and teachers are offered some new independent and exploratory learning ideas with the training mode of transmission, help and guidance. The college students are cultivated, which possess the basic professional knowledge and skills, high comprehensive engineering quality and the ability of employment and entrepreneurship. The trainings and competitions are organized in spare time, which are at all levels, so that the ability of solving practical problems significantly increases. It makes up for the shortcomings of employment and entrepreneurship and deeply explores the students' abilities of innovation and entrepreneurship through improving professional basic knowledge, training basic skills, participating in subject competitions.

4 THE CONSTRUCTION PLAN OF THE DISCIPLINE COMPETITION TEAM

4.1 Establishing a stable and sustainable college student discipline competition team

According to the characteristics of the discipline and talent training and growth needs of electronic information engineering, a stable and sustainable discipline competition team is established. First, make sure what is the direction and goal of discipline competition team. Second, to enhance the abilities of employment and entrepreneurship in application-oriented colleges, it is very essential to form a perfect construction plan of the discipline competition team; third, on the basis of member selection and system construction mechanism, a stable and integrated discipline competition team can

be established with multiple research directions, constantly optimizing training system in practice, cultivating the spirit of unity and cooperation, and developing healthily and efficiently.

4.2 Building innovative talent education mode based on enhancing the abilities of employment and entrepreneurship

With the purpose of cultivating college students' consciousness and ability of employment and entrepreneurship, team is formed and managed according to students' interest and ability. Members of the team can learn about hardware circuit designing, welding and debugging, software programming, circuit diagram drawing and writing. After the team recruits freshman, students are preliminarily screened by teachers and senior members based on personal will and comprehensive quality. And then the students are arranged to participate in different directions of learning and training on the basis of the actual situation. For a period of time a team consists of three students freely which have got three basic abilities to participate in all kinds of discipline competition at all levels. The thread running through the whole process is the theme of cultivating the awareness and the abilities of employment and entrepreneurship. A guidance team is mainly comprised of young teachers, supplemented by senior teachers. A hierarchical innovative talent team is established corresponding to a hierarchical training mode, which the senior students are directly guided by the tutors and the junior students are directed by the senior students in the process of training. In the process of innovation and training communication with team members is strengthened and the hierarchical training mode of relay innovation team is effectively established by the way of getting the new moving by the old. Once the virtuous cycle is formed, the competition teams grow up sustainably and continue to improve the ability of employment and entrepreneurship.

4.3 Building a multi-dimensional innovation and practice platform

First, a designated area in the professional laboratory of the department is open to the competition team in the spare time. The team can study and train normally in the laboratory as soon as standardizing the laboratory management, improving the guarantee system, clarifying rights and responsibilities, formulating the lending rules for instruments and equipment, implementing the open system guarantee. Secondly, universities which combine with companies such as Guo Xin Lan Qiao Education Technology Co., Ltd. and Tianshui Huatian Technology Co., Ltd. build an innovation and practice platform, jointly cultivate students and organize professional competitions. The companies provide basic instruments and equipment, regularly conduct professional knowledge and skills training and finally furnish priority employment to the

graduates with excellent performance in the competition. In this way, students' professional knowledge and skill have not only been improved, but also the adaptation time of employment has been greatly shortened, employment abilities greatly increase with certain entrepreneurial and career migration ability. At the same time, it is necessary to strengthen the contact between universities and enterprises in relevant industries for information exchanging and resource sharing mechanism, channels understanding the dynamics of cutting-edge technology, contacting the latest changes in the industry, meeting the market employment demand. These lay a solid foundation for students' future and career development, realizing the connection between the abilities of improving employment and entrepreneurship and catering for skills competition.

5 CONCLUSIONS

Under the background of Internet + the cultivation mode of discipline competition team is effectively built, which improves the abilities of employment and entrepreneurship and adapts to the characteristics of application-oriented colleges. So promoting learning, employment and entrepreneurship by competition is the main education idea. Establishing a stable and sustainable college student discipline competition team, confirming the people-oriented innovative talent education mode, building a multi-dimensional innovation and practice platform, which gradually help the discipline competition team develop normalized and orderly combined with Internet +.

ACKNOWLEDGEMENT

This paper was supported by the following projects.

1. College Students' Employment and Entrepreneurship Promotion Projects of Bureau of

Gansu Education in 2021 "The Internet + Discipline Competition Team Help the Applied Undergraduate Students Improve the Employability and Entrepreneurship" (Project Number: 10)

2. the Entrepreneurship and Innovation Education Reform Foundation Project of the Lanzhou Institute of Technology " Teaching Reform and Practice of Analog Electronic Circuit Mass Entrepreneurship and Innovation Course" (Project Number: LGYCXJG-21-11)

3. the Lanzhou Institute Technology of Top Class Project in 2021 "Circuit Analysis" (project number: 17)

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Opportunities, Challenges and Countermeasures of Mixed Ownership of Higher Vocational Education under the Background of Double High Construction

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Abstract: Under the background of the “double high plan”, the exploration of mixed ownership in higher vocational education is conducive to deepening the system reform of higher vocational education, alleviating the shortage of higher vocational education funds, connecting higher vocational education with the market demand and meeting the talent demand of local enterprises. However, in exploring and developing mixed ownership school running, higher vocational education also meets some problems, such as imperfect legal system, insufficient driving force for reform, enterprises’ fear of mismatching investment and income, imperfect management and operation mechanism and so on. Therefore, we should speed up legislation, clarify property rights, encourage school running and establish pilot projects to promote the development of mixed ownership school running in higher vocational education.

Keywords: double high construction; higher vocational education; mixed ownership

1. INTRODUCTION

On January 24, 2019, the State Council issued the Implementation Plan of National Vocational Education Reform, which proposed to start the implementation of the construction plan of high-level higher vocational schools and majors with Chinese characteristics. The introduction of “Double High Plan” has accelerated the reform of higher vocational education, and running schools with mixed ownership is an important measure of higher vocational education reform, which is great significance and value to higher vocational education. Under the background of “Double High” construction, how to do a good job in running schools with mixed ownership of higher vocational education and realize the benign development of higher vocational education is an important mission of every higher vocational educator.

2. OPPORTUNITIES FOR MIXED OWNERSHIP OF HIGHER VOCATIONAL EDUCATION UNDER

THE BACKGROUND OF DOUBLE HIGH CONSTRUCTION

2.1 It is conducive to the deepening reform of higher vocational education system

Higher vocational education has developed on a certain scale in China, forming an education system including college, undergraduate, master and doctoral levels, and has made great achievements in continuous reform. However, due to its particularity, it has less independent power to run schools, which does not meet the requirements of the current development of market economy and restricts the reform of higher vocational education. The development of mixed ownership school running and the combination of production and learning will help higher vocational colleges deepen the system reform, make major breakthroughs in talent training mode, teaching management system and social service ability, and promote higher vocational teaching.

2.2 It is helpful to alleviate the shortage of higher vocational education funds

In recent years, with the continuous expansion of the scale of higher vocational colleges, higher vocational education has made significant development, and the financial investment in higher vocational education is also increasing. However, higher vocational education is different from ordinary higher education. It has a large investment in the construction of training base, the purchase of training equipment and the technical training of students. The lack of funds is a major problem met by higher vocational education. Exploring the school running mechanism of mixed ownership in higher vocational education is conducive to absorbing a variety of capital for joint school running, integrating a variety of resources under the guidance of the government, and alleviating the shortage of funds for higher vocational education.

2.3 It is conducive to the connection between higher vocational education and market demand

The main purpose of higher vocational education is to cultivate qualified skilled talents for society and enterprises, but the teaching in higher vocational

colleges mainly depends on teaching materials and short-term practical training. With the rapid growth of China's economy, the education of higher vocational colleges obviously lags behind the market demand, which is not conducive to the development of higher vocational education. Exploring mixed ownership school running in higher vocational education, encouraging enterprises to participate in school running, and improving the construction of school enterprise cooperation mechanism can not only make higher vocational education meet the market demand, strengthen professional talent training, but also enable enterprises to directly face the school and obtain professional technicians, so as to make full use of the advantages of higher vocational education.

2.4 It is conducive to meeting the talent needs of local enterprises

The students of higher vocational colleges mainly come from local high school and secondary vocational school graduates. After graduation, they mainly work in local enterprises. Therefore, higher vocational education undertakes the important task of cultivating high-quality talents for local enterprises, so as to stimulate the development of local economy. Through the establishment of mixed ownership school running, the government, enterprises and schools are united. The government provides policy support for enterprise development; enterprises provide financial and technical assistance for school development; schools provide human resources for enterprise development; enterprise development contributes to local development, integrates various forces and promotes the realization of the interests of all parties. [1]

3. THE CHALLENGE OF MIXED OWNERSHIP OF HIGHER VOCATIONAL EDUCATION UNDER THE BACKGROUND OF DOUBLE HIGH CONSTRUCTION

3.1 Being lack of corresponding laws and regulations to support

The development of mixed ownership school running in higher vocational education has a short development time in China, which is an important measure for the reform and development of higher vocational education. Although it is conducive to the sound and healthy development of higher vocational education, it also meets many problems in many aspects, such as the nature of school running and unclear property right relationship. The reason is that the construction of corresponding laws and regulations in China is still in the initial stage. Without providing specific support, the mixed school running of higher vocational education is still in the superficial stage, and the actual effect is greatly discounted, which finally affects the development of mixed ownership school running. [2]

3.2 Being lack of motivation for the reform of public colleges and universities

Public colleges are not only the main force of higher

vocational education, but also the focus of social attention. At present, the development of public higher vocational colleges mainly depends on the capital investment of the government, and the administrative characteristics of its management mode is obvious. To carry out mixed ownership school running, public colleges and universities will face such problems as how to divide and define decision-making, income and property rights, how to evaluate school assets, or how to quantify and assess teachers and workers, etc. The existence of these problems is difficult for public higher vocational colleges to solve in the short term. Therefore, public colleges and universities have many concerns about how to carry out mixed school running, lacking motivation for school reform. [3]

3.3 Enterprises are worried about poor long-term investment income

Mixed ownership school running in China is still in the primary stage and has not formed a mature scheme. In the actual operation, all parties have concerns. The goal of the enterprise is to pursue profit and run a school with mixed ownership. What the enterprise requires is to obtain direct income or create obvious value for the development of the enterprise. If the mixed school does not reach the expected goal of the enterprise in the short term, the long-term investment will deter the enterprise, and the enthusiasm for cooperative school running will be greatly reduced, which will eventually affect the mixed school running.

3.4 The management and operation mechanism is still in the exploratory stage

At present, there are many problems in the management of mixed ownership schools. There are "Large Mixed" and "Small Mixed" in mixed higher vocational colleges. Under the "Large Mixed", higher vocational colleges adopt the management mode of enterprises, which greatly improves the work efficiency of teachers and workers, but the guarantee of their interests is not as good as that before mixing, resulting in the stability of teachers. Mixed schools are affected "Small Mixed" means school enterprise cooperation. The management mode of each management is difficult to meet the development needs of the times.

4. COUNTERMEASURES OF MIXED OWNERSHIP OF HIGHER VOCATIONAL EDUCATION UNDER THE BACKGROUND OF DOUBLE HIGH CONSTRUCTION

4.1 To speed up the legislative process and provide legal protection

Although the reform and opening up has gone through more than 40 years, it is not very complete in many aspects. The lack of legal construction of mixed ownership school running is the main reason affecting its development. Therefore, it is necessary to speed up the process of relevant legal construction. On the one hand, we should strengthen the

exploration and development path, constantly find problems in practice, carry out professional discussion, and constantly improve the construction of relevant laws, so as to provide legal support for mixed school running. On the other hand, we should continue to carry out special research, learn from the advanced experience of foreign mixed schools, and introduce relevant policies and regulations for guidance in combination with our own reality, so as to promote the development of mixed schools. [4]

4.2 To clarify the definition of property rights and stimulate the enthusiasm of running a school

The desire of enterprises for professionals is the driving force for them to participate in mixed schools. However, in actual operation, the unclear definition of property rights makes enterprises hold a wait-and-see attitude towards mixed schools. Therefore, we should clarify the ownership of property rights and stimulate the enthusiasm of enterprises for running schools. On the one hand, we should improve the school property right system, clarify the value of the elements of educational property rights, and promote the flow of educational property rights. On the other hand, we should improve the corporate governance structure, make major adjustments in the internal and external governance structure, and change the previous single and rigid governance structure that lacks initiative.

4.3 To establish incentive mechanism to realize deep integration

Mixed school running is different from cooperative school running, and its degree of cooperation is deeper. It is the integration of enterprises and schools in many aspects. In order to promote the all-round development of mixed school running, multi subjects should strengthen the construction of incentive mechanism. On the one hand, the government should give preferential treatment to enterprises in terms of taxes and policies, and encourage enterprises to participate in mixed schools. On the other hand, higher vocational schools should refer to the assessment system of enterprises, change the single rating mechanism in the past, allow teachers and workers to hold shares in mixed schools, establish a year-end bonus system, fully mobilize the enthusiasm of teachers and workers in schools and improve the effectiveness of mixed schools. [5]

4.4 To establish demonstration pilot projects and gradually promote reform

Mixed ownership school running is a major reform of

higher vocational education, which is bound to face many unknown problems. We can't have the idea of one step in place. We should constantly explore the way of mixed school running of higher vocational education by establishing a pilot, find problems in the exploration, learn lessons, promote experience, and form a unique development model of higher vocational education in China. For example, the National Experimental Zone for Comprehensive Reform of Higher Vocational Education in Deyang, Sichuan has pointed out the direction for the reform of higher vocational education in China.

5.CONCLUSION

Mixed ownership school running is still in its infancy in China. Although there are still great problems in the actual operation, it is great significance to promote it in higher vocational colleges. Running a school under mixed ownership of higher vocational education points out the direction for higher vocational education and promotes the reform of higher vocational education. It is an important measure to implement the "Double High Plan" in the new era. It's an important starting point to achieve the goal of cultivating high skilled talents in higher vocational education; it can constantly improve the school running mechanism of higher vocational education and effectively promote the sustainable development of higher vocational education in China.

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Research on the Countermeasures of High Quality and Balanced Development of Basic Education

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Abstract: The balanced development of basic education is an important development direction of basic education, but there is an imbalance in China's current basic education. Therefore, relevant government departments and schools should actively take corresponding measures to solve the imbalance between schools and realize the high-quality and balanced development of basic education through increasing investment in weak schools, strengthening project construction, teacher training, information construction, educational evaluation and the development of private education.

Keywords: basic education; high quality and balanced development; strategy

1. INTRODUCTION

The balanced development of basic education mainly refers to the balanced allocation of educational resources between schools in different regions and between different groups within schools, so as to ensure the real equality of basic education. This is not only related to each student's own development, but also affects the development of the country and the nation. At present, the imbalance of basic education still exists, which has attracted more and more attention.

2. IMPORTANT FACTORS AFFECTING THE HIGH-QUALITY AND BALANCED DEVELOPMENT OF BASIC EDUCATION

There is a general imbalance in the development of basic education in China, which is mainly reflected in the imbalance between schools and objects of basic education and the unbalanced allocation of educational resources.

2.1 Imbalance between schools and objects of basic education

In China, due to the unbalanced economic development in different regions, the development of schools is not balanced. Schools in remote areas and central areas have obvious differences in educational ideas, educational funds and so on. Most schools located in central and urban areas have rich educational resources, while high-quality educational resources in rural and remote areas are relatively scarce. Such a tilt imbalance will exacerbate the differentiation between schools. [1] In addition, in the same region, even schools close to each other will

have many differences. Different degrees of old and new schools and different popularity will lead to great imbalance in the level of teachers and teaching facilities. The reasons for these imbalances include not only some historical policy preferences, but also the problems existing in the school's own management. There is also an imbalance within the school. The main performance is that we do not pay enough attention to vulnerable students. There are certain differences between children in rural areas and children in urban areas, and between children in better and worse families. [2]

2.2 Unbalanced allocation of basic education resources

There is also an imbalance in the allocation of basic education resources, which is mainly reflected in financial investment, teacher resources, student resources and policies. The imbalance in funding is mainly because the government actively encourages schools to carry out equipment renewal and campus transformation, resulting in some schools spending more money. In terms of hardware facilities, the difference between schools will gradually increase. Moreover, some schools get less financial investment and can not meet their teaching needs. Teachers are also an important educational resource, but there is a big gap between teachers in key schools and ordinary schools in terms of quantity and quality. In addition, teachers' treatment itself is also different, resulting in many ordinary schools can not retain teachers. [3] Because of the differences in school environment and teachers' strength, most students will choose good schools. This situation further exacerbates the lack of educational resources in ordinary schools and makes them fall into a vicious circle.

3. EFFECTIVE COUNTERMEASURES TO PROMOTE THE HIGH-QUALITY AND BALANCED DEVELOPMENT OF BASIC EDUCATION

3.1 We will increase investment in schools in remote and rural areas

In order to promote the high-quality and balanced development of basic education, the government and relevant departments should pay special attention to basic education schools in remote and rural areas in the process of fund investment and resource allocation, take necessary measures to allocate funds

to these basic education schools, and even give some policy preference to difficult areas. Rural schools have problems such as small scale, dispersion and poor conditions, so government departments should provide financial support according to the actual situation to ensure that schools have unified necessary teaching equipment as far as possible. On this basis, the government can also continuously improve the relevant financial subsidy mechanism, implement different subsidy systems for schools in different regions and at different levels, further improve the fund subsidy system, and ensure the education investment in rural areas and poor areas.

3.2 Engineering construction of weak schools

The government and relevant education departments should carry out engineering construction for those relatively weak schools, so as to promote the balanced development of education. The construction of weak school project itself is an integral project, so we should ensure the construction of school software and hardware as much as possible. First of all, the school should change its leadership and send some excellent managers to those weak schools for management, so as to improve the management level of the school. At the same time, we should also establish an excellent and stable team of teachers and encourage teachers from some key colleges and universities to teach in ordinary schools. In addition, schools and government departments can implement some incentive measures to provide some preferential treatment for these teachers. In addition, schools should also help each other. Key schools and ordinary schools should help each other one-on-one, so as to achieve targeted driving and change the education situation of those weak schools. [4]

3.3 Actively training teachers in rural areas and ordinary schools

In order to further promote the high-quality and balanced development of rural basic education, teachers need to be actively trained so that the overall quality of teachers in these schools can be improved to a certain extent. Government departments at different levels need to formulate training systems according to relevant policies. For example, every semester, some excellent teachers are selected as discipline leaders, special lectures and demonstration course teaching, so that the teaching ideas and teaching experience of rural schools and ordinary schools can be supplemented. It can help to steadily improve the overall quality of rural teachers and weak school teachers, and promote the development of urban and rural education. Those weak schools can also send their teachers to excellent schools for further study and constantly improve their abilities. In addition, schools can share educational resources, provide sufficient resources for teachers' teaching, and promote the development of basic education in rural schools and weak schools.

3.4 Speeding up the information construction of basic

education

With the progress and development of society, distance education has become a new teaching method in basic education, and has achieved great results. This distance teaching method breaks through the limitations of time, space and region, and greatly expands the educational space. With the application of science and technology in basic education, teachers' thinking mode and teaching means have changed to a certain extent, which can improve teachers' teaching quality to a certain extent. [5] From those rural basic education institutions and institutions in remote areas, we can see that the equipment of these schools is relatively backward and the information level is not high. Therefore, we must speed up the construction of campus network and multimedia teachers in these schools, integrate high-quality educational resources, and make all students have access to online educational resources. Moreover, through information means, it can also ensure that high-quality educational resources can be shared, so as to promote the high-quality and balanced development of basic education.

3.5 Giving play to the guiding and encouraging role of educational evaluation

The education department also needs to recognize the importance of educational evaluation and use educational evaluation to encourage and guide, so as to promote the balanced development of basic education. When carrying out educational evaluation, we should adopt diversified evaluation methods and take the basic conditions, school running level and educational quality of the school as the evaluation criteria. Moreover, different schools should implement different evaluation standards, not only to compare different schools, but also to compare different periods of the same school. Therefore, first of all, we can formulate the basic education index system and give policy preference to those schools that do not meet the standards, so that these basic education institutions can have a better material condition.

3.6 Actively carrying out basic private education

For the education sector, we should not only give sufficient support to the public education sector, but also actively encourage the development of private education. In terms of macro conditions, there needs to be benign competition between public colleges and private schools. Therefore, the government should create a good environment, realize the benign competition between schools, and promote the development of basic education from the perspective of quality education quality and promoting the balanced development of basic education. [6] The running direction of private schools and other relevant conditions within schools also need to be adjusted according to laws, regulations and relevant policies. Even private education needs to strictly regulate the running of schools like public schools.

4.CONCLUSION

Basic education is very important for students' future development. Therefore, relevant departments must be aware of the unbalanced development of basic education, and then correct it through corresponding measures to realize the high-quality and balanced development of basic education.

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Research on Path Innovation of Economic Transformation in Resource-based Regions under Uncertain Environment

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Abstract: Since the 16th National Congress of the Communist Party of China, the Central Committee of the Party has attached great importance to promoting the development of continuous and alternative industries in the regions dominated by resource exploitation, realizing the transformation and upgrading of economic development paths, and implementing a series of policies to promote the healthy and sustainable development of resource-based cities and regional economies. However, due to the large uncertainty in the environment, there will be many obstacles in the construction of a new economic growth model. Based on this, the article takes the concept and characteristics of resource-based regions as the breakthrough point, briefly analyzes the realistic dilemmas faced by resource-based regions transformation under uncertain environments, and focuses on exploring innovative strategies for economic transformation paths in resource-based regions under uncertain environments from multiple latitudes.

Keywords: uncertain environment; resource-based regions; economic transformation; path innovation

INTRODUCTION

The economic transformation of resource-based regions is a systematic, complex, dynamic, and continuous project. Especially in the context of uncertain environment, the construction and innovation of its economic transformation model requires not only thinking about how to develop continuation industries and realize refined management and sustainable development of traditional industries on the basis of maintain competitiveness in traditional advantageous industries, also requires a top-level design and overall planning of economic transformation, and a transformation of the “mineral resources-oriented” concept of inherent resources; when inspecting economic development decisions, it should be the fundamental goal to construct a resource-saving and environment-friendly society; when formulating economic development measures, the idea, on the basis of environmental uncertainty, of adapting measures to local conditions, changing with time, and optimizing the situation should be established,

gradually exploring the economic transformation path with the characteristics of resource-based regions and conforming to scientific development view and the concept of sustainable development, and scientifically disposing the various relationships and contradictions in the economic transformation.

1. REALISTIC DILEMMAS FACED BY ECONOMIC TRANSFORMATION IN RESOURCE-BASED REGIONS UNDER UNCERTAIN ENVIRONMENTS

(1) The pillar industries are weakly embedded, and the extension of the industrial chain is insufficient

The exploitation, processing and utilization of natural resources are the leading and pillar industries in resource-based regions. Under the background of the new era of increasingly depleted natural resources, traditional industries centered on natural resource development have problems of reduced productivity, unbalanced supply and demand in the resource market, and reduced public dependence on resource-consuming products and services[1]. The reason is that the leading industries in some resource-based regions are weakly embedded and fail to play the leading industry's driving and spillover effects. Moreover, the lack of innovation awareness of leading companies and the withdrawal of capital from the resource market have further caused the economy in resource-based regions to fall into a vicious circle. In addition, some resource-based regions have not been able to develop continuous and alternative industries on the basis of retaining the advantages of traditional pillar industries, and insufficient industrial chain operation power and weak financial strength in the region are not conducive to the healthy and stable economic development of resource-based regions[2].

(2) The industrial structure is single and rigid, and diversified industries have not yet formed

The economic development methods, economic development plans and comprehensive development strategies formulated in resource-based areas are generally based on the current existing natural resources. For example, areas with abundant forest resources generally use forest production as the driving force for economic development, and are committed to building infrastructure and industrial parks that match the development of forest resources.

When forest resources cannot meet the needs of regional economic development, its economic development methods, economic development plans and development strategies will show obvious lag and limitations, and the supporting facilities will also appear idle, which will further increase the waste and excessive consumption of regional resources, and raise the financial pressure of economic transformation. At the same time, resource-based regions have a single industrial structure, and insufficient attention is paid to new energy, smart manufacturing, electronics and other high-tech, low-consumption, and high-yield industries. Coupled with weak technical strength and insufficient ideological awareness, it is easy to fall into the situation of "conventionalism", on the one hand, the lack of industrial support has led to a lack of stamina for economic development; on the other hand, the lack of innovation driving forces has led to an economic downturn.

2. STRATEGIES FOR THE INNOVATION OF ECONOMIC TRANSFORMATION PATHS IN RESOURCE-BASED REGIONS UNDER UNCERTAIN ENVIRONMENTS

(1) Construct a composite economic transformation and innovation model of industrial extension plus renewal

If resource-based regions want to adapt to environmental uncertainty and break through the rooted weak plight of pillar industries, they need to develop continuous and alternative industries on the basis of traditional pillar industries. Taking coal mining as an example, the sustainable industries that can be developed include metallurgy, machinery and electronics, comprehensive utilization of coal, energy and new energy, non-metallic mineral products and new materials, etc.; alternative industries refer to industries that do not directly use natural resources. In this regard, resource-based regions need to uphold the concept of adapting measures to local conditions and making the best use of the situation, closely following the call for beautiful rural construction and rural tourism economic policies, and combining regional cultural, political, economic, and social characteristics as well as regional advantages and characteristics to develop eco-tourism, experiential tourism, the elderly care and other industries, so as to extend the industrial chain of resource-based regions and build a composite economic transformation and innovation path. It has been proved that this economic transformation model can expand the employment space, increase the attractiveness to youth groups, and be conducive to accumulating strength for the economic development of resource-based regions[3].

(2) Establish a diversified economic development model of "pluralistic integration"

In an uncertain environment, resource-based regions, apart from developing continuous and alternative

industries, can also improve resource utilization and economic benefits by adopting low-consumption and high-efficiency production methods. For this purpose, it is recommended that resource-based regions build a economic development model of "pluralistic integration" of low-carbon economy plus green economy plus service economy. First of all, local governments play a leading and guiding role by establishing special funds for energy conservation and emission reduction and technology support funds to provide financial support for the construction of a low-carbon economy. At the same time, the governments coordinate and handle the relationship between traditional industries and new energy, product and service supply and consumer demand, and use a sound institutional system and local regulations to restrict production behavior and lead green consumption; Then, the regions should vigorously develop green finance and encourage financial institutions to exploit "tailor-made" financial products combined different industries features and based on environmental uncertainty, and encourage private capital to participate in economic transformation and industrial structure upgrading. Finally, they should develop the service industry within the existing industrial chain, such as human capital development in the low-carbon economy and industrial low-carbon services, to break through the single dilemma of the industrial structure in resource-based regions.

(3) Leverage the advantages of "integration of production, education and research" to consolidate the combined forces of economic transformation

In order to solve the problem of unreasonable industrial structure layout in resource-based regions in an uncertain environment, it is recommended to use the advantages of "integration of production, education and research" to consolidate the combined forces of economic transformation. One is to improve the talent training system of universities and research institutes, while imparting theoretical knowledge to talents, practice bases are built through the combination of production and education, and high-quality, high-skilled compound and innovative talents should be effectively cultivated; Two is to optimize corporate technology system, a platform for cooperation and competition between small and medium-sized enterprises and large state-owned enterprises should be established, and technological exchanges, experience sharing and product technological innovation between enterprises should be encouraged, and their development in line with the pulse of the times and active innovation should be promoted by improving their technological level and energy conservation and environmental protection ideas. At the same time, it is necessary to strengthen international cooperation, learn from the successful experience and technological achievements of the economic transformation of foreign resource-based

regions, so as to ensure that the economic transformation path of resource-based regions keeps pace with the times.

3.CONCLUSION

To sum up, the economic transformation of resource-based regions in an uncertain environment faces many obstacles. If it to achieve high-quality and sustainable economic development, it is necessary to carry out overall planning for economic transformation according to regional characteristics and actual conditions, so as to guarantee that economic transformation and development are compatible with consumer demand, and to strengthen the sustainability of economic transformation.

ACKNOWLEDGEMENT

This paper is supported by the Soft Science Research Project of Shanxi Province (2018041008-5), Youth scientific research project of Shanxi Datonguniversity

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A Study on the Influence of TBI Teaching Model under CBI Teaching Concept on Senior Students' Achievement Motivation in English Writing

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Abstract: Content-Based Instruction (CBI) is a teaching concept, focuses on the integration of content and language. There are four teaching modes under CBI, and Theme-Based Instruction (TBI) is the most common. Atkinson's expectancy-value achievement motivation theory shows that learners' tendency to pursue success is affected by the motivation, probability and incentive value of success. Writing teaching in senior school is always a difficult problem, and improving students' writing achievement motivation is one of the breakthrough points. Through the study of CBI concept and achievement motivation theory, this paper explores the "6T" principle's impact of TBI on senior students' writing achievement motivation and gives specific strategies on how to take advantage of TBI under the guidance of CBI, so as to heighten students' achievement motivation, and improve their writing ability.

Keywords: CBI, TBI, English writing, achievement motivation

1. INTRODUCTION

English writing is one of the basic skills to adapt to modern communication. The New Curriculum Standard for Senior English puts forward higher requirements for writing teaching which emphasizes enthusiasm. CBI combines language teaching with content teaching to stimulate students' writing interests and motivation. It is widely used in all stages of education abroad, but mainly higher education in China. Therefore, to comply with the direction of new curriculum reform, it's necessary to explore the application of CBI in senior school, and TBI teaching model is a bridge to connect CBI and writing achievement motivation.

2. DEFINITION OF BASIC CONCEPTS

2.1 CBI and TBI

CBI was originated from a concept formed by the immersion experimental class in Canada. Due to different scholars' inconsistent understanding of "content", there is no final conclusion of its definition, but the common characteristic is the integration of language learning and content learning,

and language works as a vehicle of communication. CBI is a teaching concept rather than a specific teaching method, and there is no single model[1] and there are mainly four modes: The Immersion Model, The Sheltered Model, The Adjunct Model and Theme-Based Model. Among them, TBI is widely used and suitable for learners at all levels. Grabe and Stoller[2] believe that the language teaching in TBI should follow the principle of 6T-Themes, Texts, Topics, Threads, Tasks and Transitions. CBI has been widely used in language teaching in Occident, and fruitful results have been achieved. Chinese scholar Wang[1] first introduced it to China and held a positive attitude. In the research of CBI in English teaching, there are relatively more macro theoretical explorations than micro classroom teaching practice, and it mainly concentrates on higher education.

2.2 Achievement motivation

After Henry Murray's concept of "need for achievement", psychologists began to follow the theory of achievement motivation. Atkinson[4] put forward the expectancy-value theory and holds that the level of motivation, that is, the trend of pursuing success (TS) depends on three factors: incentive value of success (IS), the probability of success (PS), and motivation intensity of success (MS). The relations expressed by the formula: $TS = IS * PS * MS$. It is defined as an individual's desire to perform satisfactorily to have an inner feeling of personal achievement[5]. In other words, achievement motivation is an internal force to promote people to engage in and complete what they think is important or valuable and makes it reach a certain ideal state. In the process of writing, the goal attraction of writing, students' subjective inference of success or failure, and the opportunities for individuals to show their talents will all affect their writing achievement motivation.

3. THE IMPACT OF TBI ON ACHIEVEMENT MOTIVATION IN WRITING

Rodgers[6] said that learning other things in English can help learners learn English better. TBI combines meaning with language, provides opportunities for using target language in different environments. And

the approach of 6T (Themes, Texts, Topics, Threads, Tasks and Transitions) in TBI has different effects on different aspects (IS, PS, and MS) of achievement motivation.

3.1 Incentive value of success

The incentive value of success related to the goal attractiveness of writing, which further reflects students' goal orientation and attitude towards writing. In TBI, it provides some specific themes, more precisely, some topics that are subsumed in a theme. Writing guided by themes and topics that students are interested in helps make accurate target localization and lead comfortable writing environment. Under a big theme, students can accumulate writing materials by learning the contents of different small topics, which can effectively eliminate the content obstacles encountered in writing, improve the target attraction, and improve the incentive value of success. What's more, the texts in TBI mean content resources in a wide way, it including written and audio texts, and the writing materials accumulated through texts can enrich students' knowledge reservation and improve their confidence. So, the appropriate themes, topics and widely texts can enhance the incentive value of success.

3.2 Expected probability of success

The difficulty of writing task is the decisive factor that determines students' judgment of the possibility of success. Students may have strong motivation for success and to do a challenge with tasks of medium difficulty and 50% successful rate, otherwise, they may choose extreme tasks because it's too difficult or too simple to ensure absolute success or avoid failure. In addition, the task's value also affects students' estimation. Valuable tasks help writers to express ideas and achieve communication purposes, and when students are clear with target readers, and have certain writing purposes, they will be willing to spend more time and energy to complete it. Therefore, activities with appropriate difficulty and great value can enable students to correctly judge the probability of success and stimulate their motivation for success.

3.3 Motivation intensity of success

Students' confidence in writing determines how they set goals for themselves. A strong sense of self-confidence can stimulate students' interests in writing, make them devote more attention and efforts in writing process and cultivate stronger perseverance in case of difficulties. In TBI, threads and transitions join the topics together to increase the relevance of curriculum, link up four basic language skills, and hang together all the materials that contribute to writing. The systematic knowledge builds strong branches and rich wings for student, naturally, the achievement motivation of writing improved. In addition, under TBI, students need to accumulate writing materials, learn relevant structures and practice relevant expressions by completing various activities, during which the group work provides

opportunities to show one's talents, and it plays a positive role in stimulating achievement motivation.

In general, 6T in TBI helps to improve the three factors that affecting writing achievement motivation, but it should be noted that $TS = IS * PS * MS$, in which IS and PS are complementary factors, which means the greater the possibility of success, the less attractive the task will be. Therefore, the difficulty of the task should be maintained around 50% to make students' TS achieve the best level.

4. STRATEGIES TO STIMULATE WRITING ACHIEVEMENT MOTIVATION

TBI model under CBI can improve students' writing achievement motivation. There are some strategies to make good use of CBI and TBI to heighten achievement motivation and finally improve students' writing ability.

4.1 Carry out thematic comprehensive exploration

Theme setting is the core of CBI, as theme gives students the sense of direction and goal in writing, and it largely determines the incentive value of success. Therefore, when choosing exploration themes, teachers should fully consider the value and significance of it. Firstly, interest is the initial driving force of all learning behaviors, and the choice of theme and topic must be closely related to students' interest. Teachers can understand students' interests through questionnaires or interviews, and select target themes in combination with the requirements of curriculum standards, current social hotspots, and various writing tests. Secondly, CBI emphasizes the connection of language learning and disciplines. Combining with general features of subjects, teachers should choose themes that meet students' cognitive level or topics that students have abundant knowledge reservation. Meanwhile, topics are subsumed in a theme, so teachers should start with "small topics", and then combine the input of reading, listening and vocabulary accumulation with the output of oral discussion and brief writing to make a comprehensive understanding of "big themes".

4.2 Design valuable activities and tasks

Activities are the basic form of English learning. Under the guidance of thematic meaning, teachers need to design situational, hierarchical and effective activities that are valuable to help students predict the difficulty of tasks and rouse the achievement motivation of writing. Firstly, "texts" is an important carrier to obtain resources, and the significance of activity is to convey widely texts to students in various forms, and all these resources may from textbooks, extended materials beyond class, or integrated materials that thread with other disciplines. Meanwhile, the interconnected tasks should take many forms with progressive difficulty, so that students can predict the possibility of success and choose the final goals according to their language level. Lastly, all practices are not for language learning, but language using. Therefore, in the

process of guiding students to participate in activities and complete tasks, teachers should focus on theme meaning and the transmit function of language, rather than language forms.

4.3 Conduct multidimensional evaluation and guide correct attribution

Evaluation is the basic part of writing teaching. TBI concerns the process of writing, and the repeated, diverse and informal evaluation run through to form multidimensional evaluation. Firstly, integrate evaluation into activities and tasks. After completing tasks, students need a clear understanding of their performance. Teachers can guide students to conduct self-evaluation and peer-evaluation on the differences between expectations and results. And then, teachers make comments to form a gradual evaluation model. Secondly, evaluation is not a score or a grade, teachers should improve the status of comments and expository notes. Students are given environment for independent writing and space for free expression, but proper feedbacks are pivotal. The oral feedback in classroom should be positive to encourage boldly writing and freely expression. While for written feedbacks, teachers should read composition carefully, find out the problems in language, structure, content and logic, mark it clearly and give advice of modification. Lastly, feedback should play its due role. Teachers need to guide students to understand their strengths and weaknesses, to attribute the success or failure of writing correctly, and carry out specific training, so as to obtain the overall promotion of writing.

5.CONCLUSION

As Elbert Einstein said, interest is the best teacher. The TBI mode under CBI concept allows students to learn with interest and write with purpose. With full play of 6T approach, the incentive value, possibility, and motivation of success will be enhanced effectively, and students' strong sense of self-efficacy will urge them to strive for success in writing.

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Self-Construction from the Perspective of Social Cognition: Taking Address Forms as an Example

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Abstract: Address form is both a social relationship indicator and a process of psychological activity. It is an extremely important signal light for expressing interpersonal relationships in interpersonal communication. It embodies and expresses the politeness and attitude of the speaker. From the perspective of social cognition, how to embody one's thoughts and construct oneself, the address form can be reflected to a great extent. From the perspective of cognitive research, metaphor and metonymy are widely present in address forms, and cultural cognitive backgrounds are widely present in these two phenomena. And this paper analyzes and studies self-construction from different perspectives of social cognition by taking address terms as an example.

Keywords: Social cognitive; Self-construction; Address forms

INTRODUCTION

In the constant communication between people, the most indispensable thing is the appellation used to communicate with each other, but how to achieve decent appellation is a science. From different perspectives of social cognition, with the continuous changes of politics, economy, and culture of the times, address forms have also continued to be evolved. From the evolution of the appellation, we can glimpse the trajectory of the development of the times and the inheritance of the world. The change of address forms is closely related to the development of the times and social and cultural changes, and it is also closely related to self-construction from the perspective of social cognition. It has always been an important research topic of sociolinguistics.

1. CLASSIFICATION OF SOCIAL APPELLATIONS

Social appellation in Chinese is extremely complex and exquisite, and there is no complex fixed form for people to choose. Age, generation, status, occupation, kinship and communication occasions are all factors that must be considered. Sometimes even the Chinese themselves can't figure out how to call it properly, but it doesn't mean that there are no rules. As long as we master the various forms of social appellation and the cultural connotation contained in various forms, by combining with its special significance in a specific period, it is not difficult for us to understand the

impact of different perspectives of social cognitive on the construction of self-consciousness. Due to the wide range of social appellations, we divide them into the following four categories according to the scope of application, namely general addressing, professional addressing, characteristic addressing and special addressing [1]. General addressing refers to address forms that are widely used in the society without strictly distinguishing the age, occupation and identity of the addressee. Professional addressing refers to the address forms related to the vocation of the addressee. Characteristic addressing refers to the address forms that reflects the common characteristics of a certain kind of people. Special addressing refers to the address forms used exclusively for a specific person. With the continuous development of society and civilization, the generalization of social appellation is becoming more and more serious. For example, "teacher" used to be a professional addressing, but now it has almost become a general addressing.

2. THE CHANGES OF SELF-CONSTRUCTION FROM THE PERSPECTIVE OF SOCIAL COGNITION THROUGH THE CHANGES OF ADDRESS FORMS

(1) The disappearance of some forms of address forms reflects the change of self-construction consciousness from the perspective of social cognition.

As we all know, there have been many social changes in history. Major social changes will promote the development and change of social structure. With the continuous change of social structure, the language structure is also affected, which is directly reflected in the change of address forms in self-construction. For example, various appellations between the original relatives and relatives gradually fade and disappear. This reflects that under such a social perspective, people pay more and more attention to self-construction. It gradually begins to emphasize self-centered, and it is not constrained and restrained by kinship [2]. For instance, as a special stage of Chinese history, the Cultural Revolution created many special appellations with contemporary significance, such as Red Guards, Rebels, Capitalist Roaders, Rightists and so on. With the changes of the times, these address forms are forever sealed in the

memory of history, but such appellations have become the embodiment of the characteristics of the contemporary era. It more fully reflects everyone's attitudes and views on self-cognition from the perspective of social cognition at that time.

(2) The emergence of new semantic features in address forms reflects the change in self-construction consciousness from the perspective of social cognition.

For a long period of time, the old and new semantics coexist at the same time. Generally speaking, the development of society promotes the emergence of new things, thereby producing new language behaviors, which can be new language forms or old language forms endowed with new meanings. From the perspective of address forms, its use is related to the specific context. As far as the term "comrade" is concerned, in communication, whether it is top to bottom, such as "Comrade Xiao Wang", or bottom to top, such as "Comrade Director", or between equal relationships, such as "Comrade Zhang XX", it also maintains the accomplice relationship among the people. However, in online language, when the new semantic features of the word "comrade" appear, it becomes the meaning of homosexuality. Such semantics is currently limited to individual occasions. However, when one of the many signs of speech variation spreads widely in a group, the language change begins. The emergence of these similar new semantic features strongly reflects that people have begun to release themselves in self-constructing with the continuous development of civilization and the continuous change of social cognitive, breaking the traditional concept of self-limitation and self-restraint, and constructing a more free self-consciousness.

(3) The change of address forms from the core to the broad reflects the change in self-construction consciousness from the perspective of social cognition.

Today, whether it is politics, economy, or consciousness, and culture, China is undergoing rapid changes. These developments and changes can promote the development and evolution of the address system to a certain extent. In addition to the two trends mentioned above, there are also changes in the semantic categories of the old language forms, that is, changes in the meaning and extension of words [3]. For example, the generalization of the word "teacher" greatly changes. The original intention of the teacher is to teach students and apprentices, who are engaged in educational work at school. In recent years, the policy of revitalizing the country through science and education has made the atmosphere of respecting teachers and morals

increasingly strong. People have begun to honor teachers with seniors who have qualifications. This phenomenon is particularly common in the cause of literary and performing arts, which has greatly improved and promoted the scope of application and frequency of use of the term "teacher", as well as the expansion of address forms. At the same time, "dear" is a form of appellation that has spread rapidly in the past two years. "Dear" can be understood as an abbreviation of "dear", which is originally used in the name of the seller to the buyer. Since most of the online shop owners and online shoppers are young women, the use of "dear" is more like a girl's approach, which makes people feel intimate and friendly. Later, the generalization of the term "dear" became more and more serious. "Dear" has entered into people's real life communication and has become the main address form among young people. Under the widespread use, the intimacy of "dear" has been weakened a lot with the development of the society. It can be seen that in such a development situation, people get along more casually, self-expression is more straightforward and candid, and self-construction more and more reflects the importance of self-development.

3. CONCLUSION

In fact, with the rapid development of social civilization and the continuous change of social cognition, people's self-construction consciousness and self-development consciousness will show more and more strong characteristics. Address forms are not only limited to linguistics to some extent, but also involve many aspects. Address forms develop and change with the continuous change of social perspective, and the self-construction from the perspective of social cognition is constantly reflected by address forms. They continue to move forward and develop together.

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Causes and Countermeasures of the Brain Drain in Enterprises

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Abstract: understand the current situation of brain drain in Chinese enterprises, deeply analyze the causes of brain drain, and finally put forward the countermeasures to solve the problem of brain drain. Brain drain refers to the flow away of talents who play an important or even key role in the operation and development of a unit, or lose their positive role. The improvement of welfare facilities helps enterprises retain and attract talents, which is part of an overall reward for employees' work. In the market competition, enterprises should be market-oriented, accurately and effectively obtain talents, cultivate talents, retain talents and give full play to the role of talents. Only in this way can enterprises be invincible in the market competition.

Keywords: talents; Brain drain; small and medium-sized enterprises

1. INTRODUCTION

In the survival and development of small and medium-sized enterprises, talents play a key role. Large enterprises can attract all kinds of talents by virtue of their fame and strong strength. The organizational forms of Chinese enterprises are mainly divided into corporate enterprises and non-corporate enterprises. The current types of enterprises specifically include: limited liability companies, joint stock limited companies, ownership by the whole people, collective ownership, collective ownership, partnerships, sole proprietorships, Sino-foreign joint ventures, Sino-foreign cooperative enterprises and wholly foreign-owned enterprises. According to the survey, by enterprise, the total turnover rate and voluntary resignation rate of state-owned or collective enterprises are the lowest, while the total turnover rate and voluntary resignation rate of private enterprises are the highest. Classified by industry, the total turnover rate and voluntary resignation rate of electronic information enterprises are the highest, and the total turnover rate and voluntary resignation rate of new materials and new energy enterprises are the lowest. Among the voluntary resignations, the highest rate of voluntary resignation is from the scientific research department, with a voluntary resignation rate of 37%; the lowest voluntary resignation rate is from other departments and consulting departments. Professional and technical personnel have the highest rate of voluntary resignation, among which the highest rate of

enterprise professional and technical personnel has reached 90%. Followed by management staff and sales staff. 39% of corporate talents flow to other companies; 30% to other industries; 18% to foreign companies; and 10% of those whose destinations are unknown.

2 REASONS FOR BRAIN DRAIN

2.1 There are drawbacks in the management system of enterprises

China's small and medium-sized enterprises, especially the individual and private enterprises, mostly use the family management mode in the early stage of entrepreneurship. Although this management mode has incomparable advantages over other modes in a certain stage and scope, when the enterprise develops to a certain stage, the disadvantages are obviously exposed. The history of enterprise development makes people used to hiring talents, such as uneasiness with outsiders, excessive centralization of power, cronyism, unscientific selection criteria, seniority and so on, which has great limitations on the development of enterprises. Moreover, due to the excessive concentration of power, the power of middle and lower managers is limited, so they rely too much on senior managers, especially the personal ability of business owners, which makes foreign talents feel that there is no more room for development and it is difficult to promote higher positions[1].

2.2 Misunderstandings in the concept of talent management in enterprises

China's small and medium-sized enterprises often have great misunderstandings in talent management. On the one hand, enterprises often regard human resources as human cost. When enterprises are in the stage of rapid development, there is a strong demand for talents, and human resources is the tool for enterprises to obtain benefits; However, when enterprises encounter difficulties and even a number of businesses come to a standstill, human resources become a burden on enterprises. On the other hand, due to their limited financial resources and the influence of traditional ideas, small and medium-sized enterprises often think that people are hired to make money for the enterprise, and they can be given their due remuneration in the form of paying wages, while less consideration should be given to other incentives, such as job promotion, challenging work and so on. Therefore, most small and

medium-sized enterprises are unwilling to invest in talents to make their development and proliferation, and there is no way to talk about career design. As a result, talents in enterprises often feel that their future is slim and lack of motivation, so they finally choose to leave; Talents outside the enterprise will think that there is no room for development in the enterprise and are unwilling to enter the enterprise.

2.3 The talent management strategy of the enterprise not being scientific

Many small and medium-sized enterprises in China are often used to attracting talents with high salary, but at the same time, they can not formulate a reasonable salary system, and there is no complete performance appraisal system. In the actual operation process of performance appraisal, we act only by impression and pay too much attention to the personal evaluation of business owners without scientific method system[2]. In the process of management, China's small and medium-sized enterprises often only focus on the introduction of talents rather than training. With the continuous development of the enterprise and the increasingly complex internal organizational structure, the views and opinions between managers and employees also tend to be increasingly estranged, which eventually affects the development of the work and the development prospect of the whole enterprise[3].

2.4 The attitude of enterprises towards brain drain and the ease of flow will also affect the brain drain rate

If an enterprise's culture believes that employee turnover is reasonable and easy to accept, and employees have a high degree of freedom to choose whether to leave the enterprise, the brain drain rate of the enterprise may be high. On the contrary, if the enterprise believes that it should maintain a stable workforce, so as to form a corporate culture that excludes the flow of personnel, and talents must pay a certain price when they want to leave the enterprise, the brain drain rate of the enterprise will be low.

3 THE IMPACT OF BRAIN DRAIN ON CHINA'S SMALL AND MEDIUM-SIZED ENTERPRISES

3.1 Brain drain will lead to the loss of core technology and experience

For an enterprise, talents and technology are the most critical factors for its survival and development. However, the high proportion of brain drain will take away the business and technical secrets of enterprises, and the acquisition of these talents and technologies requires enterprises to spend a lot of human, material and financial resources. When some key talents leave the enterprise, they take some key technologies away from the enterprise, which greatly affects the competitiveness of the enterprise, directly affects the production efficiency of the enterprise, and makes some key steps of the enterprise unable to operate normally.

3.2 Brain drain will increase the operating cost of

enterprises

The losses caused by brain drain will eventually be reflected in the operating costs of enterprises, resulting in the rise of operating costs. Small and medium-sized enterprises themselves have problems such as insufficient funds and low efficiency. The increase of management expenses and the decrease of profits are undoubtedly worse for small and medium-sized enterprises[4]. At the same time, after employees leave, it will also cause excessive workload and reduced efficiency of other employees in the enterprise, and the hidden losses suffered by the enterprise are more difficult to estimate.

3.3 High brain drain rate will cause the loss of enterprise customers

The longer employees work in an enterprise, the more knowledge and skills they learn, the more they understand the needs of the customers of the enterprise, the more familiar they are with the operation and business characteristics of the enterprise, and thus they can better provide high-quality services for the customers of the enterprise. The reason why customers cooperate with the brand for a long time is not only because of its good reputation and quality, but also based on the good relationship formed by long-term cooperation. When the salesman or business manager familiar to the customer leaves the company, this part of the customer will also terminate the cooperation with the existing enterprise.

3.4 Brain drain will improve the competitiveness of competitors

Brain drain mostly occurs in the industry. They either start their own businesses, establish their own doors, or flow to competitors. In any case, it is possible to enhance the strength of our competitors, make the weak "enemy" stronger, and form a greater competitive contrast.

4 COUNTERMEASURES OF BRAIN DRAIN

4.1 Starting from the talent inflow port and control the talent recruitment

Talent selection and employment is the information communication between enterprises and individuals. In order to minimize information asymmetry, it is necessary to match in all aspects. In order to recruit suitable talents, enterprises are required to: first, formulate a comprehensive and accurate job description; Second, recruitment should be multi-channel, multi-form, open and socialized to increase the probability of successful matching.

4.2 Making a reasonable match between talents and posts

While doing a good job in talent recruitment, in order to give better play to the role of talents, tap the potential of talents and serve the enterprise, enterprises should pay attention to the reasonable matching between talents and posts, and use talents at different levels to complete work tasks at different levels. Reasonable and scientific talent matching can

not only make the best use of people, but also make talents give full play to their expertise, stimulate their interest in work, enhance their confidence in work, enable them to work with a positive and enthusiastic attitude, complete their own work with high quality, achieve enterprise objectives, and meet the needs of employees to realize their self-worth[5].

4.3 Carrying out internal training

The internal training and promotion of enterprise talents will lower the strategic cost of talents than that paid by direct external talents, and the effect is remarkable. The enterprise must clarify the purpose of training, select appropriate and flexible employees for training, make the contents and methods of enterprise training adapt to the job requirements of employee training, and set personal career development goals for employees, so as to avoid the rapid improvement of employees' ability after receiving training, and the qualifications obtained are far from the ability requirements of the original job, So that employees are no longer at ease in the original unit, or even employed by competitors with high treatment.

4.4 Establishing a reasonable salary system

Salary and welfare are important factors for enterprises to attract talents. Material interests are the basic conditions for people's survival and the basic driving force of work. For most talents, salary is the most effective incentive means. Rational use of salary system can effectively retain talents.

4.5 Developing and enriching corporate culture

The magic weapon for attracting and retaining talents is corporate culture. Corporate culture can provide cohesion and centripetal force. A good corporate culture has spiritual charm and can attract talents. In today's constant homogeneity of corporate products and services, human capital is playing an increasingly important role. For an enterprise to develop, it is unimaginable without a good corporate culture environment and strong corporate culture construction. Corporate culture is a magic weapon to attract and retain talents. For an enterprise, without a good corporate culture, the enterprise is not well run, or the competitiveness is not strong; and a good culture does not determine the victory of the enterprise. But corporate culture can strengthen the company's advantages or reduce the impact of bad habits on the company. It can be said that a good corporate culture greatly enhances the ability of an enterprise to resist risks, and provides benefits beyond economic benefits, a happy spirit and a happy

life.

5.CONCLUSION

Through the enterprise talent management organization, we should constantly explore the countermeasures to curb the brain drain, and strive to create a good environment for talent work, life and development, so that the enterprise can gradually form a team with structured, matched levels and stable talents. At the same time, combined with the increasingly changeable environment, enterprises must consider and care more about the multi-level needs of employees, so as to attract, retain and motivate talents in order to obtain competitive advantage.

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Analysis on the Application of Sumu dyeing in Fashion Design

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Abstract: Driven by the development of environmental protection and ecological awareness and green design concept, the sumu dyeing, as a traditional natural handicraft, has attracted more and more attention in recent years. The good performance and green and healthy characteristics of sumu dyeing make it popular in fashion design. The logwood dye has no stimulation to the human body and almost no pollution to the environment, and it is consistent with the green design concepts of green environmental protection, energy conservation and emission reduction advocated by us. The inheritance of culture determines that while looking forward to the development of sumu dyeing process, we can not ignore its protection, and only on the basis of proper protection can we better learn from and develop.

Keywords: sumu dyeing; clothing design; application status

1. INTRODUCTION

Plant dyeing embodies the simple feelings of folk craftsmen, which will undoubtedly bring some new design inspiration to the designer's design in women's clothing, and can meet the diversified life needs of modern people. At the same time, it is also of great significance to protect, inherit and carry forward China's excellent traditional culture. In recent years, with more and more attention to the protection of traditional handicrafts, especially the attention and research on dyeing technology. Its various elements have also been applied to all kinds of artistic creation. Natural plant dyes are environmentally friendly, safe, novel and durable, which meet people's psychological and physiological aesthetic needs. At the same time, it also reflects the new trend of the development of traditional clothing and accessories design[1].

2. ORIGIN OF SUMU DYEING

Sumu is a kind of natural dye, which belongs to Leguminosae. It is the dry core material of plant logwood and also known as Su Fang. In recent years, Yunnan Institute of Botany has extracted a kind of logwood from the core of hematoxylin, which can be used for dyeing biological filmmaking, and the effect is no less than that of imported Brazilian hematoxylin [2].

The exact written records of dyeing art were first recorded in the Zhou Dynasty. There was an official position in charge of dyeing, "the official of dyeing grass", also known as "dyeing people" [1]. It can be

seen that plant dyeing has a long development history in China, but China is relatively slow in technology inheritance, cultural promotion, innovation and development of cultural and creative products. With the accelerated development of China's economy and technology in recent years, the art of plant dyeing has gradually stepped out of the remote areas of ethnic minorities and presented to the public in a new perspective and way.

3. RESEARCH STATUS

3.1 Domestic research status

China is actively exploring the development of natural dyes. Beijing Institute Of Fashion Technology, Dalian Institute of Chemical Physics, Chinese Academy of Sciences, Donghua University and Suzhou University have a large number of researchers engaged in the research of natural dye dyeing. Professor Chu Yan of Beijing Institute Of Fashion Technology has designed many sets of clothing works by using plant dyeing, which has achieved strong repercussions. China Textile Academy has prepared natural yellow and natural green for dyeing cotton, silk and other fabrics. Jiangsu Sanmao Group has developed green and environment-friendly high-grade fabrics made of natural plant dyes. This product not only meets the requirements of worsted wool at home and abroad, but also meets the requirements of environment-friendly natural fabrics advocated internationally.

In terms of academic research papers, there are few theoretical data on the combination of sumu dyeing and clothing, and the sumu dyeing process is only mentioned, not the main research content. For example, Fan Xiaohang's application and research of Application and research of Plant Red Dyeing in Women's Clothing Design focuses on the dyeing methods and use of red dyes in plant and tree dyeing, and closely combines plant red dyeing with the current fashion trend according to the application of women's clothing design. In this paper, the dyeing experiments of five plant red dyed materials are analyzed, including madder, safflower, sumu, comfrey and shellac.

3.2 Research status abroad

In terms of monographs, many kinds of plant dyeing methods are introduced in the book Illustrated Handbook of Plant Dyeing written by Aoki Yamazaki of Japan; Many kinds of plant dyeing are introduced

in the book *Dyeing for Jiangnan Spring Water Color* in South Korea; The *Collection Of Plant Dyeing* compiled by Japanese Keilun Naoko records the production techniques of sumu dyeing; The *Dyeing Season - Vibrant Plant Dyeing* edited by American Sasha Deere records a large number of plant dyeing techniques and production steps.

In terms of applied research, by searching for fashion trends and browsing a large number of fashion websites, it is found that many foreign designers are deeply interested in plant dyeing. In recent years, the cases of plant dyeing process and garment design of foreign garment brands have gradually increased. For example, Prabal Gurung's early spring 2018 series combines tie dyeing patterns with manual plant dyeing to make the whole series full of vitality and richer visual effects; Among Awaveawike's 2019 autumn and winter ready to wear series, the most iconic is the silk dress design, which is made of 100% natural plant dyeing; Kitx's 2019 early spring vacation series uses indigo dyeing technology to depict radial dot patterns on the basis of sustainable fashion.

4. DEVELOPMENT PROSPECTS

With the revival of traditional culture, traditional color is gradually favored by many people. Because globalization also makes the application of color appear the same trend. However, the same color can not adapt to the diversification and personalization of the new era. People begin to seek colors with differences and traditions. In recent years, Chinese traditional color has frequently attracted the attention of international fashion people and bloomed on the world stage. Many artists are attracted by the charm of Chinese traditional color and have played a positive role in the application and development of Chinese traditional color. Therefore, research cases on the application of plant dyeing techniques in modern women's clothing design also appear. The combination of traditional plant dyeing techniques and modern design is very important for the whole garment industry to radiate new vitality.

5. CONCLUSION

To sum up, the research on the theory of sumu dyeing mostly focuses on its process technology and

experimental process, and most of the research focuses on literature and pictures to verify its characteristics. The research on the practice of sumu dyeing is reflected in the fact that folk traditional dyeing lovers have been explored and used in clothing and accessories. More and more designers have begun to combine Chinese traditional culture with women's clothing design, but they do not show too many design characteristics of the integration of clothing and traditional culture. There is not much literature on traditional plant dyeing abroad, and only a small amount of research on sumu dyeing. Foreign brand designers use traditional plant dyeing technology to design more clothes than in China, and the design elements are relatively rich.

With the strong support of the state for the inheritance, protection, research and promotion of traditional handicrafts, more and more designers have joined the ranks of inheritance, protection and innovative design of traditional handicrafts. The design method of sumu dyeing process is relatively free and can create rich and vivid effects. The combination of sumu dyeing process with current fashion trends and design concepts will shine again.

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Study on the Influence of Multi-agent Collaborative Governance on Public Health Events

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Abstracts: This paper deeply analyzes the effectiveness of multi-agent collaborative governance in major public health emergencies, in which the leadership of the Party Committee is the core, the responsibility of the government is the key, social collaboration is the premise and public participation is the foundation. Establish an inter-departmental cooperation mechanism from the government level and clarify the boundaries of powers and responsibilities of governments at all levels; Improve relevant laws and regulations from the social organization level to ensure that social organization behavior has laws to follow; At the public level, great efforts should be made to popularize knowledge of epidemic prevention, improve the public's scientific and cultural literacy and the ability to identify the authenticity of information, and strive to provide reference for future public health incidents.

Keywords: Public health events; multiple subjects; collaborative governance

INTRODUCTION

Public health emergencies have seriously affected people's life and health and economic and social development. Public health emergencies refer to major infectious diseases, mass unexplained diseases, major food and occupational poisoning and other events that suddenly occur or may cause serious damage to public health. Prevention and control involves government agencies, social organizations and non-governmental organizations at all levels in China. Therefore, this public health emergency is not only a test of the cooperative governance ability of multiple subjects in China, but also a test of the governance system and governance ability of China. In the face of public health emergencies, China has fully demonstrated the superiority of the socialist system with Chinese characteristics, the political advantage of centralized and unified leadership of the Party and the national spirit of the Chinese people in fighting the epidemic. However, there are also some problems and shortcomings in public health emergencies: First, the powers and responsibilities of vertical departments are unclear, and the cooperation mechanism between horizontal departments is unclear; Second, the efficiency of cooperation between the government and non-governmental

organizations needs to be improved, and non-governmental organizations have shortcomings such as low degree of specialization, weak credibility, opaque information and insufficient management ability; Third, citizens' quality and scientific literacy need to be improved urgently, and there are some problems, such as weak legal awareness, weak ability to distinguish rumors, and insufficient knowledge of scientific epidemic prevention.[1]

1 ANALYSIS OF MULTI-AGENT COLLABORATIVE GOVERNANCE OF PUBLIC HEALTH EMERGENCIES

Compared with the traditional governance model, multi-agent collaborative governance has the following characteristics: First, the participants are diversified, including the government, enterprises, social organizations and the public; Second, the relationship between the participants is a community of destiny sharing weal and woe, coordinating and cooperating with each other; Third, all participants have the same goal, which is to quickly deal with the impact of public health emergencies on people's lives, health and safety and the healthy development of economy and society.

1.1 Effectiveness of Multi-agent Collaborative Governance in Public Health Emergencies

1.1.1 Party Committee leadership is the core of multi-subject collaborative governance. The Communist Party of China (CPC) is the leading core of all undertakings in China, which can't be replaced by the government, social organizations, the public and other governance subjects. This not only reflects the macro decision-making made by the Party on social governance, but also reflects the leading and leading role played by the Party in grassroots governance. In the face of major public health emergencies, the Communist Party of China (CPC) can always coordinate all parties in the first time, quickly mobilize all forces and resources, and transform institutional advantages into governance efficiency.

1.1.2 Government responsibility is the key to collaborative governance of multiple subjects. When the society is in an abnormal state, the government will set up an information transmission platform at the first time, accurately transmit information related to the epidemic situation, and severely crack down on

illegal acts such as rumors and rumors that cause public panic. At the same time, the government can make up for the adverse impact of market failure on society to the greatest extent, give full play to the advantages of state-owned enterprises, and reduce taxes, burdens and pressures for large, medium and small enterprises through a series of fiscal policies and tax policies, encourage enterprises to increase the production of epidemic prevention materials and basic living materials, and ensure the materials needed by medical workers and people's lives. A series of measures taken by the government have played a key role in maintaining social order and stability.

1.1.3 Social coordination is an important helper for multi-agent collaborative governance. Public health emergencies are of great uncertainty, extensiveness and complexity, involving various sectors of society and different government functional departments. Therefore, it is necessary to establish a social collaborative governance mechanism, integrate social governance resources in different fields of all walks of life and coordinate different social organizations under the unified command of the government. This epidemic is based on social coordination as an important support and platform carrier, giving full play to the important role of various social organizations and mass organizations in epidemic prevention and control, showing strong social forces, and it is the mutual coordination among various social organizations that provides important help for multi-agent collaborative governance.

1.1.4 Public participation is the foundation of multi-agent collaborative governance. All previous major public emergencies show that social organizations, non-governmental organizations, enterprises and individuals play an indispensable role in disaster reduction, disaster resistance and epidemic prevention. After the outbreak, enterprises, individuals and charities all over the country donated money and materials, and produced masks, protective clothing and other scarce materials around the clock; A large number of volunteers participated in the front line of anti-epidemic, providing logistical support for the lives of medical workers and community residents; Science and technology enterprises build a collaborative platform to keep people informed of the latest epidemic information, thus reducing the risk of social panic caused by rumors.

2 DEFICIENCY OF MULTI-AGENT COLLABORATIVE GOVERNANCE IN EPIDEMIC PREVENTION AND CONTROL

2.1 The vertical coordination power and responsibility system of government departments is unclear, and the horizontal coordination mechanism needs to be clarified. In essence, China's multi-level responsibility structure is a system of responsibility division with clear rights and responsibilities, but under the dual leadership of matrix organizational

structure, the boundaries of rights and responsibilities of some departments will be blurred [2]. So it may deviate from the public interest in the process of performing its duties, which will lead to local governments getting into trouble in practical work [3]. However, major public health emergencies have the characteristics of suddenness, complexity and wide spread, which require rapid response, coordinated disposal and unified command from government functional departments at all levels.

2.2 Social organizations are difficult to cooperate effectively and lack credibility. In China's epidemic prevention and control, social organizations are divided into two categories: those with disaster relief function and those without disaster relief function but actively participating in disaster relief. In response to the epidemic, the first kind of organizations obviously showed the lack of normative emergency response mechanism, lack of organizational management and experience, mainly reflected in the fact that social organizations are often questioned when collecting donations. The second type of organization is formed spontaneously or temporarily, with low degree of specialization and lack of experience in dealing with major public health emergencies, and it is often not recognized by the public when providing voluntary services.

2.3 Poor public awareness of protection and lack of scientific literacy of epidemic prevention. All previous major emergencies show that when the society encounters major public emergencies, the public often hoards basic living materials such as food, water and salt, and some people also create rumors, causing serious consequences such as social panic, market failure, waste of resources, etc. and causing extra difficulties for disaster relief and rescue work. As far as this epidemic is concerned, after the public learned that they were going to seal the city and the village, they flocked to the shops and supermarkets to shop and hoard goods, which disrupted the normal social order; It is not uncommon to disrupt prevention and control measures during prevention and control, deliberately smash cards, and refuse to cooperate with medical workers to check; Lack of the ability to distinguish the authenticity of information, ignorant of emergencies, easy to believe rumors and become the disseminator of rumors.

3. STRATEGIES FOR IMPROVING THE COLLABORATIVE GOVERNANCE ABILITY OF MULTI-SUBJECTS IN PUBLIC HEALTH EVENTS

3.1 Government level. Coordinate the central-local relations in the vertical intergovernmental relations. Standardize the subjects of power and responsibility for public health emergencies in the form of legislation, and realize the sharing of power and responsibility. Establishing cross-sectoral cooperation mechanism in horizontal intergovernmental relations. On the premise of making emergency plans for local governments, and based on the tasks and work of

various functional departments, the emergency management powers and responsibilities of government departments at the same level are allocated differently.

3.2 Social level. As an important part of multi-subject collaborative governance, social organizations play an important role in dealing with public health emergencies. Social organizations have the advantage of flexible allocation of resources and are an indispensable force for resolving public health emergencies. Therefore, to give full play to their own advantages, social organizations must formulate corresponding laws and regulations, provide legal guarantee for social coordination, provide code of conduct for social organizations, and ensure effective coordination among social organizations. Make the behavior of social organizations in allocating resources more standardized, institutionalized and specialized, continuously improve the credibility of social organizations participating in public emergencies, and improve the coordination mechanism within and among social organizations.

3.3 Public level. Since the outbreak of the COVID-19 epidemic, under the strong leadership of the CPC Central Committee, the people of the whole country have made concerted efforts to fight the epidemic, which is the fundamental reason why China can quickly win the fight against the epidemic. If the people do not actively respond to the call of the CPC Central Committee, we will not be able to win the

final victory of the epidemic. Therefore, when public health emergencies occur, we should strengthen the publicity of scientific knowledge to the public, improve the public's legal awareness, crisis awareness, health awareness and the ability to distinguish the authenticity of information, so that the public can actively understand the public crisis information released by authoritative departments, and transmit correct information to people around them, thus making a contribution to the stability of social order.

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Research on the Influencing Factors of Students' Learning Engagement in Higher Vocational Schools

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Abstract: From the perspective of talent training in higher vocational schools, this paper expounds the significance of the research on students' learning engagement in higher vocational schools. Based on the two perspectives of students themselves and college construction, this paper comprehensively analyzes the specific factors affecting the study of students' learning engagement, and puts forward some implementation suggestions on paying attention to students' psychology and ideology and increasing the support of higher vocational schools.

Keywords: Higher vocational schools; Students' learning engagement; Influencing factors

INTRODUCTION

In recent years, with the continuous promotion of the strategy of rejuvenating the country through science and education and strengthening the country with talents, all sectors of the society are concerned about the learning engagement of students in higher vocational education. Higher vocational education provides a guarantee for the country to train professional and technical personnel with professional quality due to its special intersectionality. Learning engagement is a professional measure of students' energy, initiative and positive emotion in the learning process. The degree of learning engagement reflects whether the effect of education is qualified to some extent. Therefore, the investigation on the influencing factors of Students' learning engagement is of great significance for the talent training of higher vocational schools.

1. SPECIFIC FACTORS AFFECTING STUDENTS' LEARNING ENGAGEMENT IN HIGHER VOCATIONAL SCHOOLS

(1) Students' learning objectives and campus experience affect learning engagement.

Whether students have clear time planning and learning goals for their whole learning career is an important factor affecting learning engagement. From the perspective of learning objectives, there is a direction to move forward only when there is a goal. A clear goal will greatly increase the degree of learning engagement. Some students have the idea of further study, engage sufficient experience in the higher vocational stage, lay a solid foundation and obtain excellent academic achievements, so as to

provide a pedal for further study in higher institutions in the future; some students have the need of employment and entrepreneurship after graduation, so they will actively devote themselves to practice and training in the school, and make full use of internal and external resources to cultivate their professional core competitiveness. Out of their identity and family, some students, as children loved by their parents, they will consciously improve their learning engagement to grow up as soon as possible and repay their parents' upbringing, which will consciously increase the degree of learning engagement [1].

From the perspective of time planning, the three-year life in higher vocational schools is rich and colorful. Reasonable and efficient time planning is needed to ensure learning engagement. On the one hand, there are various student organizations and community clubs in higher vocational schools. Students participating in these activities should reasonably plan their majors and activity time. Among them, some student cadres and community elites should improve their learning efficiency, enhance learning engagement, and set an example to avoid taking care of one thing and losing the other in a limited time and to get everyone's recognition. On the other hand, many students have unreasonable planning in three-year learning. In the first academic year, they are novel and active in learning, and there is a weak phenomenon in the later academic year. In addition, many students pile up the tasks to be completed before and after graduation and waste their time in the middle.

(2) The construction of learning style and the degree of emphasis affects learning engagement.

As a hardware facility for students' learning and growth, vocational colleges have a significant impact on students' learning engagement. First of all, the construction of learning style in higher vocational schools has a subtle influence on students' learning engagement. If a college pays attention to the daily management of academic style, it attaches great importance to the attendance rate of students, work and rest rules, curriculum evaluation. Naturally, students will not skip classes arbitrarily, play games all night, and do not slap together before the exam, so their learning engagement is guaranteed. Secondly,

higher vocational colleges should pay attention to their own teachers and educational resources. In terms of teaching, teachers can actively use various teaching resources to ensure the timeliness and advancement of teaching content, actively enter the social factory, and enhance their own teaching capabilities. In terms of educational resources, it is necessary to ensure that students can obtain sufficient professional knowledge through the school library, student website and other related channels. Only in this way can students' learning engagement be targeted. Finally, higher vocational education should also practice the principle of combining practice and theory. The teaching of higher vocational colleges should avoid unilateral willingness. Teachers take great pains to output and students are perfunctory. To mobilize students' initiative of learning, it is necessary to introduce various forms such as factory tours, social practice, internship training, expert lectures, simulation simulations, etc., and actively promote the integration of production and education, so that students can engage in, instead of staying in the embarrassing stage of separating theory and practice, so as to ensure that learning is useful [2].

2. SUGGESTIONS OF IMPROVING STUDENTS' LEARNING ENGAGEMENT

2.1 To pay attention to the promotion of psychology and ideology of students

We should help students maintain healthy psychological cognition and correct ideological direction psychologically. Since each student's family environment and growth experience are different, and their perception of self-positioning is also different, they may experience low self-esteem and self-denial. With the increase of age, many students are prone to problems such as boredom of study, employment anxiety, social fear, etc., which directly affect their students' learning engagement. Teachers and counselors should pay attention to the psychological status of students and give them psychological help. We should also fully mobilize students' learning interest and initiative in higher vocational colleges. At the same time, the college's leadership team, class teachers and counselors should uphold the care of students, fair competition, compatibility and inclusiveness, so that students can build self-confidence, unity and friendship. The classmates around them are the objects that students have the longest daily contact with and have the deepest influence. If students compete with each other and form cliques, it will naturally affect the unity among students and distract students' learning energy. The classmates are all positive and passionate about learning, and naturally they will not be willing to fall for themselves, and they will focus on learning invisibly.

2.2 To strengthen the support of higher vocational schools to improve students' learning engagement

The degree of support for students' learning engagement in higher vocational schools is directly proportional to the learning engagement of college students. Learning engagement requires not only time and energy for written knowledge, but also schools to create more opportunities for learning engagement. Students' learning engagement should also be reflected in practice and training that occupies an important position in talent training, especially in the training of professional skilled talents in higher vocational colleges. Practice can give students the most direct guidance and feedback. Through this series of experience, we can really improve the quality and ability of professional talents. Alumni can communicate more, accumulate experience and learn from each other, which can also greatly enhance students' self-confidence and pride in professional learning. Finally, by increasing the support of practical training and learning engagement in higher vocational schools, it reflects the training results of students' learning engagement, and promote the combination of higher vocational education and vocational talent training, so that enterprises can participate in the whole process of talent training and collaborative education between schools and enterprises can be completed [3].

3. CONCLUSION

To sum up, it is particularly important for the research on the learning engagement of higher vocational college students, which is directly related to the learning objectives, campus experience, learning style construction and attention of students. Relevant educators need to actively pay attention to students' learning engagement and formulate relevant measures to improve students' learning engagement in combination with influencing factors. With the joint efforts of students and colleges, we can improve the learning engagement of students, and finally promote the development of higher vocational education.

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Modern Management Science Theory and Educational Administration in Colleges and Universities

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Abstract: Chinese colleges and universities have always been the cradle of cultivating high-quality talents. Especially in recent years, the continuous popularization of higher education and the continuous expansion of enrollment of talents have put forward more requirements for the educational administration management of colleges and universities. The traditional educational administration management mode has gradually withdrawn from the historical stage and needs to be further strengthened. The theory of modern management science has enlightenment for the management of all walks of life, so it is no exception for the educational administration of colleges and universities. This paper will first briefly analyze the current situation of the educational administration of colleges and universities, and on this basis, put forward the effective strategies of applying the theory of modern management science to the educational administration of colleges and universities for the reference of relevant personnel. So as to effectively promote the development of Chinese higher education.

Keywords: Modern management science theory; Educational administration in Colleges and Universities

1. INTRODUCTION

Teaching staff, students and management team constitute the personnel composition system of colleges and universities, and educational administration management is an important part of it. Ranging from the allocation of examination rooms and test numbers to teaching service, it is an indispensable part of the daily operation of colleges and universities, and is the premise and foundation to promote colleges and universities to achieve development strategic objectives, scientific research objectives and talent training objectives. However, at present, the educational administration work of many colleges and universities needs to be further strengthened. In the modern management scientific theory, there is an important idea that "the important means to improve labor productivity is to use scientific management methods instead of traditional management methods". I think this sentence well explains the center of this article. Therefore, we should

first start from the current situation of traditional educational administration management, see what disadvantages exist, find out the disadvantages, and then use modern scientific management theory to make targeted improvement, so as to promote the work efficiency of educational administration management in Colleges and universities.

2. CURRENT SITUATION OF EDUCATIONAL ADMINISTRATION IN COLLEGES AND UNIVERSITIES

(1) Lack of institutional environment and effectiveness

At present, although Chinese colleges and universities attach great importance to educational administration management, the institutional environment of colleges and universities is not optimistic. First, the relevant systems, principles and policies of educational administration management are well formulated, some of which are also excellent systems to promote the development of colleges and universities. However, due to the large number of college students, there are some problems in the process of transferring the tasks assigned by relevant leaders to grass-roots managers. After being assigned layer by layer, grass-roots managers may not understand the real purpose and action measures of this policy. The deviation of understanding leads to the difference in the action direction of grass-roots managers, or even "running counter to each other". Even sometimes, due to the information difference between educational administration leaders and grass-roots managers, new documents appear before the previous document is implemented at the grass-roots level. As time goes by, it will affect other work in Colleges and universities, unable to give play to the meaning of superior policies and reduce the efficiency of educational administration management.

(2) The educational administration center is overstaffed and lacks the sense of responsibility

The educational administration institutions of colleges and universities are similar to government institutions in some systems. The educational administration institutions of colleges and universities often have redundant institutions, resulting in unclear task allocation, mutual prevarication and low executive power in the implementation of superior policies,

which seriously affects the implementation of relevant systems. Although relevant colleges and universities have been streamlined for many times, However, it is still unable to break the situation of overstaffing in educational administration institutions. The educational administration institutions of colleges and universities often have the situation of overlapping or overlapping institutions. This situation is more serious after the merger of some colleges and universities in recent years. The original division of functions between the administrators of educational administration institutions and the administrators of educational administration institutions of the University was chaotic. The educational administration institutions of some colleges and universities were bloated, with overlapping positions, unclear rights and responsibilities, and the increase of personnel, which made the internal staffing and post setting system of colleges and universities lack effective constraints, which not only caused a waste of resources, but also reduced the administrative efficiency. Moreover, since the educational administration management personnel of relevant colleges and universities are generally held by teaching staff, they do not have a clear understanding of the educational administration management work, think that their work is just to simply deal with official documents, service reception or do some sundries, do not have a reasonable definition of their work, do not care much about their own quality and lack the sense of responsibility. This is also a reason for the low executive power of educational administration institutions in Colleges and universities. However, with the continuous development of economy, science and technology, the requirements of the times for colleges and universities are becoming higher and higher, which is a challenge for educational administration managers in Colleges and universities. In the face of fierce market competition, relevant personnel still stick to the old rules, which indicates that they will be eliminated by the society. According to the relevant survey, a considerable number of educational administration managers in Colleges and universities in China have not undergone special training, and their majors have little contact with the management major. They are lack of professional quality and modern management knowledge, so they are not competent for modern educational administration management.

(3) The management mode lags behind

Influenced by the traditional ideology and culture, some educational administration leaders still have the idea of official standard. They believe that educational administration management only needs to command the grass-roots executors with their rights, rather than relying on systems and norms to complete educational administration management. Educational administration management lacks responsibility mechanism and clear supervision system, which

makes the executive power of educational administration management institutions low. Secondly, due to the official oriented thinking of some leaders, there are communication errors with the implementation personnel of grass-roots educational administration, and they do not form a clear understanding of the management work. Some educational administration leaders of colleges and universities are also responsible for scientific research work. Under the dual responsibility, they mainly focus on scientific research work and cannot devote themselves to management. The new management system can not be strictly implemented with grass-roots personnel in time, which also leads to the situation of low execution.

3. HOW TO IMPROVE THE EDUCATIONAL ADMINISTRATION OF COLLEGES AND UNIVERSITIES BY USING THE THEORY OF MODERN MANAGEMENT SCIENCE

(1) Using expectation theory to determine the objectives of Educational Administration

Before colleges and universities carry out educational administration management, it is indispensable to formulate educational administration management objectives. Scientific objectives are conducive to incentive and maximize the effect of limited educational resources. Therefore, we can introduce the expectation theory in modern scientific management theory. The expectation theory points out that people's completion of tasks mainly depends on two factors. The first factor is the maximum value of completing the goal, because only a higher goal value is conducive to improving people's work efficiency and enthusiasm. The second factor is the expectation rate of people to complete the task. Based on these two points, when colleges and universities carry out educational administration management, they should first formulate educational administration management objectives around the expectation theory. This objective should not be too high. It is best to achieve it after efforts. Of course, it should not be too low. If it is too low, they will lose challenge and work enthusiasm. Therefore, they should focus on the overall development objectives of colleges and universities and be close to the actual situation of colleges and universities. So as to formulate the objectives of educational administration management. There are two ways to improve the expected value rate. One is to publicize after setting the goal, improve the implementation personnel's understanding of the goal, avoid the situation mentioned above, and effectively improve the management efficiency. The other is to make the educational administration personnel, teachers and even students resonate with the educational administration management goal and work towards this goal consciously. So that the educational administration staff can feel their own value, and teachers can carry out teaching work in a relaxed and

harmonious environment, so as to promote the realization of the objectives of educational administration management and effectively improve the efficiency of educational administration management in Colleges and universities.

(2) In the process of carrying out educational administration management, we should follow the human-oriented theory

In the modern management science theory, it is mentioned that the reason why management can give full play to the greatest function is that management can scientifically appoint talents and encourage people to give full play to their potential. Therefore, in the process of carrying out educational administration management, colleges and universities should follow the humanist theory and realize that talents are the core of the whole educational administration management, and only good people can do their work. In order to effectively carry out educational administration work, this is also to change the official standard thought mentioned above. Some superior leaders believe that only administrative orders and the relationship between superiors and subordinates can effectively carry out educational administration work. The specific measures are as follows. First, we should formulate an effective incentive mechanism, which not only needs to pay attention to people's material incentive, We also need to pay attention to people's spiritual motivation. Material motivation can meet the normal material needs of staff and improve their work enthusiasm. Spiritual motivation is because each of us needs not only the material world, but also a rich spiritual world. Especially teachers are talents with higher education. Scientific spiritual motivation is conducive to improving their sense of honor and achievement, So as to form spiritual power and promote the development of educational administration.

(3) Integrate the system theory into the educational administration management mode of colleges and universities

The educational administration management of colleges and universities is mainly divided into three subsystems: the educational administration office led by the president, the educational administration institutions under the colleges and departments, and finally the teaching organization in the form of teaching and research office. These three subsystems build a complete educational administration management system of colleges and universities, which are independent and interrelated. However, at

present, the three subsystems of many colleges and universities often exist independently. The information communication between the academic affairs office led by the president and the teaching and research office is not smooth. When the macro measures formulated by the academic affairs office are implemented, they often encounter various problems and cannot be effectively adjusted, resulting in the poor management of the academic affairs. Therefore, we should recognize the importance of the system. When the academic affairs office meets to formulate new plans, it can set up an academic affairs Symposium. The personnel of the following two systems should also participate, so as to jointly formulate the scheme and avoid the situation inconsistent with the actual situation. After the formulation is completed, they should often feed back the educational administration work, timely adjust the existing scheme and solve the existing related problems, so as to make it more in line with the reality of educational administration management and effectively improve the quality of educational administration management in Colleges and universities.

4. CONCLUSION

The educational administration in Colleges and universities is the core content of daily work in Colleges and universities. Therefore, we constantly adjust and innovate, learn the essence of modern management science theory, integrate into the educational administration work, and explore a scientific and integrated way, so as to impel university educational administration work to meet all kinds of challenges. Effectively enhance their core competitiveness under the torrent of the times.

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Guidance and Autonomy: Teacher Leadership and Management in School Reform

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Abstract: In order to promote the professional development of teachers, in the leadership and management of teachers in primary schools, schools must not only take into account external conditions, but also need to reform and innovate within the school, including organizational culture, management concepts, leadership styles, and teaching reform. In the daily work, teacher leadership and management play a certain role in promoting the all-round development of teachers, and help teachers get better development. This paper mainly studies the leadership and management of teacher development. Only the correct leadership can make the effective implementation of teacher management, so that teachers can develop better under the guidance of valuable guidance and goals.

Keywords: School reform; Guidance and autonomy; Teacher leadership

INTRODUCTION

In the process of teacher leadership and management, a single method of leadership and management cannot improve the autonomy and enthusiasm of teachers. We should start from the charm of teachers to further develop teachers' professional abilities and enhance teachers' sense of self-achievement. Through the reform of the leadership model and continuous innovation of management concepts, leadership and management can support each other's development, so as to effectively improving the professional level of teachers and further strengthening the professional dignity of teachers.

1. PROBLEMS IN THE REFORM OF TEACHER MANAGEMENT

With the continuous reform of the new curriculum standards, the education field has also undergone changes, and certain results have been achieved in the management of teachers in primary schools, including the gradual improvement of teacher management processes and the diversification of teacher management models. It not only greatly promotes the development of teacher management theory and practice in China, but also pays attention to the development of teachers' specialty. In addition, in the context of the new era, in the process of teacher leadership and management, if only traditional methods are used to manage teachers, simple rewards and punishments, institutional constraints and control methods for teachers cannot meet the needs of change.

Therefore, good leadership and management results cannot be achieved. However, there are still some other problems, including low management efficiency, lack of effective management mechanisms, and weak awareness of teachers' self-management. These problems not only restrict the nature of teacher management to a certain extent, but also restricts the learning organization of teachers' professional development and school culture. Moreover, the teacher management guarantee mechanism and incentive policy are still not comprehensive [1]. Therefore, in the leadership and management of teachers in primary schools, schools should adopt diversified management models. It can not only enrich the theoretical knowledge of teacher management in China, but also further optimize the development of practice and promote the professional development of teachers.

2. HOW TO EFFECTIVELY REALIZE TEACHER LEADERSHIP AND MANAGEMENT

In the context of transformation and reform of various schools, various relationships, interests and forces are constantly reorganized and formed. However, the previous system to restrict and manage teachers can no longer meet the requirements of the current reform. Therefore, it is necessary for schools to have a new understanding of the role of teachers and re-understand the role of teachers in leadership and management, so as to have a correct understanding of the value that people can play, and give full play to the subjective initiative of different subjects. As a result, subjects at different levels can reflect the wonderful life of diversity. In addition, in order to further improve teachers' leadership and management, schools should change and innovate the ways of teachers' leadership and management, move the focus downward, and develop teachers' leadership from the actual situation. And schools also should further strengthen the appropriateness of teachers' management based on methodology, focus on teachers' professional development and give professional guidance. Only in this way can we better mobilize teachers' initiative, autonomy and creativity, and can teachers develop better under the promotion of dynamic mechanism.

2.1 To enhance teachers' professional dignity

Teachers' professional development not only helps teachers improve their professional knowledge, professional quality and professional ability, but also

greatly enhances teachers' sense of achievement, promotes teachers to have a sense of professional pride and satisfaction, so as to further improve teachers' sense of professional dignity. The promotion of teachers' professional dignity greatly promotes teachers' improvement of their personal charm, literacy ability and ideological quality. It can become the driving force for teachers' continuous efforts and progress, and enhance and expand teachers' interaction [2]. It can be said that the professionalism of teachers is closely related to their professional dignity, which is both a process and a driving force. In addition, only in the process of professional development, can teachers constantly motivate themselves and obtain motivation and confidence in the process of growth. So that they have a new cognition and understanding of themselves, strengthen their determination to devote themselves to the cause of education and further strengthen their emotion and consciousness of their own work.

2.2 To create a platform for the development of teachers' leadership through multiple channels

We believe that the development of teachers is dynamic and continuous, which runs through the whole career of teachers. Therefore, it is necessary to effectively enhance teachers' professional development ability in teachers leadership and management. From the perspective of schools, cultivating teachers' leadership should not only rely on the call of ideas, but also create a more diversified platform for teachers to encourage teachers to actively participate in and improve their comprehensive ability with innovative thinking. It requires that school leaders and managers should create a good environment and conditions for teachers, so that teachers can improve their leadership in a favorable environment. For example, we can make use of the differences at the school level to endow each teacher with certain leadership responsibilities, including students' psychological development, learning methods and teachers' professional culture [3]. In this way, teachers can adapt to be a leader in various occasions, and help schools better realize self-change. After all, teacher leadership is based on mutual assistance of teachers.

2.3 To reform the daily teaching management system

Only with sufficient funds and conditions can we effectively solve the problem of stagnant teacher leadership development. Especially when test scores and enrollment rates are the main content of the accountability mechanism, teachers' participation in school leadership will become a "burden", and lack

of time will become a reason for teachers to shirk leadership and management. Therefore, it is necessary for schools to reform the teaching management system. Time should be returned to teachers and created in teachers, especially for lesson preparation, homework correction, and regular administrative meetings on which teachers spend a lot of time and energy. It requires the school to innovate the content of the weekly regular meetings, implement the principles of being short and clear, and highlighting the key points. If necessary, they can use the SMS platform or the school broadcast to notify them to avoid unnecessary centralized meetings. And the content of lesson preparation should not be too strict. Teachers should be given more time to devote themselves to the education and teaching research, and constantly improve their own abilities and qualities. In addition, schools must provide teachers with funds, including office conditions, teaching equipment, training funds, etc.. Only in this way can the teachers' professional ability be steadily improved and can their leadership be further developed.

3. CONCLUSION

From the above, the professional development of teachers has its unique characteristics, including multi-subjectivity, interim and multi-level. Therefore, the leadership and management of teacher professional development should proceed from its characteristics and follow relevant principles, such as creativity, long-term, fairness and autonomy. Therefore, in order to better lead and manage the professional development of teachers, schools should strengthen the cultivation of teacher teams and help teachers plan their careers, so as to better develop teacher leadership and promote the improvement of teachers' professional skills.

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A Study on Professional Accomplishment Oriented College English Curriculum Link-up System of Secondary and Higher Vocational Bridging Education – Exemplified on Qingdao Technical College

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Abstract: In this thesis, the author proposes to embed the preparatory knowledge of higher vocational courses into the secondary vocational stage in advance in the way of online course modular learning.—a model featured by “secondary vocational preparation stage dominated by online modular Learning & higher vocational promotion stage characterized by project tasks”, which can not only systematize the English reserves of learners before they enter higher vocational colleges, but also prepare for English learning in higher vocational colleges.

Key Words: Professional Accomplishment; Curriculum Link-up System; Secondary and Higher Vocational Bridging Education; College English

1. INTRODUCTION

The curriculum link-up acts as both an important part of upgrade from secondary stage to higher vocational education in the process of vocational education reform and also a weak link in the modern vocational education system. With the popularization of the concept of "lifelong education" and the awakening of individual self-consciousness in "lifelong learning"[1], a considerable number of secondary vocational fresh students choose to receive further education in Higher Vocational Colleges every year. In such a circumstance, more and more scholars and educators turn their attention into the research on the connection of secondary and higher vocational courses.

2.A COMPARATIVE STUDY ON THE CURRICULUM LINK-UP OF SECONDARY AND HIGHER VOCATIONAL BRIDGING EDUCATION AT HOME AND ABROAD

At present, due to the late start of secondary and higher vocational bridging education in China (1980s), most of the research focuses on the theory and countermeasure path, but not formed a mature system. The author carried out an accurate search with the keyword "secondary and higher vocational curriculum convergence" in the CNKI resource

database, 579 relevant research literatures were recorded, when searched the HowNet with the keyword of "English Curriculum Connection in secondary and higher vocational colleges", the results showed that there were 201 relevant research literatures, including 0 doctoral thesis, 9 master thesis. Among them, there were only 54 literatures with reference value for research. Through combing and summarizing them in details, the research on the connection between secondary and higher vocational education in China has developed from scratch, from few to many, from individuality to commonness since the 1980s. The research content presents the following characteristics;

Shift of research focus -- from the research on the connection policy to the "connotative" curriculum link-up.

Although various formulations and concepts emerge one after another on how to realize the path of curriculum connection, they focus on the four aspects of "curriculum objectives (or curriculum standards)", "curriculum content", "curriculum implementation" and "curriculum evaluation"[2].

With the rise and popularization of the concepts of "lifelong education" and "modern vocational education", there is an obvious trend of "Vocational/Professional Education"[3], "industry post ability education" and "modularization" in the orientation of curriculum link-up.

Compared with theoretical research at home, foreign college researchers have formed relatively mature cases in the advancement and design of vocational education. Through the research and analysis of representative national vocational systems, it is found that although the national vocational education systems and the link-up modes of secondary and higher vocational education are different, their core foundation is to build a mature secondary and higher vocational curriculum connection system.

III.Exploration on path of College English Curriculum Link-up in secondary and Higher Vocational Colleges --Oriented by Professional

Accomplishment

Based on the previous questionnaire and interview with 27 professional classes of students from 16 secondary vocational colleges and English teachers (from secondary vocational colleges) in the spring semester of Qingdao Technical college in 2020, through the attribution analysis of the problem representation reflected in the field survey, this paper makes a curriculum research on the link-up mode of English Curriculum in secondary and higher vocational colleges from four aspects: curriculum objectives, classroom content, curriculum implementation and curriculum evaluation. The main points are as follows:

The formulation of curriculum objectives should be guided by the cultivation of students' "professional quality" and "ability" to conduct job post and task analysis in English in the workplace environment, and lay a solid foundation for improving students' future employment competitiveness and career transfer ability.

The design of course content follows the progressive relationship of "connection", "bridging", "transfer" and "continuity"[4], which can be divided into secondary vocational preparation stage and higher vocational promotion stage. The preparation stage helps students of different school resource and majors accomplish the knowledge reserve required by higher stage education, the knowledge reserve here should also include simple workplace English input; while the promotion stage of higher vocational education attaches importance to ability, and the curriculum design is task/project-oriented. By building a career scene, students are guided to analyze their professional ability and solve practical problems on the basis of the analysis of corresponding professional posts and work tasks.

Curriculum implementation is the key but most difficult point. Due to the current situation (various secondary school teaching policies/short term in high vocational colleges/different textbooks in secondary

schools), it leads to the mechanization trend of English teaching in higher vocational education stage, let alone implement the philosophy of "teaching students according to their aptitude"[5]. There are two paths in solving this problem: the development of Internet + background and the improvement of curriculum assistance mean that the preparatory stage of the curriculum can be extended to the secondary vocational schools in advance. Teachers will build the online curriculum in modules which works as a lead to higher vocational English learning stage, and students study on line in their spare time in their secondary vocational schools. In light of the more mature vocational education system model in foreign countries, the link-up curriculum in higher vocational stage starts with helping students improve their professional accomplishment and skills to solve practical problems in the workplace, thus enhance students to develop language ability required for career development and migration by completing project tasks in specific career scenarios.

In 2019, China-New Zealand higher vocational education seminar held in Qingdao Technical College, in the conference New Zealand shared their exploration of Micro-Credential and credit scoring system (Edubits) which solves the problem of accreditation and evaluation of the credit courses. By completing relevant tests, students can obtain corresponding points. After a certain number of points are obtained, students can obtain the learning qualification certification for entering the higher vocational stage; and their assessments in higher vocational stage emphasizes formative evaluation--multiple evaluation indicators when completing Learning Projects – evaluation from teachers, other groups as well as its inner group members.

IV. Professional accomplishment oriented English curriculum cohesion system model

Based on the above analysis, the model of college English curriculum cohesion system in secondary and higher vocational colleges is shown in Table 2 and 3.

| Curriculum Link-up Model (Secondary Stage) | | | Way of Learning :Online self-study & Lecturing | | |
|--|--|---|--|--|---|
| Content | Knowledge Objective | Accessment Standard | Skill Objective | Accessment Standard | Credit |
| Module One Business Card | 1. Business card elements 1 Credit | Blank-filling Test on the platform Valid score>70 | Write your own business card 2 Credits | Platform Assignment: suppose you were salesman from AAA company, accomplish your business card. Company address: No.46 Shandong RD, Qingdao Valid score>60 | |
| | 2. Background information reading--how to deliver a business card 1 Credit | Reading test on the platform Valid score>80 | | | |
| Module Two Company Department | 1. Departments in a company 1 Credit | Test on the platform Valid score>70 | Recite relative department duties in a company 2 Credits | Platform Assignment: suppose you were HR manager, how do you arrange an interview tomorrow Valid score>60 | |
| | 2. Background information reading-- department duties 1 Credit | Reading test on the platform Valid score>80 | | | |
| ... | ... | | | | |
| | | | | | Your total credit ____, sorry to inform you that you cannot pass the exam unless take another try before July 8th |

Table 2: English Curriculum cohesion Model in secondary and Higher Vocational Colleges -- secondary vocational education stage

| Curriculum Link-up Model (Higher Stage) Way of Learning : Task | | | | | |
|--|--|--|---|---|-------------|
| Content | Task Description | Knowledge Points | Professional Point | Assessment Standard | Class Hours |
| Module One Company | Task One: Work in groups, design your business card according to your business field, and then distribute the main roles to group members. Task Two: Work in groups, plan to introduce your company to the public the first time, everyone in your company should introduce his business. | 1. Personal business card. 2. Brief introduction to company and department duties. 3. Self-introduction in business occasions. | 1. Clear professional duty classification among group members. 2. According to your job position, introduce your department in the public. | Score points judged by teacher: knowledge points, professional scene formation, professional accomplishments. Score points judged by other groups: creativity, fluency as well as artism. | 4 |
| | ... | ... | ... | ... | ... |

Table 3: English Curriculum cohesion mode in Higher Vocational Colleges -- higher vocational education stage

5. CONCLUSION

Until now no systematic curriculum has been formed in the research of English bridging courses between secondary and higher vocational colleges. On one hand, the management of secondary and higher vocational colleges belongs to different schools, and each school has its own school management philosophy and characteristics. Therefore, the cohesion of secondary and higher vocational courses, especially English courses, is limited to form and has no internal development. Most of the higher vocational colleges that receive the students of connection projects do not have a special English curriculum link-up system. The curriculum design mode of "secondary vocational preparation stage dominated by online modular Learning & higher vocational promotion stage characterized by project tasks" proposed in this paper can bypass the existing contradictions to the greatest extent, avoid the practical problems such as the inconsistency of management subjects, teaching subjects and English

teaching materials in secondary and higher vocational colleges, and provide path reference and model research for the connection of English courses in secondary and higher vocational colleges.

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The Fusion Development of Ideological and Political Education and Music Education in Vocational Colleges

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Abstract: The integration of ideological and political education and music education in vocational colleges is conducive to forming the noble values, stimulating patriotism, clarifying role orientation and forming good moral quality for students. However, we should pay full attention to the problems existing in the integration, such as misunderstanding, failure to achieve effective integration, music quality of teachers and students, teaching facilities, curriculum teaching and so on. We should realize the integrated development of ideological and political education and music education in vocational colleges through ideological construction, system construction, environmental construction, improvement of teaching methods and renewal of teaching means.

Keywords: vocational colleges; ideological and political education; music education; fuse

1. INTRODUCTION

Ideological and political education is the focus of vocational colleges, which has irreplaceable value and role in improving the work of vocational colleges. With the teaching reform of vocational colleges in recent years, ideological and political education has gradually broken through the traditional forms of education and integrated into the teaching of other majors. Among them, the rich materials and special forms in music education contain a large number of ideological and political elements, which is an excellent choice for ideological and political education. It requires the organic combination of ideological and political education and music education, to achieve win-win and help the education reform of vocational colleges.

2. THE SIGNIFICANCE OF THE FUSION DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION AND MUSIC EDUCATION

2.1 Being conducive to the formation of students' values

Music has been an important way for people to express their emotions since ancient times, and excellent music works have inspired generations to move forward bravely. The integration of ideological

and political education and music education, and the use of the profound connotation of music works for ideological and political education is conducive to students to form a good view of right and wrong and correct values, and promote the ideological and political education work in vocational colleges.

2.2 Being conducive to stimulate students' patriotic feelings

Patriotism education is the main melody of ideological and political education. Music education can fully stimulate students' patriotic feelings, especially the songs in the revolutionary period, high emotion and firm melody, which suddenly shook people's hearts. For example, The Yellow River Cantata and the Song of Guerrilla Forces enable students to experience the greatness of the revolutionary ancestors in music and love their country more and more.

2.3 Being helpful for students to clarify their own positioning

Self orientation is a problem that students must face in their growth, which is conducive to students' good work after graduation. Music education can help students know themselves. For example, in chorus, students can clarify their position and realize the value of the team. At the same time, the beautiful melody of music makes students relaxed physically and mentally, devote themselves to learning, and improve the efficiency and quality of learning. [1]

2.4 Being conducive to the formation of good moral character

In the integration of ideological and political education and music education, we should select appropriate music materials in order to give full play to the ideological and political function of music. Good music can make students positive, cherish the beauty of life and actively devote themselves to learning and life. At the same time, the open and interactive music education makes the boring ideological and political theory education vivid and specific, and urges students to actively hone their will quality and form good moral quality. For example, the song Sunshine Always Follows Heavy Rain enables students to easily face all kinds of setbacks

when facing difficulties.

3.THE FUSION DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION AND MUSIC EDUCATION

3.1 Insufficient understanding of the function of ideological and political education in music teaching
Influenced by the traditional educational thought, there are great misunderstandings in the understanding of music education in vocational colleges. They simply think that music education is to set up music courses and hold cultural and recreational activities. They only see the form of music education and ignore the aesthetic education value in music education. Their educational function has not been developed, especially the lack of understanding of the function of ideological and political education. As a result, music education is in a passive position in the teaching plan of vocational colleges and the construction of ideological and political education. [2]

3.2 Ideological and political education and music education are not effectively combined

Under the influence of traditional teaching mode, many teachers only pay attention to the form of music in the practice of music teaching, ignore the rich ideological and political elements contained in music materials, and can not guide students to experience the spirit behind music in the enjoyment of music. In ideological and political teaching, teachers only preach the contents of textbooks and teaching materials, and do not use the audio-visual sense of music to enrich the classroom atmosphere, which affects the effect of ideological and political education.

3.3 The music quality of teachers and students in vocational colleges needs to be improved

On the one hand, restricted by the school running conditions of vocational colleges, there is a lack of high-level music teachers, and the overall music quality of teachers is not high. In music teaching, they only explain the contents of textbooks, can not give play to the spiritual connotation behind music, and rarely carry out students' ideological and political education. On the other hand, students face the pressure of entering a higher school in senior high school; the music teaching time is squeezed, and the students' music literacy is poor. They can not actively feel the charm and connotation of music, and their ability to identify music content is also insufficient, which is easy to be misled.

3.4 The teaching facilities are not complete, and the curriculum needs to be improved

On the one hand, the music teaching facilities are not complete, due to the insufficient investment in music teaching. It is difficult to fully show the charm and ideological and political function of music only by teachers' preaching in practical teaching. On the other hand, the curriculum is unreasonable. Teachers mainly focus on what they are good at, which does

not reflect the essence of music education and is difficult to meet the needs of students. [3]

4.COUNTERMEASURES FOR THE INTEGRATED DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION AND MUSIC EDUCATION

4.1 To establish unified thought and realize organic combination

The integration of ideological and political education and music education is not an easy thing. We need to work together to unify our ideas. First of all, schools should pay more attention to music education. They should not only recognize the basic functions of music education, but also highlight the essence of music education, improve students' moral quality and open up a new situation of ideological and political education. Secondly, to form a social consensus, social media should strengthen the dissemination of excellent music works, create a good external environment for ideological and political education, and pay attention to their moral quality in the selection of talents. Finally, students should recognize, actively accept excellent music works, understand the connotation of music works, explore the ideological and political elements, and improve their moral cultivation.

4.2 To improve system construction and provide reliable guarantee

System construction is the guarantee for the integrated development of ideological and political education and music education. First of all, it's important to improve the leadership mechanism. Vocational colleges should establish special institutions, change educational ideas, excavate ideological and political materials in music education, and promote the development of quality education; The secondly is to strengthen the construction of teachers, keep pace with the times, improve teachers' professional ability and political literacy, and give full play to the value of ideological and political education of music education; Finally, we should pay attention to music teaching, improve the curriculum, promote the transformation of music education to quality education, absorb and learn from the advanced experience of predecessors and foreign countries, innovate boldly, and form an aimless curriculum system to cultivate all-round development.

4.3 To strengthen environmental construction and create a good atmosphere

In addition to ideological and institutional construction, environmental construction is also an important means to realize the integration of ideological and political education and music education. First of all, we should keep up with the material construction, increase the capital investment in music education facilities, create a good learning environment, improve students' interest in learning, and then guide students to carry out ideological and political education; Secondly, we should strengthen

the construction of incentive environment, strengthen the training of music teachers and ideological and political teachers, stimulate work enthusiasm, and promote the integrated development of them; Finally, we should promote the construction of spiritual environment, integrate music culture into the construction of campus spiritual environment, so that students can consciously accept ideological and political education and improve their moral quality in a good environmental atmosphere. [4]

4.4 To improve teaching methods and open up a new way of integration

Improving teaching methods is a direct means to realize the integration of ideological and political education and music education. Firstly, under the guidance of ideological and political theory, we should improve music teaching methods, make use of the advantageous resources in Jiangxi's local red culture and advanced teaching tools to learn excellent music works, such as local music elements such as Red Star Shines on Me to Fight and The Sky Above the Liberated Area, excavate the ideological and political elements and guide students to carry out ideological and political education; Secondly, we should carry out music practice activities, such as holding evening parties, chorus competitions, establishing music associations and bands, so as to make students form team consciousness, improve their cooperation ability, give full play to students' initiative and participation to improve students' moral quality; Finally, we should learn from the excellent foreign music culture, combine the national characteristics, innovate the form of music expression, and give full play to the special position of music in the education.

4.5 To update teaching means and enrich integration content

First of all, through the organization and teaching of various types of music themes, it has a subtle impact on the quality of students. Patriotic themes stimulate students' patriotic feelings, and revolutionary themes stimulate students' firm beliefs, such as red songs such as Mountain Azalea and Ten Farewell To Red Army, so as to shape students' quality invisibly. Secondly, the content of teaching materials should be carefully selected to reflect the role of emotional

value and realize the unity of artistry and ideology; Finally, we should give full play to the multimedia teaching means, with the help of its advantages of hearing, vision and network, improve the appeal of music education and enhance the ideological and political elements of music education. [5]

5.CONCLUSION

Music education plays an important role in ideological and political education in vocational colleges. In music education, students not only improve their artistic appreciation ability, but also carry out ideological and political education through the era value, aesthetic education value and shaping value contained in music education, so as to realize the organic integration of ideological and political education and music education. Vocational colleges should strengthen the construction of teachers, explore effective ways to integrate ideological and political education and music education, and improve students' ideological and moral quality and music professional quality.

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Sexual Politics in Measure for Measure

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Abstract: This paper is to examine the sexual power over women in *Measure for Measure*. The intelligent and strong-willed heroine Isabella's choice to enter nunnery could be read as her escape from the oppressive institution of marriage; her self preservation rather than yielding to Angelo to save her brother is exercising her autonomy and her right over her body; stereotypical female frailty is refuted by Isabella as men's corruption and the cultural tradition to take women as morally inferior. Men's sexual manipulation over women and silencing of women speech are also discussed.

Keywords: Measure for Measure; Female Frailty; Female Speech; Sexual Politics

INTRODUCTION

Measure for Measure is a comedy by Shakespeare. The Duke of Vienna lets things slide for years and he has a plan to reinforce his power. He leaves the city and have Angelo in charge. Angelo is strict and imposes law against pre-marital sex. Claudio impregnates his fiancée and violates the newly imposed law, and he pleads with his sister Isabella a novice nun to save his life. When Isabella goes to Angelo, Angelo falls in lust with her and promises to spare her brother's life if she has sex with. The strong-minded Isabella refuses though her brother urges her to do so. The disguised Duke interferes with tricks, Angelo is exposed and Claudio is saved. The play disturbingly ends with the Duke's proposal to Isabella and her silence at it. This comedy is misogynic and arouses feminist critical interest. "Sexual politics" is a term given by Kate Millett referring to the patriarchal strategies to maintain the status quo and subordinate women; in turn, to expose the patriarchal values and assumptions that literature keeps hidden is also called "sexual politics." To read *Measure for Measure* from the view of sexual politics is to re-examine and expose the masculinist ideology and recognize powerless women and their voiceless presence. The following is to examine the sexual power over women from family power structure, sexual manipulation over women, female frailty and woman speech and silence.

1. CHOICE OF CLOISTER & WOMAN'S RIGHT OVER HER BODY

When the heroine Isabella makes her appearance in the play, she is about to enter nunnery. Why does a well-bred, beautiful and intelligent girl like Isabella choose to become a nun? Besides her religious background, the issue of women's marginal situation could be the reason. The regular occupation for

women at that time was marriage and motherhood. In the early modern era, women were subordinate to men, which was a "natural" state undisputed. Elizabethan political and religious discourse emphasized the father's rule over the family. Shakespeare's comedies such as *A Midsummer Night's Dream* often condemn women's violation of father's authority. Housekeeping and child rearing are considered as women's job, so family is not a resting place but a place of labor for women. As a result a life of cloister was a haven for women, away from the patriarchal and oppressive institution of marriage; a life of chastity and religion might have been preferable. Isabella's choice of the cloister seems an act of self-defense from sexual exploitation.

Coveting her beauty, Angelo blackmails Isabella to have sex with him if her brother's life is spared. Isabella refuses to yield to him. She claims, "Better it were a brother died at once. / Than that a sister, by redeeming him, / Should die for ever. (II. iv. 106-109). Angelo's abuse of sexual power is blatant. Isabella refuses to submit to him even though her brother's life is threatened. Some critics found her narrow-minded and cruel to choose chastity over life. She is willing to die for her brother, but violation of soul is a greater sin than surrendering to someone's lust for a woman of religious conviction. Isabella won modern audience's admiration for her more contemporary belief that a woman has a right over her own body, not to give in even under moral pretext.

This is a painful choice for Isabella, and she asked a bitter question, "To whom should I complain? Did I tell this, / Who would believe me?" (II.iv. 170-171). This soliloquy shows her helplessness and isolation over a powerful man's sexual threat. She is aware of the harsh judgment over her choice. Her brother takes her sacrifice as natural and when she refuses to do so, he is furious. The concluding lines of the scene arouse arguments from critics: "Then Isabel, live chaste, and brother, die; / More than our brother is our chastity" (II.iv. 184-185). This should not be interpreted as heartlessness or cold selfishness. It is natural that a woman has a right to do what she wants with her body even though others would deny that right.

2. STEREOTYPICAL FEMALE FRAILTY

In *Hamlet*, the frustrated and deranged prince Hamlet attaches a famous misogynic label to women: Frailty, thy name is woman. Female frailty refers to women moral inferiority and corruption. In Act Two, the subject of women's moral frailty is raised between

Isabella and Angelo. After admitting that man are generally frail, Angelo says sharply, "Nay, women are frail too." Isabella replies: "Ay, as the glasses where they view themselves, / Which are as easy broke as they make forms. / Women? Help, heaven! Men their creation mar / In Profiting by them. Nay, call us ten times frail; / For we are soft as our complexions are, / And credulous to false prints" (II. iv. 124-129). It seems odd that the strong Isabella should confirm stereotypical female frailty. Although Isabella uses the familiar derogatory image of women looking in the mirror narcissistically, she changes the stock Renaissance notion about women's moral frailty and exposes male cruelty. Just as glasses can be broken, the reflection in the mirror can be broken too; women's body and spirit can be broken in a corrupted society. When men profit by women, treating them as sex objects in brothels, or even getting considerable dowries from them (as both Claudio and Angelo mean to do), their own God-like images are destroyed (Man is created in likeness to God according to the Genesis). Moreover, when Isabella agrees that women are "soft," she means that women most likely believe the lies of men, but they do so out of natural generosity rather than natural ignorance. A misogynist may read this speech as confirming female moral inferiority but I found it reflects her awareness of women's disadvantaged social status and the stigma attached to them.

3. MALE MANIPULATION

The play involves current issues such as sexual harassment and unmarried mothers related to contemporary women. Moreover, as in all Shakespeare's plays, the female characters in *Measure for Measure* are restrained and manipulated by the male characters. Isabella is blackmailed by the powerful man Angelo to give up her body to save her brother and even her own brother attempts to barter her away and wishes to survive at the cost of her chastity. The Duke's proposal (or coercion) is almost as evil as Angelo's sinister proposition. Isabella is a novice nun with passion to serve the church. How could the strong-willed Isabella suddenly accept the proposal from a man whom she never shows any love or inclination? "Give me your hand, and say you will be mine" (V.i. 88). Such a proposal is yet another coercion from a powerful man who assumed acquiescence from a submissive woman. He doesn't even care to ask for her acceptance. In many modern theatrical productions of the play, Isabella rejects him. She denies him by choosing her self.

With Mariana, the Duke also achieves intimacy and mastery. Mariana proves their intimacy with a description of the Duke: "a man of comfort whose advice / Hath often still'd my brawling discontent" (IV.i. 8-9). His image as a father-confessor-saviour allows him to enter into Mariana's private life, allowing her disclosure of secrets. The Duke manipulates her to serve his scheme. He teases

intimate testimony from her. Even after he drops his disguise, the Duke tortures her further, marrying her to Angelo, and then ordering his immediate execution. He refuses to pity Angelo, and without considering the feelings of others, roughly rejects the pleading of these women, and keeps Isabella ignorant of her brother's survival in order "to make her heavenly comforts of despair / When it is least expected" (IV.iii. 97-98). This is an arrogant speech. He manipulates things to solicit others' gratitude for the heavenly comfort he grants them.

4. FEMALE SPEECH AND SILENCE

One of the common forms of abuse against intelligent women is the equation of eloquence and promiscuity: the loose tongue on the part of women often symbolizes the looseness of the body and spirit. This traditional attack on women's speech has been practiced since the Middle Ages. Eloquent women were accused of "unruly," "shrewish" or "monstrous." Some outspoken women in Shakespeare's plays endure ridicule for their sharp tongue. Silencing eloquent women is a misogynist literary tradition. In spite of their eloquence and quick wits in early acts, at the end of the play, Shakespeare's smart women tend to fall silent when their speech could undermine the play's attempts at patriarchal ideological consistency. The prominent scene of female silence appears at the end of *Measure for Measure*, where Isabella the woman of strong principle falls silent at the Duke's proposal, failing to respond verbally. This lack of reaction reveals the gender politics of the text. Some regard her silence as obedience or acquiescence, but silence after eloquence could be a rebellion against a demanding authority. Isabella chooses silence as a form of resistance against the patriarchal authority.

On the surface, the Duke's proposal seems generous, different from Angelo's cruel offer. However, his courtship of a novice nun could be interpreted as his attempt to possess a strong and intelligent woman, to subdue a defiant female force. In a sense, the Duke's attempt to marry Isabella is similar to taming a shrew: her shrewishness is her strong will and self-sufficiency, an unruly force to be contained by patriarchal enclosure. To subdue a proud woman, the Duke strategically renders Isabella as helpless as possible. He keeps her ignorant of Claudio's survival in order to make her grateful for his rescue. In other words, he would play God to ensure her loyalty, and manipulate her into gratitude in favor of his proposal. When he instructs, "give your cause to heaven," what he really means is "give your cause to me." The Duke plays God to justify his coercion of Isabella's will. Isabella's silence fractures the text's inherent ideological attempt to place the unruly female voice under male control in marital context. *Measure for Measure* is concluded by several marriages arranged by the Duke, which happily solves all the conflicts the play dramatizes. Isabella's silence is open to

speculation and mysteriously expresses an inner experience too complex, too female to be meaningfully registered in a male economy of meaning. Her silence in itself becomes a way of speech, a language that cannot be silenced. The character Isabella remains a mystery for readers and critics to solve.

ACKNOWLEDGEMENT

Undergraduate Teaching Reform Project of Guangxi Higher Education (2020JGB114)
Guangxi Degree and Graduate Education Reform Project (JGY2020015)

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Incorporating Backward Design in EFL Student Teaching Practicum Assessment

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Abstract: A pivotal role of assessments in EFL teaching practice is to enhance student teachers' professional development in the experience-based learning in the teaching education. Backward design is framed in the practicum arrangements in this study to assist student teachers' planning, enacting and reflecting of lessons. The three sets of shareholders' perception of the practicum is examined in terms of effects on the quality of collaborative exchange in lesson conference and student teachers' competency gains.

Keywords: teaching practicum assessment; backward design; EFL student teachers

1. INTRODUCTION

Teaching practicum takes on a great importance in student teachers' transformative opportunities to apply their on-campus theories to the in-field practice. Although the quality and effects of EFL student teaching practice has been long emphasized by many higher education institutes in China, many universities are still struggling in working out the framework of what can provide affordance for the student teachers in place and how to integrate what they have learned in classroom into the local teaching contexts seamlessly. In China, the time length of teaching placement is altered from 4-weeks to 16-weeks and how to make the crucial teaching practicum a productive one for the student teachers matters greatly in enhancing the teacher candidates' overall competence.

The prominently important strand in teaching education is practicum assessment. In addition, one of the major and long standing challenges of pre-service teacher education programs has been to work out a well-grounded and systematic assessment mechanism to ensure the student teachers to bridge the theory-practice gap and to open opportunities for transforming from a novel teacher to one with considerable experience. Despite the fact that several research studies concerning the various dimensions of practice teaching have been conducted, research related to the assessment of the practicum has been limited in number.^[1] Besides, recent research regarding to the assessment and evaluation of student teachers during EFL teaching practicum have also encountered several challenges such as too-general, syllabus-mismatched assessment criteria, absence of formative feedback and so on. To this end, the present

study is committed to utilizing backward design approach to generate a more valid evaluation of the student teachers' teaching practice.

2. LITERATURE REVIEW

Teaching practicum becomes the crucial space where student teachers apply pedagogical theory to practice. Teacher education constantly risks mismatch between course objectives and intended course outcomes. There are two major challenges that many countries experience related to teacher education: a lack of a coherent philosophy of teaching and learning and the lack of integrating theory and practice in teacher education^[2]. Essentially, teaching practicum should adopt a constructive assessment approach to facilitate student teachers' subject knowledge and pedagogical skills when they are supervised and therefore teaching practice, in fact, is assessment oriented^[3].

2.1 EFL Teaching Practicum Assessment

Teaching practicum is a multifaceted process involving student teachers, cooperating teachers, university supervisors, administrators, and students. In terms of what should be assessed in teaching practicum, some overriding elements are proposed by researchers, including planning-preparation, observation/reflection reports, cooperating teacher, peer teachers, university supervisors, and general organization were adopted as the criterion measures for assessing the performance of pre-service EFL teachers^{[4][5]}.

Normally, documentation portfolios, defined as a collection of student teachers' practices centering to provide a multidimensional interpretation of teaching and professional development, are leveraged to measure the performance of the student teachers in the teaching practicum, which are found to be valid and reliable^[6]. Good & Weaver highlight competencies to be assessed in teaching performance: preparation for instruction; presentation of organized instruction; assessment of student performance; classroom management; positive learning climate; communication; professional responsibilities, development, and leadership^[7]. Given the multidimensional factors at play in the teaching education, student teachers under investigation saw the following criteria as the best performance measures: planning-preparation, general organization, and university supervisors. On the other hand, they considered peer teachers, writing observation and reflection reports, and evaluation by cooperating

teachers as less effective performance measures. To address this gap, the present study takes a tentative attempt to adopt backward design approach in the teaching practicum.

2.2 Backward Design Approach to Teaching Practicum Assessment

Backward design calls for designing lessons with the end in mind but also crafting lessons with a focus on developing and deepening the understanding of important ideas or concepts^[8]. Many educators assume that backward design is featured by prompting changes in conventional thinking related to planning, teaching, and assessing. In view of this, backward-design approach is built on results-based procedure that emphasizes student teachers' acquisition of understanding and skills. Furthermore, tasks or activities framed by backward design are found to better help set learning goals, link goals to learning activities and resources, demonstrate key expected competences, connect knowledge to real-life situations, and generate best teaching practices^[9].

Consequently, teaching practicum with backward design has the potential to prompt change and achieve desired outcomes more explicitly and effectively, no matter in terms of the assessments by supervisor teachers or cooperative teachers or the self-evaluation or peer-evaluation of the student teachers themselves. A systematic and practical stages growing out of backward design is modified from Shumway & Berret^[10] (see Table 1):

| Stages | Supervisors/ Mentors | Student teachers (self/peer) |
|--|------------------------------|------------------------------------|
| 1. Identify desired results | Teaching practicum standards | Teaching goals |
| 2. Determine acceptable evidence | Practicum tasks | Teaching tasks |
| 3. Plan learning experiences and instruction | Practicum arrangements | Learning events or opportunities |
| 4. Enrichment | Added dimensions | Additional assessments |
| 5. Overall evaluation | Alignment | Feasibility |

Table 1 Backward design practicum stages

3 THE RESEARCH DESIGN

This study was conducted using data from teaching practicum at a Chinese normal university to find out the perceptions of the shareholders in backward-design based teaching practicum assessment, including the supervisors, cooperative teachers and the student teachers.

3.1 Research settings

Backward design was introduced in the teacher education programs for college faculty to develop day-to-day activities that align with the Chinese

national EFL teaching syllabus. Then the practicum activities and tasks were shared both by student and instructors prior to the trial teaching of the students. Stages framed by backward design is developing and implementing to assist classroom structure and use of classroom time. The student teachers were placed in the local secondary school at the 2020-2021 Fall Semester. During a 18-week program, they were not only able to observe classroom teaching but also had the chance to conduct teaching activities with assigned cooperating teachers in practicum schools for four classroom hours per week.

3.2 Data collection and analysis

As a qualitative study, it is based on the semi-structured interviews from three supervisors and three cooperative teachers and 6 student teachers, who volunteered for the interviews. The interviews aimed to elaborate student teachers' opinions related to their perception of the effects of backward design approach to teaching practicum. The interviews were tape-recorded within the permission of the interviewees for future transcription. Each interview lasted from 6 to 10 minutes depending on each interviewee's opinions and explanations. A content-analysis procedure was implemented by reading, comparing and finalizing the emerging themes from the interview data.

4 MAIN FINDINGS AND DISCUSSIONS

This part is geared towards elaborating the findings and discussion based on the data collected for answering the questions that whether back-ward approach can generate more desirable outcomes for the teaching education practice assessments.

4.1 Supervisors' assessments

Supervisors' assessment is context-dependent, with the main five components factored into teaching education, ranging from the academic, the practical, the technological, the personal, to the social reconstructionist orientations so it is a daunting task to make an objective and adequate assessment on the teaching education. Additionally, the practicum handbook is considered impractical and overly-long, to some extent, creating confusion rather than provide clarity around the nature of and expectations associated with assessment in some circumstances.

To address the above issues, backward design can help supervisors to narrow down problems or challenges, to think in terms of core concepts or big ideas, to promote student teachers' transfer from theory to the local school settings. One of the supervising teachers acknowledged the situation as follows:

"The original practicum handbook really complicated things. On the other hand, the backward design procedure can relieve three parties (the supervisors, the cooperating teacher and the teacher student) from the impractical paperwork and work together as a team with clearly-spelled-out objectivities. This smoothly-functioning mechanism helps me track the

student teachers practice development in my school visits and promote my assessments greatly.”

Findings further showed that supervisors’ personal differences and their expectations stemming from these differences was another concern to the student teachers. With the staged backward design, supervising teachers can guarantee the quality assessment by providing clear learning goals and transparent expectations, framing the work around genuine issues or problems and matching assessment methods to achievement targets.

4.2 Cooperating teachers’ assessments

Another equally important perceived discrepancy between university and school requirements and expectations was a source of great concern for student teachers. On the flip side, the cooperating teachers were also stressed by the extra mentoring tasks with the student teachers’ inadequate teaching experience and skills. The backward design is premised upon strong university school partnerships which include a co-commitment to the program’s central rationale, a shared input of expert knowledge and co-development of, and common understandings around, practicum assessment. One of the cooperating teachers indicated that:

“ Different from the mentoring I experienced previously where I had to fill the student teachers in about our syllabus, they are more familiar with our goals and are more mentally and pedagogically prepared in classroom management. What is more important, the teamwork with the college teacher and student teachers are more goal-oriented and productive, which can reduce my mentoring workload dramatically.”

As what is indicated above, the effectiveness of university-school communication and the avoidance of potential breakdown in the partnership arrangements between the three sets of stakeholders give rise to a more fruitful teacher education.

4.3 Student teachers’ self and peer assessments

In the real classroom teaching, the field-based teaching practicum would require a completely different and well informed assessment approach from the supervisors’ or cooperating –teachers’ assessors. When real classroom setups are involved, assessment is a tool of decision making about teaching activities, learning outcomes and accounting for learning evidence. Therefore during teaching practicum, assessment is meant to assist in the enhancement of the connection of the theory learned in classrooms with the practice students would be required to perform as they enter the teaching profession. According to student-teachers experiences, backward design self-evaluation rubrics can prepare teachers’ classroom competencies -- knowledge of learners’ deviant behavior, conduct, pedagogical content knowledge, and their ability to use a variety of assessment methods and strategies.

“At the beginning of the practice program, I was in a

total loss about my lesson planning. Thanks to my supervisor and the detailed self-evaluation rubrics, I can have a bigger picture about my own teaching competencies and can connect what I have learned on campus to the lesson planning I have to deal with.”

Second, peer assessors need sufficient and relevant knowledge and expertise of assessment to be effective assessors in field-based assessment. Backward design can scaffold coherent authentic, personalized, direct and practical information” to other peers to enhance their learning of assessment activities. One of the student teachers expressed what she has gained in the practicum: “Having to think about what my peer is teaching, I must be explicit about her judgments, to enable myself to understand what specifically she needs to do or focus on, for future learning and teaching. This does not only assist my own learning or reflection, but also drums up my own interest in clear exploration of what sort of content she possesses or does not possess.”

Admittedly, this kind of active assessment for learning is meant to assist fellow peers in improving their practice or preparation and, in turn, activating student teachers to probe into and learn from assessment by the supervisors or cooperating teachers. In teaching, it is important to apply different strategies, methods and techniques. This opportunity drives the student teachers to look at their suitability to the topic under discussion or how to make the teaching effective in the situation or context at that time.

5 CONCLUSION

The need to create a rational evaluation system is an essential part of practicum and the evaluation is surely expected to promote professional development, which putting assessment the top priority. It can be concluded from the data and findings stemmed from the present study that the assessment framed by backward design is valid, fair, efficient, and feasible since it uses multiple assessing channels, resources, appropriately incorporates cooperation from all parties, enhances instruction, influences student motivation and learning, and contains the limitation in the previous practicum procedures.

Overall, working backward from desired outcomes, through bettering understanding, to planning the in-class activities helped promote the teaching education in the field-based contexts. Furthermore, backward design offers student teachers an effective way to collaborate with one another, especially to work out the expected outcomes in the practicum. There is a great potential in using backward design to help convey the key concepts of the practicum programs and help develop agreed-upon “enduring understandings” that student teachers need to be successful teachers in their future career.

ACKNOWLEDGEMENT

This project received a research grant from Lingnan

Normal University, PRC (Project No. LSJGMS1822).

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Analysis on the Role of Applied Linguistics in Foreign Language Learning

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Abstract: In recent years, the combination of applied linguistics and foreign language learning has developed to a certain extent. The application of applied linguistics in foreign language learning can promote the continuous transformation of foreign language learning methods and learning ideas, help learners find learning misunderstandings and solve them in time, and make learners understand and master foreign languages more deeply. When studying applied linguistics, we should not only recognize the role of applied linguistics in foreign language learning, but also clarify how to promote the penetration and application of applied linguistics in foreign language learning.

Keywords: applied linguistics; foreign language learning; effect; application

1. INTRODUCTION

Applied linguistics first appeared in the second half of the 19th century, but this theory has not been paid attention to since it was put forward. In the 1940s, applied linguistics developed in the United States and gradually became an independent discipline. At present, applied linguistics has been applied in the process of foreign language learning in China, but the current research on applied linguistics is still very insufficient because the content of applied linguistics itself is very broad. In order to further promote the application of applied linguistics in foreign language learning, learners should have a deeper understanding of applied linguistics and recognize the role of applied linguistics in foreign language learning.

2. THE ROLE OF APPLIED LINGUISTICS IN FOREIGN LANGUAGE LEARNING

2.1 It is helpful to clarify the learning methods of foreign language learning

Foreign language plays a very important role in China's education system. Applying applied linguistics to foreign language learning can further stimulate learners' subject consciousness, stimulate their learning enthusiasm and improve the effect of foreign language learning. When learning a foreign language, we should analyze the characteristics of the foreign language itself, especially oral English, which is the basic content of the foreign language. [2] However, because there are great differences between foreign languages and Chinese languages, oral education is mostly carried out through written learning, which violates the law of language learning

to a certain extent and can not achieve ideal learning results. However, applied linguistics can determine the proportion between oral and written language learning, highlight the key points of learning, and then study more pertinently.

2.2 It is helpful to help learners find learning misunderstandings

Foreign language is a language discipline, so it is very important to pay attention to the learning of grammar knowledge, which leads many learners to pay great attention to grammar and pronunciation, excessively focus on the structural analysis of words, grammar and text, but ignore the cultivation of language emotional effect. In the long run, learners will forget the essence of foreign language learning and the purpose of foreign language use, which not only weakens the effect of foreign language learning, but also affects learners' interest in learning foreign language. However, the application of applied linguistics to foreign language learning can be considered from the perspective of learners. It can not only help learners correct their mistakes, but also deeply analyze learners' mistakes, and then provide targeted help and guidance to prevent learners from making the same mistakes.

2.3 It is conducive to deepen learners' understanding and mastery of foreign languages

Learning any foreign language should master it as much as possible. In foreign language learning, vocabulary is the basis. Learning vocabulary well and making certain combination and modification can make flexible use of foreign language. However, if there is no good word foundation, learners will not be able to deepen their own language and communicate in this language. In applied linguistics, there are many methods such as associative memory and image memory, which can help learners learn vocabulary. Learners can choose their own way to learn, and finally improve their vocabulary and help them have a deeper understanding and mastery of foreign languages. [2] Mastering enough vocabulary can form a basic language structure, which is of great significance for foreign language learning.

2.4 It is conducive to promoting learners' autonomous learning

Applied linguistics is a branch of linguistics. It has a relatively complete theoretical system and has a very important relationship with all links of foreign language learning. At present, most foreign language

learning is to pass various examinations. The existence of the examination oriented system leads to the boring foreign language learning classroom, and even has a negative impact on learners' interest in learning. In addition, many learners' foreign language foundation is relatively poor, and they can't keep up with the pace of learning in time, which will produce some bad emotions. Therefore, under the guidance of applied linguistics, learners should reasonably divide foreign language courses, start learning from basic knowledge, gradually improve the difficulty, and finally promote their all-round development on the basis of stimulating their interest in learning. More importantly, they should highlight their subjective position.

3. EFFECTIVE MEASURES TO PROMOTE THE APPLICATION OF APPLIED LINGUISTICS IN FOREIGN LANGUAGE LEARNING

3.1 To enhance the study of applied linguistics

Nowadays, there are more and more foreign language majors in colleges and universities in China, and more and more people learn foreign languages. [3] Although many foreign language learners have rich learning experience, they also lack theoretical literacy. This problem is also an important problem that restricts learners' foreign language learning. Therefore, learners need to consider problems from the actual situation of their foreign language learning and solve these problems as soon as possible. Applied linguistics is the basis of foreign language learning, so learners should strengthen the study of applied linguistics, constantly summarize their experience through the study of this theoretical content, and finally find a suitable way of foreign language learning to improve the effect of foreign language learning before foreign language learning.

3.2 To improve learners' comprehensive language ability

In China's traditional foreign language learning, learning and reading have always been the main. Learners focus on reading comprehension and writing, do not take into account the actual application, ignore the improvement of "listening" and "speaking" ability, and can not meet their own practical needs of learning a foreign language. [4] From the perspective of foreign language itself, foreign language communication not only requires learners to have high reading ability, but also requires learners' all-round development of "listening, speaking, reading and writing", and the importance of language output even exceeds language input. Therefore, learners must consciously improve their comprehensive language application ability and realize the transformation of reading learning to "listening, speaking and writing". With the transformation of the all-round development of "reading and writing", foreign language learning on the basis of respecting this law is bound to achieve better learning results.

3.3 To proceed from the actual situation and proceed step by step

Foreign language learning is a very long process. If you can't study for a long time, it's difficult to help learners really master the foreign language. This situation will cause a waste of learners' time and energy. However, it is very common for learners to give up halfway. For example, some college students will no longer learn English after graduation. Therefore, in order to change this situation, learners must start from the actual situation, see clearly the current situation of their foreign language learning, and then study step by step to gradually complete foreign language learning. As a language discipline, foreign language itself determines that learners must establish a good foreign language foundation as much as possible. Only in this way can they learn more deeply, exercise language in daily life and provide help for learners' growth and development.

3.4 To create a good foreign language learning environment

A good learning environment is an important guarantee for foreign language learning. It can even be said that there is an inseparable relationship between foreign language learning and learning environment. When learning a foreign language, learners can connect the learned content with real life, such as actively talking and communicating with foreigners, watching more relevant foreign movies, TV dramas and variety shows, so as to more truly feel the cultural differences and deeply feel how the language is used in real life. [5] In order to achieve better learning results, learners can also carry out situational learning method to enrich learning channels and enhance their own learning interest. At the same time, learners can also establish foreign language groups to learn through groups, so as to create a good learning atmosphere for their own learning.

4. CONCLUSION

Foreign language is an important channel and way for learners to broaden their horizons and understand foreign culture. Applying applied linguistics to foreign language learning can effectively improve learners' learning interest and application ability. In short, the application of applied linguistics in foreign language learning has trained a lot of excellent talents for China and has a good effect on foreign language learning.

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Critically Assess the Claim “Words don’t Matter Anymore. The Pictures Matter”

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Abstract: In modern society, words have encountered the image age. This is because after the emergence of image technology, with the outstanding performance of image art in enriching artistic diversity, literature has fallen into the predicament of being imaged. This makes text language relegated to a secondary position, and the relationship between words and images has become increasingly tense. But this will not cause the end of the text. Words and images are competing for narrative dominance one after another, but in general, words and images both resist and cooperate. With the support of digital technology, they show a complementary trend of pictures and texts.

Keywords: Picture-Context Relationship, Visual Culture, Mass Communication, Words

In this era of fast reading, audiences mostly pursue the visual impact and intuitive information, and the prevalence of pictures has become a feature of the times. With its unique visual advantages, pictures not only make news reports extremely convincing, but also provide readers with an instantaneous scene feeling, which makes the reader interested in watching. At the same time, reading pictures is conducive to alleviate the visual fatigue of text reading, so as to obtain the recognition and favour of the public. Blair (2019) even claimed that “Words do not matter anymore. The pictures matter”. However, this essay argues that both pictures and words are important, and each has its advantages. It is not complete and clear to use pictures alone to report events, which could make the readers’ interpretation and understanding not comprehensive. At this time, words are a powerful supplement. Consequently, the combination of pictures and words can better restore the facts and make the news or story show a more clear context.

Therefore, the purpose of writing this paper is to explain that Blair’s statement is one-sided. And the paper can be divided into three main part. The first part is about the benefits of visual effects brought by pictures, which also can support Blair’s point to some degree. The second part will show the words are as important as pictures due to its clarity and delicacy, which is a refutation about Blair’s words. Finally, the popularity of images does not mean the abandonment of words, but the emphasis on both pictures and texts, and achieve coexistence.

The widespread use of pictures does push texts to the

edge to some extent. According to Heidegger (1977)[1], the world image does not mean an image of the world, but it means that the world is held as an image. In today’s world, people are more dependent on the medium of images than ever before. And pictures do not exist passively as attachments to the world. Instead, they are a way of actively manipulate the world. Mitchell (1995)[2] claimed that the 21st century is the “image century”. There is no denying that pictures have a unique advantage over words, like meaning-giving directly and communication effectively, in reflecting news events.

Pictures are more visual than words, because they are formed according to the principles of people’s visual space, which directly presents the world and environment that people live in, and it cannot be achieved by language symbols alone (Mitchell 2004)[3]. The light, colour and shadow have their independent meaning-giving functions in the image world. As a result, pictures do not need to go through a process of transformation with the outside world like words, and they can directly give meaning to things, so pictures could add interest and visual impact to people’s reading. In addition, the image as a way of expression, the emergence and evolution of image is longer than that of text, and the function of meaning-giving is more complete. Therefore, many things that cannot be expressed in words can be conveyed visually. For example, the famous painting *Mona Lisa Smile* was created by Leonardo da Vinci, which always gives people a different feeling. Sometimes people feel that *Mona Lisa* is gentle, sometimes she looks serious, and sometimes she seems a little sad. Vinci painted the shadows of *Mona Lisa*’s eyes and lips subtly, so there was a mysterious smile (Onians 2018)[4]. This kind of delicate feeling is difficult to express in words.

Besides, the picture-reading method breaks the requirement and limitation of traditional text-reading on the reader’s cultural level, and it expands the audience scope of information acceptance. Vision has thinking function to identify and understanding (Arnheim 1980)[5]. In the era of picture reading, the audience’s choice and reception of information omit the process from organizing language to understanding language, which dramatically improves the efficiency of information dissemination. The way of spreading information by image makes reading have a popular character. The Christian Pope

Gregory the Great has a famous statement about images that pictures are used in churches to enable illiterate to read and enlighten the minds of the fools (Weyer 1986)[6]. This view not only points out that pictures have an enlightening effect on people's mind, but also indicates that pictures are equivalent to illiterate words; thus it can be seen that the efficiency of the picture dissemination cannot be underestimated.

Because of the support of digital technology, visual culture is booming, which will inevitably shake the dominant position of texts in this process. Although pictures may occupy the space of words development and communication to some extent, the words will not be replaced eventually.

Word is an ancient symbol of information transmission, which can be divided into writing text, numeric glyphs and punctuation (Karen et al. 2008)[7]. The function of words is different from that of pictures. Words are good at narration, and it is also convenient to organize and abstract things systematically, which has a unique effect on inspiring readers to produce rich imagination. For example, poetry is often written in a highly condensed language, which can make people have an endless and fascinating aftertaste. Besides, words are better at describing people's delicate psychological activities or abstract spiritual activities (Rolf et al. 2015)[8]. The abstract feature of text makes the text have a remarkable expression effect in analyzing events and revealing thoughts, which is also a significant feature of distinguishing words from pictures. At the same time, a new living space for the text in the context of the era of picture-reading is opened. In the process of the development of human culture, words gradually affect people's cognitive psychology and enrich people's imagination through its particularity, and the emergence of words promote the progress of human civilization.

The words have the characteristics of clear direction. The fundamental difference between words and pictures is that no matter what kind of processing the words do, the things they describe have a unique corresponding relationship (Jennifer 2018)[9]. Therefore, the information conveyed by words has strong stability and directivity. Correspondingly, the image's information recognition is lower if there is no text. For instance, when people see a picture with a corresponding title, they will subconsciously believe that the two points are the same; on the contrary, if there is no text annotation on the same picture, people usually interpret it according to their own experience and cognition (Cartwright 2001)[10]. It can also be learned that the inaccuracy of picture expression can be corrected by the exclusive directivity of words. Words and pictures are mutually interpretive and complementary, rather than replace each other.

The inheritance of words has been thousands of years, and communication of the pictures is a rising force

for change. With their typical communication effects, words and pictures should not be in a state of competition, but should develop towards the direction of interaction and cooperation. Visual culture is not a substitute for words, but to make it easier and more effective to understand (Mirzoeff 1999)[11]. Although the squeezing of pictures on words has become a prominent cultural phenomenon in this era, and pictures have become a major way for the public to grasp information, which satisfies people's enjoyment of visual impact and their psychological demand for "seeing is believing", but the pursuit of communication quality cannot be ignored. The development of mass communication relying on pictures alone is not enough, and many shortcomings and defects of picture dissemination need to be perfected by texts, the integration of the two can promote the optimization of information dissemination ultimately. Therefore, the mission of media in the present society is not just to pursue the visual effect of the picture form or the thinking depth of the text content, but to make both texts and pictures become the main body of reading. The Guardian was awarded the World's Best-Designed Newspaper by SND in 2013 and 2014 (SND 2018)[12]. As a full-colour printed newspaper, The Guardian impressed readers with in-depth reports and coherent column arrangements; the large headlines blend with eye-catching images to form a visual structure with both impact and venerable. As a consequence, the appropriate integration of pictures and words in the layout can achieve good visual communication effect.

The development of image has brought about a cultural turn, and the prevalence of image culture has promoted the coming of the era of picture-reading, but this does not mean the fading of words; on the contrary, it is the result of the mutual complementation of words and pictures. The core function of mass communication is to disseminate information to the public, so it is a misunderstanding to divide pictures and words into the opposition of either-or, and how to make the two information-carrying mediums reach the maximum of information dissemination should be considered. In the age of information and globalization, images have gradually become a visual language across national boundaries, and the circulation of images makes the dissemination of information gradually simple and convenient (Aiello 2020)[13]. The existence of the Pulitzer Journalism Prizes is a powerful illustration, which is not only the highest honor for news photographers, but also reflects people's pursuit for valuable pictures and their desire for visual impact. Nevertheless, in some cases, such as the description of an individual's mental activity or the cultural translation of a society, the picture is also limited by the cultural background. Therefore, words are needed to explain and to avoid obstacles in communication.

As a consequence, the words play a role of supplementing the blank space that cannot be achieved by the picture alone, while the pictures are used to add more expressive force, so that the relationship between the picture and the word presents an ideal state.

Furthermore, it is not advisable to blindly pursue the mass piling of pictures, but to use images scientifically and reasonably. Even in the picture-reading era, it is still not allowed to exaggerate and highlight news pictures excessively or increase the number of pictures. The so-called "visual effect" can only take effect when the picture plays a positive role in promoting the dissemination of information (Stanyer 2020)[14]. Nowadays, a growing number of people have accepted the strong mainstream trend of picture-reading, mass media should seize this excellent opportunity and be committed to building a harmonious relationship between picture and word, and the current culture should not become a source of a war of pictures and words, thereby further promoting the development of mass communication.

In conclusion, in the developing process of human society, the relationship between picture and word is always dynamic. It is developed according to the basic needs of human beings for communication, but it becomes more complicated in the era of prevailing pictures. Nowadays, pictures and words are both competitive and coexisting; both of them play an irreplaceable role in human civilization and cultural structure, and they are witnesses to the progress of human thinking. It is the competition and cooperation between pictures and words that promote a new stage of human spiritual communication, that is, the era of picture-reading. However, this does not mean that the word is not important, but that the visual impact of the picture should be combined with the delicate expression of the text. At the same time, it is necessary to respect the psychological needs of the audience and guide their psychological expectations of picture reading correctly, and strive to build a coexisting relationship between pictures and texts to promote the efficient and convenient communication of the world.

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Factors Affecting the Interpreter and Coping Strategies

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Abstract: This paper aims to study and summarize the main factors that most often affect the performance of the interpreters at work. Both external and internal aspects will be looked at. In this process, specific example of the author will be cited and analyzed so as to reveal the difficulties arise. Besides that, relevant coping strategies will be suggested to those challenges interpreters encounter. The author hopes this paper will be of some help to would-be or inexperienced interpreters.

Keywords: factor; interpreter; coping strategy

1. INTRODUCTION

With the ever intensifying of China's opening drive and the continual improvement of economic strength, our nation has drawn great attentions from the globe. As China is on the rise, it will participate more actively than ever on the international stage and communications and cooperation with countries all over the world are increasingly frequent. Behind these exchanges and communications, interpreters are building the golden bridge between different cultures. This means interpreting, as a career, is widely accepted and the interpreters will play a huge role on the new platform.

The history of interpreting can be dated far back to the period when all different languages were gradually formed. With the rising need to communicate between different nations, interpreting began and developed. Early in the 20th century, countries in the world met frequently for various reasons: wars, negotiations, international conferences, etc. when it comes to the 21th century, the interpreting is continuing its development and the interpreters have never played such a big role in the society than ever. When mention the job as an interpreter, people regard it as well-paid and high social status, they present their best selves when working and leaves good impression to the audiences. However, people barely know that they make great efforts to be professional in the job and there are many factors affecting their performances which they need to cope with.

2. EXTERNAL FACTORS

External factors affecting the interpreter include accent or dialect, fast speakers and mistake from the speaker and some other aspects such as noise and problems of equipment.

When interpreters work, they not only hear the

standard foreign language but a variety of dialects. Take English for example, besides the most typical American accent and British accent; there are many other different English accents. In Singapore, people pronounce "one two three" as "one true tree"; in Japan, the sound [r] is usually pronounced as [l], so words such as "cry" will sound like "cly". Another example would be Indian English. Indian people pronounce [t] as [d] and the joke of pronouncing "I'm thirty, my wife is thirty-two" as "I'm dirty, my wife is dirty too" can best reflects this typical accent. When hearing those different English accents, interpreters must be able to understand the original meaning and interpret correspondingly. In order to better understand these accents, the interpreter should do some research and study on the variety of the language from the point of linguistic and find some pronouncing principles to serve the interpretation. In practice, a lot of attention should be paid to the various resources about the accent or dialect from the radio, the Internet, the film etc.

Generally, the speaker gives his speech at a normal speed which enables the interpreter to catch up and work smoothly. However, when it comes to the situation where speakers may happen to speak fast, and it is likely to be so fast as to be impossible for the interpreter, then great amount of information would be lost and the interpretation would be a failure. Under this circumstance, the interpreter must learn how to take control of the speed. Instead of stopping the speaker directly while he is still talking, which by the way is not allowed, the interpreter can slow down the speed of the speaker through eye contact, facial expressions, and interpret at a relatively low speed so as to remind the speaker to slow down.

Another problem interpreters may come across is the mistake from the speaker. What should the interpreter do when speakers themselves do make a mistake? Just interpret exactly what the speaker say, or interpret the correct information without mentioning that the speaker is wrong? Generally the latter is preferred. For example, when a Chinese governor is giving a speech to American audiences, they seldom understand any Chinese, so even if he make a mistake, like saying "good afternoon" in the morning instead of "good morning", it does not matter that much. As is known to all, no one would make a mistake on purpose. The interpreter is now playing the key role, as long as he expresses the correct meaning, the

situation is rather smooth.

Other external factors that might affect the performance of the interpreter include noise from the interpreting site and interpreting-facility failure.

3.INTERNAL FACTORS

Besides the external factors, there are some internal aspects which greatly affect the work of interpreters. These factors can be grouped into two major parts, the competence of the interpreter and the psychological influences.

One of the author's interpreting experiences is cited and analyzed here so as to reveal the hindrances arise. When doing interpretation from Chinese to English for a speaker giving a speech on government affairs, the author focused on note-taking and tried hard to write down almost every point the speaker said, hoping to reproduce the speech as well as possible. The note was taken in Chinese characters in a horizontal way, which was very time-consuming. While the speaker was going on and on, the author was lagged behind. When the speaker finished, the author was asked to interpret immediately. Due to stage fright and pressure, the author stammered and spent much more time interpreting, leaving the speaker standing alone with awkwardness on the stage. Worse still, the author is unfamiliar with the translation of terminology relating to government affairs such as "the Five Principles of Peaceful Coexistence", which should be in the knowledge storage.

Unfortunately, the interpreting experience of the author was not that satisfactory. Several problems during this process were realized and they can be summed up as less total capacity available; lack of note-taking techniques; information retrieval failure; comprehension barrier in subject knowledge and psychological pressure. First, while the speaker was giving the speech, a great amount of information was provided in a short period of time, the author was not able to catch all the resources. Second, the author paid too much attention to the note-taking and failed to follow the speaker which led to the missing of the meaning link of the whole passage, when the speaker finished, due to the complicated notes taken in Chinese, the author couldn't retrieve the information correctly and created something new when interpreting, which went against the rule of faithfulness. Third, except for the incompetence in listening, note-taking, knowledge storage and reproducing the speech, psychological stress prevents the author to react and interpret fluently.

4.COPING STRATEGIES

In order to solve these problems and improve interpreting skills, several coping strategies are suggested and interpreters should equip themselves with these following qualities.

First, bilingual proficiency is needed. Switching back and forth between two languages places a heavier workload on the brain. Actually, interpreters have

their own mother tongues which mean by Rederick Jones the best active language[1]. Interpreters must be familiar with both source language and target language so as to react quickly and give information in a proper and correct way.

Second, good note-taking skills are important. Due to the less total capacity available of the interpreters, note-taking is an effective way to share the heavy burden of immense memory work with the brain and "note-taking is considered to be necessary especially on formal occasions and should be done immediately after the speech is delivered[2]. As the saying goes, the worst pen is better than the best memory. However, "excessive note-taking will affect the overall understanding of the information from the source language[3]." thus, how to take notes and what to note seem rather important. Some principles of note-taking are widely recognized and some common sense guidelines should always be followed as well. First, it is crucial that notes should be simple, clear and recognizable. If the interpreters fail to recognize their own notes, then notes are of no help. Leaving enough margins between the lines to increase readability is also recommended. Second, interpreters may have their own signs and symbols in their notes but they are not encouraged to use those which they are not familiar with. Besides that, ideas should be noted down instead of words; links between ideas should be noted, and note should be taken in a vertical way.

Third, an encyclopedic knowledge should be inquired. Whether the interpreter has an encyclopedic knowledge is of great importance. We often say the interpreter must be a Jack of all trades, master of none, and interpreters should know everything of something and something of everything. The speakers who the interpreters face come from the different walks of life, having a range from age, identity, interest, hobby, national characteristics, social custom and conventions and even religion, hence referring to various topics. These certainly mean harder work for the interpreters because of wider topics. Therefore, the interpreters must be equipped with a rich knowledge concerning common sense, laws and rules, international information, background, economy and trade, etc.

Last, a healthy body and a fine mental quality are the guarantees of good performances of interpreters. Interpreting is a demanding job; it does not only challenge the intelligence of the interpreters but also their physical and psychological conditions. Interpreters always work in the public and face a number of audiences, usually when meetings and conferences are held. At the same time, they usually work for VIPs, then interpreters have to suffer from additional "stage fright which they have to control as actors do[4]". Liu Miqing also mentioned in his "Research on Interpretation and Translation Theory"

that stage fright and nervousness will definitely affect the interpretation performance[5]. In this case, the interpreter must be energetic and confident to cope with any unexpected situations during the process. self-improving: such as public speech to promote courage , good preparation for the concerning terminology before interpreting and regular sports will be helpful to achieve physical and psychological soundness.

In conclusion, this paper probes into the factors affecting the interpreters' performances and provide relevant coping strategies. The external factors include accent or dialect, fast speakers and mistake from the speaker and some other aspects such as noise and problems of equipment while the inside factors consist of the incompetence of the interpreter in the aspects of listening and understanding, note-taking, knowledge storage as well as psychological conditions. Coping strategies include the improvements of bilingual skills, note-taking techniques, knowledge accumulations along with physical and psychological conditions. Attentions should be paid to those factors so as to achieve better performances in interpretation.

ACKNOWLEDGEMENT

This paper is supported by the following projects.

1.A Study on Capacity Building of Translators of ASEAN Policing Cooperation and Training (2019KY0880)

2.A Study on Translator's Responsibility in China-ASEAN Police Cooperation and Training from the Perspective of Translation Ethics (2020KY24015)

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Construction of CIS Corporate Culture Model from the Perspective of Organizational Behavior Characteristics

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Abstract: Capital market development under the new social environment and market situation gradually mature, and the enterprise culture has become the core competitiveness of enterprises at the present stage the core components, it will be far-reaching influence on the formation enterprise behavior and performance, academic circles around the enterprise culture construction and further study of optimization of enterprise culture, looking forward to promote the development of quantitative of enterprise culture, For enterprises to establish a quality culture to provide accurate reference basis. This study focuses on the analysis and research of Denison's organizational culture model, looking forward to establishing a new CIS corporate culture model, starting from the perspective of organizational behavior characteristics of enterprises, and clarifying the principles and direction of corporate culture model construction.

Keywords: enterprise; Organizational behavior characteristics; The CIS corporate culture model

1. THE INTRODUCTION

In the 1980s, foreign developed countries first put forward the concept of corporate culture. Researchers believe that traditional culture and sharing concepts directly affect the organizational structure of enterprises, and these contents are the main components of corporate culture. After 1990s, some researchers put forward that corporate culture refers to the values supported and supported by all the members of an enterprise and the behaviors displayed by them. The mutual influence between the members of an enterprise promotes the generation and maturity of corporate culture, and new members who join an enterprise will gradually adapt to this set of values. The popularity of the concept of corporate culture has made more and more enterprises realize the importance of corporate culture to enterprise management. Many excellent enterprises at home and abroad, including Dell, GE, Wal-Mart, Lenovo, Huawei and so on, have begun to establish corporate culture suitable for their own characteristics and development needs. This has also become an important force for these enterprises to master competitive advantages in the fierce market competition. With the deepening of the research, the academic research on corporate culture is gradually

developing to the direction of quantitative analysis. Corporate culture seems to be emotional content, but it also has many common characteristics. With the help of model quantitative characteristics and standards, effective estimation and evaluation of corporate culture can be achieved.

2. CORPORATE CULTURE MODEL

Chatman first proposed the profile of organizational culture in 1991, in which he detailed organizational culture into eight dimensions and 54 elements, including decision making, team orientation, innovation and result orientation. After comprehensive consideration of these contents and practical results, a more representative measurement project will be formed. In 1995, Denison proposed the model of cultural traits. He divided cultural characteristics into four types: mission, consistency, adaptability and participation. Each type has three sub-dimensions. Denison compared the corporate cultures of different companies in different periods, and analyzed the advantages and disadvantages of these corporate cultures, forming the OCQ scale covering 60 test items. Kaman model of enterprise culture in 1998 launched a further consolidation and induction, he found that the enterprise management way, the dominant culture and quality management elements such as the most significant impact to the business performance, within the scope of the competition value praise set up includes stability, flexibility, internal and external main dimensions of the matrix model of the enterprise culture can be divided into several types, Through these content depth analysis and application of the enterprise culture can be further divided into hierarchical culture, market culture, flexible culture, team culture, refining summarized including management style, organizational cohesion, main characteristics, strategic emphasis, staff management and so on, the enterprise culture of judgment, comprehensive evaluation of enterprise organizational culture, The OCAI scale was developed by using 24 measurement items to measure organizational culture. These researchers to form the effective measurement tools, which provides a more effective corporate culture assessment scheme and the basis, but also gradually exposed in the process of theory and practice problems and the insufficiency, such as measuring

tools tend to build using the questionnaire survey results, measurement mainly comes from the oral and expression, the results will inevitably exist deviation; For another example, the concepts and boundaries of each seed dimension in some scales are not clear, which can easily lead to fuzzy problems in the process of model construction. All these show the limitations and deviations in the application of corporate culture.

3. EXPLORATION OF CONSTRUCTION OF CIS CORPORATE CULTURE MODEL

Common values formation of the enterprise culture will have a direct impact on corporate behavior and performance, the enterprise culture in the process of enterprise production operation will lead to differences in enterprise value concept, effective measure of corporate culture strength can help enterprises to clear their own cultural cognition level, thus for enterprise management and construction activities to provide quantitative reference standards. Therefore, this study starts with the characteristics of organizational behavior, focuses on the consistency, participation and sociality of corporate culture, and measures the strength of corporate culture with the help of quantitative standards. Dension divides corporate cultural characteristics into mission, consistency, adaptability and participation, and proposes three sub-dimensions in each dimension, forming a total of twelve sub-dimensions. The organizational culture model established by Dension has significant value, but problems are also exposed in the practical application process of Chinese enterprises. First, compared with other models, the organizational culture model contains more sub-dimensions, which often leads to sufficient measurement problems in the process of evaluating corporate culture. Secondly, the survey scale designed on the basis of this model needs to measure more than 60 items. In the process of survey, it is easy to cause deviation to the measurement results due to the subjective factors of interviewees, and the objectivity of the final results cannot be guaranteed. Finally, corporate culture is highly dependent on the environment in which enterprises are located. Although the scale has achieved results in foreign countries, it is not impossible to ensure that it is suitable for China's environment. Therefore, China needs to develop a model adapted to the needs of Chinese enterprises, and the construction of new CIS corporate culture model is more important for enterprise development.

The new CIS corporate culture model describes the

corporate culture characteristics with three main characteristics, such as consistency, participation and sociality, on the basis of which six specific indicators are formed. Consistency mainly refers to the unity of enterprise values and systems, which plays a prominent role in the development of enterprises' comprehensive coordination and control ability. Enterprises can establish internal management system on the basis of consistency to realize the cooperation between different departments. The character of participation is to cultivate employees' sense of ownership and innovation ability, so that employees can more actively participate in the enterprise's production and operation and various activities. The implementation intensity and decision-making quality of the enterprise are directly affected by the degree of employee participation. As an important social unit, enterprises are not only pursuing economic benefits but also demonstrating social benefits and social significance, which plays a prominent role in improving and accelerating the development of enterprises. On this basis, researchers can effectively measure and improve corporate culture through comprehensive optimization of all dimensions.

4. CONCLUSION

CIS corporate culture model can provide enterprises with the method and measure of its enterprise culture level, enterprise culture construction is a long-term process, the enterprise needs to focus on construction of identity and culture network building, give full play to the positive role of enterprise culture in enterprise development, the enterprise employees better together, at the same time to fulfill the social responsibility of the enterprise, The enterprise's contribution will also provide positive feedback for the development of the enterprise.

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On the Strategy of Information Construction of Teaching Management in Colleges and Universities

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Abstract: higher education is an important part of the framework of China's higher education system, and colleges and universities are the main place to cultivate comprehensive quality talents. Practical teaching management is not only an important content of efficient teaching management in China, but also an indispensable element in the efficient education management system. In recent years, with the further development of science and technology in China, information technology driven by modern technology has achieved unprecedented development and occupies an important position in modern life. Its development and innovation provide new possibilities and development opportunities for the development of practical teaching management in China. Based on this, this paper analyzes the construction strategy of teaching management informatization in Colleges and universities, so as to provide reference for relevant educators.

Keywords: efficient teaching management; Information construction; Strategy analysis

INTRODUCTION

With the diversified development of China's economy, culture and society, employers have higher requirements for talents. In education and teaching, colleges and universities should not only pay attention to imparting students' knowledge, but also pay attention to cultivating talents useful for social development. In order to meet this condition, they need to change their traditional education and teaching ideas and explore new development paths through continuous reform, And gradually realize the positive role and significance of information technology in current education and teaching, solve various problems existing in education, and guide the development of efficient education and teaching management towards modern methods.

1. PROBLEMS IN EFFICIENT TEACHING MANAGEMENT

In recent years, with the development of science and technology in China, especially the wide application of information, information technology represented by computer and network has been further applied in college teaching management. However, there are still many problems in the concept and connotation of informatization, which can be analyzed from the

following aspects: (1) there is a serious lack of understanding of the connotation and importance of informatization of efficient teaching management, and the teaching concept is backward. From the overall point of view, the development of information construction of efficient teaching management is a systematic project, which involves the whole process of teaching management. At the present stage, the information construction in the management content focuses on the part and lacks the overall planning; In terms of management investment, there are problems of focusing on software and neglecting hardware. These deficiencies in understanding easily lead to the failure to give full play to the work initiative, and make the information construction of teaching management in a backward and passive state. In terms of teaching management, staff still habitually use traditional management methods and management concepts for information construction, management and exchange (2) The information content and degree of teaching management content are not high. By analyzing the courses offered in the current teaching plan, the content of information course is seriously insufficient. At this stage, some courses and professional plans implemented by some colleges and universities were designed many years ago. Some colleges and universities only set up some basic computer courses according to national regulations. There are very few information courses in the whole teaching plan, which is far from meeting the actual needs of modern teaching. In terms of teaching organization, multimedia technology, especially network technology, has not been widely used, and the means of teaching administration have not been networked and intelligent (3) The secondary development level of teaching management platform needs to be improved. At this stage, many colleges and universities purchase and use the teaching information platform developed by other colleges and universities, which not only reduces the cost investment of colleges and universities, but also breaks the current situation that it is difficult to develop the platform system of various colleges and universities, but many colleges and universities fail to purchase the platform for secondary development. In terms of the actual situation, the secondary development effect of most

colleges and universities on the platform is poor, which is mainly due to the failure to implement the user demand research, and even some schools do not carry out the secondary development of the platform, which affects the use efficiency of information management.

2. STRATEGIES FOR TEACHING MANAGEMENT INFORMATIZATION CONSTRUCTION

Informatization is the inevitable choice of the current teaching reform. The school should analyze the current social development forms and needs according to the teaching environment of the school, proceed from the actual situation, carry out the construction of teaching management informatization through various ways and means, improve the teaching quality and provide guarantee for the all-round development of the school.

2.1 change the teaching concept and innovate the teaching management concept

Promoting the informatization of teaching management and realizing the informatization of teaching management is the transformation of teaching management mode. The development and use of teaching management system is an important task of teaching management. Therefore, teaching managers themselves need to realize the importance of teaching management information construction, change their ideas and ideas in essence, and actively learn various advanced technologies. The school should actively learn from the successful experience of the informatization construction of teaching management in other colleges and universities, and actively explore in combination with the actual situation of teaching management and the external environment, so as to find a teaching management system suitable for the actual situation of the school, so as to truly realize the informatization of teaching management.

2.2 strengthen the school leaders' attention to the informatization of teaching management

The key to the success of the information construction of teaching management lies in whether the school leaders have a strong awareness and concept of information management, and whether they can pay enough attention to the relevant work. At this stage, many domestic colleges and universities have gradually increased their attention to the information construction of teaching management, but some college leaders still have insufficient cognition and even wrong understanding, resulting in the development of information construction only in the planning stage. Therefore, leaders of colleges and universities must pay attention to the development of information construction of teaching management, give spiritual and material support, and ensure the continuous development of information construction.

2.3 do a good job in training and improve the quality

of teaching management personnel

In the process of traditional teaching management in Colleges and universities, managers mostly carry out teaching management by relying on their own experience. This management method is not only very inefficient, but also prone to the problem of information deviation. In addition, the existence of some human factors is very easy to lead to unfair and objective information management. The use of information technology can effectively avoid related problems. Therefore, the teaching management team should abandon the traditional teaching management concept in time and devote themselves to the information construction of teaching management. Only by fundamentally improving the informatization quality of the teaching management team can we improve the teaching management level of the school by means of informatization. First, the school should actively introduce some talents in teaching management; For on-the-job teaching managers, their abilities should be investigated through various assessment methods. Different managers need different management talents. For teaching management system managers, they should focus on their computer application ability. Secondly, do a good job in the training of teaching management team, and change the scene where managers can only operate computers in the past. Through the planned training of the current teaching management team, we can better carry out the teaching management work.

2.4 building a flexible and open educational administration management system

At present, the educational administration management systems used by some colleges and universities are integrated by designers through investigation. The teaching management system designed by this design method can not adapt to each college. The teaching management information system needs to take the sustainable development of the school as the prerequisite, and combined with the actual situation of each department of the school, in order to build a flexible and open educational administration management system that meets the teaching management environment of the school. At the same time, it is far from enough to simply introduce the teaching system, but we should start from the actual situation of the school, coordinate the forces of all aspects, and constantly integrate and adjust the educational administration management system. The teaching management system should not only consider providing guarantee for the current teaching management system, but also consider various problems that can be predicted in the future, so that the development and use of the educational administration system can achieve the expected effect. On the basis of ensuring the accuracy of teaching management information, constantly simplify the teaching process, improve the quality and efficiency of teaching management, and achieve the purpose of

satisfying the teachers and students of the whole school.

3. CONCLUSION

The construction of teaching management informatization is an effective way for colleges and universities to adapt to the social development trend and improve teaching quality. The construction of teaching management informatization is not achieved overnight. It needs to continuously optimize the allocation according to the current social development trend, the future development direction of the school and the transformation of management mode, It is an information system and platform for

teaching management in Colleges and universities, which is gradually formed by constantly upgrading new functions.

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On Mediation of Innovation of Business Model and the Regulation of Market Environment

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Abstract: The essence of innovation of business model is to realize the potential value of the company through a series of innovative measures in technology or publicity for economic output. In an era of such rapid economic development, companies are constantly seeking better ways to maximize their interests. The innovation of business model can help companies improve their integration capabilities and promote their performance. The innovation of business model has become a way to promote corporate progress that modern companies respect. The uncertain demand of the market environment and the weakened inclusiveness of the environment will all have a certain impact on the innovation of business model.

Keywords: Innovation of business model; Market environment; Regulation; Mediation

INTRODUCTION

The marketing environment of the market mainly includes external environment analysis and market environment analysis. Before an enterprise innovates its business model, it needs to investigate the market environment, such as social orientation, economic development level, industrial environment, and operating environment. After making a comprehensive analysis, the innovation of business model can be carried out. The importance of business model innovation in modern times is no less than technological innovation. The innovation of business model pays more attention to developing products from the perspective of customers. The behavior of enterprises is fundamentally thought and designed, which can bring more lasting profitability to enterprises and a greater competitive advantage.

1. SIGNIFICANCE OF INNOVATION OF BUSINESS MODEL

The innovation of business model has reached a certain height in China in recent years. Innovative entrepreneurship is one of the main themes of China's economic and social development in the coming decades. In addition to making products carefully, marketing is also an important way for an enterprise to make profits. After the emergence of the concept of business model innovation, it can gradually replace the role and status of marketing. Marketing products have restrictive disadvantages, and they are

persuasive, but the business model starts from the specific business logic and does not have a forced purchase promotion, which can form a new driving force. Moreover, China's current market demand is changing, and the market demand has increased to the demand of service, and requires technique [1]. The market competition is becoming increasingly fierce. In the competition, the profits of many enterprises are declining, even to the state of loss. Market standards for products are also constantly improving, so that every enterprise project needs to consume a lot of human, material and financial resources. Therefore, in order to change the past dynamic mechanism or the overall decline, it is necessary to innovate the business model. The innovation of business model is not only required by the profitability of enterprises, but also in line with the law of social development. And it is required by the national government and many non-profit organizations. Therefore, the significance of business model innovation is extraordinary [2].

2. MEANS OF INNOVATION OF BUSINESS MODEL

To innovate business model requires enterprises and many economists or professionals with great attainments in business model to make reasonable planning. The innovation of business model in enterprises is not a few words, it needs to make great changes. First of all, we should think about the purpose of the innovation of business model, what are the differences and advantages between innovative business model and the original traditional business model. The innovation of business model is to pay more attention to the behavior of design enterprises from the perspective of customers, and the perspective is more outward and open. Compared with the traditional business model, it should be more comprehensive. Secondly, innovation of business model is more systematic and comprehensive [3]. The innovation of business model is bound to reform the enterprise from top to bottom. Every factor in the enterprise should be refined to the change of quantity, so the innovation of business model is a systematic change. Finally, the economic benefits of business model innovation are improved. In terms of enterprises, the purpose of business model innovation is to improve the profitability of enterprises.

Therefore, if innovation of business model provides new products or services, it is necessary to ensure that these contents are a new and win-win field or product. Moreover, even if we provide existing products or services in the past, we should also bring lasting profitability and greater competitive advantage to the enterprise.

3. THE MEDIATION OF INNOVATION OF BUSINESS MODEL

Before the innovation of business model, enterprises must have a broad and in-depth understanding of the external environment in which they are located, interact with subjects in the external environment, and understand the opinions of various subjects according to the theory of open innovation and dynamic capability. From these contents, enterprises can obtain the knowledge that they need to carry out the innovation of business model. Companies always pay attention to the market environment, seize opportunities, and innovate and change at the right time [4]. The business environment is extremely complicated. Enterprises cannot rely solely on the original products and customers for commercial output. They must tap the potential value of the enterprise and transform it into economic output through a series of value structure designs. Enterprises can provide new solutions and create new value through the new information they obtain. The value proposition mainly exists in the content and methods of the products or services provided by the customer, and new value propositions should be explored when the business model is innovated. The new value proposition includes a lot of content, which helps companies grow rapidly in the process of reshaping the organization. For the innovation of business model, companies must also consider the cost, set up a reasonable cost structure and develop new profit models, and get value harvest in value transfer [5].

4. THE REGULATION OF MARKET ENVIRONMENT IN THE INNOVATION OF BUSINESS MODEL

The business model innovation of an enterprise is directly proportional to the market environment under normal conditions. The superiority of market environment can bring advantages to the innovation of business model. The better the market environment, the stronger the cognitive dimension, and the more conducive to the creation of new value. In the case of unsatisfactory market environment, it is also difficult for companies to obtain correct information, and the innovation of business model cannot be successful. The market environment has multiple effects on the innovation of business model [6]. Under the urging of enterprises, the innovation of business model may cause the entire market to become saturated. And it

requires the market environment to make adjustments because the market environment can play an excellent role in regulating the innovation of business model.

5. CONCLUSION

The innovation of business model is an effective and special way for enterprises to transform employment opportunities into enterprise performance. For employment, the innovation of business model is divided into cost mechanism and resource mechanism. The regulation of market environment has a great impact on the innovation of business model. Because of the uncertainty of market environment and the impact of some changes in environmental inclusiveness and competition intensity, the innovation of business model will change according to the demand. Therefore, enterprises need to have certain preconditions for the innovation of business model. When the external environment and resources reaches a certain amount of support, enterprises can develop more business opportunities through the innovation of business model.

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Research on Enterprise Economic Management based on Flexible Management

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Abstract: Nowadays, the market competition is becoming more and more fierce. Only by continuously improving their management ability can enterprises stand out in the competitive environment. Flexible management is more flexible, which can help enterprises flexibly respond to market changes, and then adapt to the trend of social development. Moreover, flexible management has many functions, such as improving employees' enthusiasm, improving employees' professional quality, promoting enterprise information circulation, improving enterprise image, enriching product types and improving employees' work efficiency. Compared with rigid management, it is easier to be recognized by enterprise employees. Therefore, enterprises should actively take measures to realize the application of flexible management in enterprise economic management.

Keywords: flexible management; enterprise economic management; application strategy

1. INTRODUCTION

In the final analysis, enterprise economic management is the management of talents. Only by effectively managing employees can enterprises ensure their operation efficiency. For a long time, enterprise management is mainly based on rigid management. This management method is easy to disgust employees, which is unfavorable for enterprise development. Therefore, enterprises need to use flexible management to appease employees, stabilize employees' emotions, stimulate employees' enthusiasm and realize the maximum development of enterprise economy.

2. THE EFFECT OF FLEXIBLE MANAGEMENT ON ENTERPRISE ECONOMIC MANAGEMENT

2.1 It is conducive to improving employees' work enthusiasm

In the enterprise economic management, through flexible management, the relaxation of enterprise economic management can be realized, so that enterprises can constantly adjust management strategies with the economic changes of the market. Only in this way can the flexible change of management mode be realized, and then the innovation ability of enterprises can be continuously improved. [1] Flexible management emphasizes the management principle of people-oriented, that is, we should pay attention to the real feelings of employees. Therefore, we pay great attention to humanization in

the process of enterprise management and highlight non mandatory in management. Flexible management can make employees fully feel the care of the enterprise, bring a sense of belonging to employees, and then promote their work enthusiasm.

2.2 It is conducive to improving employees' professional quality

The professional quality of employees refers to the relevant systems and professional ethics that employees need to abide by at work. Therefore, the professional quality of employees must meet the norms and requirements formulated by the enterprise. The professional quality of employees includes many aspects, including professional skills, professional ethics, personal quality and so on. The concept of flexible management can create a relatively relaxed working atmosphere for employees and relieve their pressure to a certain extent, so that they can be more active and friendly at work, help and progress with their colleagues. In this way, the professional quality of enterprise employees will be improved imperceptibly.

2.3 It is conducive to promoting the information circulation of enterprises

No matter what period, the circulation of information is very important for the development of enterprises. After entering the era of knowledge economy, which enterprise has mastered the information can have the initiative, and who has lost the information will be at a disadvantage in the market competition. Enterprises need to be clear that if they want to survive in the new era; they must master the necessary information. The concept of flexible management can fully mobilize the enthusiasm of employees, make employees more active and brainstorm in the process of work, realize information acquisition through diversified ways, increase enterprise information capacity, promote enterprise information circulation and enhance the competitiveness of enterprises.

2.4 It is conducive to enhance the corporate intention

The concept of flexible management can help enterprises improve their intention and promote the development of enterprises. Only by continuously improving their intention in society can enterprises expand their influence and promote product sales, so as to get development. Therefore, the positive image of the enterprise plays a positive role in the enterprise, and the enterprise needs to improve its own corporate image in various ways. [2] Flexible management is a

management mode based on employees, which can fully obtain the trust and recognition of employees, so as to continuously improve the corporate intention with the efforts of employees.

2.5 It can enrich the types of products

Market competition should follow the principles of openness and fairness, which requires relevant enterprises to consider consumers' own feelings when developing. Only in this way can they turn passivity into initiative in the process of market transactions and provide consumers with more opportunities to understand their products. The concept of flexible management can break the constraints of the traditional enterprise system and enable enterprises to meet the personalized needs of different consumers when producing products. In this way, we can enrich the types of products and get more consumers' favor.

2.6 It can improve the work efficiency of enterprises
Enterprise employees are an important basis for promoting the development of enterprises. Without the help of talents, the development of enterprises will be affected. The concept of flexible management can enable enterprises to accurately locate employees, make every employee give full play to their role and realize the optimal allocation of employees. [3] At the same time, it can also make the enterprise organization more streamlined and eliminate the miscellaneous content of each department, so as to improve the work efficiency of each department. In short, flexible management can effectively improve the work efficiency of enterprises.

3.APPLICATION STRATEGY OF FLEXIBLE MANAGEMENT IN ENTERPRISE ECONOMIC MANAGEMENT

3.1 To thoroughly implement the people-oriented concept

In the process of enterprise economic management, we should fully implement the people-oriented thought and concept. Humanization is the core of flexible management. Only through humanized management can we drive the communication between staff in the actual work, and promote the development of the whole team while realizing the self-progress of employees. [4] The enterprise shall safeguard the legitimate interests of each employee and actively guide and supervise the employees in the enterprise. In addition, while giving employees enough freedom, they should also control employees to connect their own development with the enterprise, so that every employee can be full of enthusiasm and look at the job with a positive attitude, so as to improve work efficiency and promote the economic development of the enterprise.

3.2 To introduce talents through flexible recruitment

Nowadays, the relationship between countries around the world is becoming closer and closer; the role of talents has been greatly highlighted, and the improvement of personnel flow speed has led to great changes in the labor structure. Therefore, enterprises

should recognize the importance of talents and take the introduction of talents as an important strategy of enterprises. In terms of talent introduction, enterprises should first expand talent introduction methods and expand talent reserves through internal selection, external talent recruitment and other ways. In addition, different ways should be selected for the introduction of talents at different levels. Enterprises should establish a flexible talent selection system according to the actual situation. For example, when selecting core talents, they should take the employees within the enterprise as the main selection group to investigate the employees' working ability, management ability, knowledge and skills and professional quality.

3.3 To realize the harmonious coexistence of rigid management and flexible management

Flexible management is a new enterprise management model, which can play an important management role in the process of enterprise economic management, but enterprises can not ignore the role of rigid management. Any enterprise is a complete system. Flexible management can fully stimulate employees' initiative, but rigid management can forcibly manage those unconscious employees. [5] Through the combination and penetration of rigid management and flexible management, the management efficiency of enterprises can be fully improved. In the management of enterprises, rigid management is the basis of management, and flexible management is the supplement of rigid management. Through the combination of them, the economic management of enterprises can maximize the benefits.

3.4 To establish a flexible performance management system

In the economic management of enterprises, performance appraisal can enable enterprises to accurately recognize the working ability of each employee, which is also a way for employees to encourage their continuous progress. Performance management involves the self-interest of every employee, which requires that performance management should be based on the actual situation of employees. To realize the flexible development of performance management is to pay attention to the spiritual and material needs of each employee at the same time. Only in this way can we fully mobilize the enthusiasm of employees. [6] For example, performance management can be carried out according to several different links such as planning, implementation, assessment and feedback, so that performance management can be truly integrated into the economic management of the whole enterprise, so that employees can fully feel the care and attention of the enterprise.

4.CONCLUSION

With the development of science and technology, the economic relationship between countries is becoming

closer and closer. All enterprises try to seize the opportunity of economic development, promote their own development and enhance their competitiveness. In this process, flexible management has played a great role. Therefore, it is necessary for enterprises to further strengthen flexible management and make it deeply implemented in all links of enterprise management, so as to improve the economic management ability of enterprises and promote the further development of enterprises.

ACKNOWLEDGEMENT

This paper is supported by the 2019 high-quality project of Hunan Provincial Department of Education Building Three Supporting Educational System based on Three Dimensions (Project NO.: 19JP131)

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On Guidance of College English Education to Students' Innovative Entrepreneurship

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Abstract: With the continuous deepening of economic globalization and world integration, English has become a language bridge connecting the world. As a general education, English education is an indispensable part of college education. In recent years, especially during the Twelfth Five-Year Plan period, various colleges and universities have implemented the reform of the teaching quality of innovative entrepreneurship for college students. The instrumental and cultural nature of the English subject itself has unique significance for innovative entrepreneurship. Based on the guiding role of English education on college students' innovative entrepreneurship, this paper analyzes in detail the importance of English education on college students' innovative entrepreneurship, and specifically explains the uniqueness of English education on students' innovative entrepreneurship.

Keywords: College English education; College students' innovative entrepreneurship; Guidance

INTRODUCTION

In the context of economic globalization and the deepening of reform and opening up, English as an international common language has been biochemically in all aspects. English is inseparable from the official speeches, policy documents, economic and foreign trade of countries in the international strategy, foreign-funded enterprises, cultural and tourism undertakings, and academic exchanges in the life around them. To meet the needs of the society for the cultivation of new innovative and entrepreneurial talents in colleges and universities, English education must not just stop at the exam-oriented education model, but must continue to deepen reforms, and give full play to the role of college English in strengthening the awareness of innovative entrepreneurship, cultivating active learning habits, and promoting interpersonal communication, and carrying forward the spirit of struggle.

1. THE IMPORTANCE OF ENGLISH EDUCATION TO COLLEGE STUDENTS' INNOVATIVE ENTREPRENEURSHIP

First of all, they have the same goals in terms of training goals. The goal of English education is to cultivate professional or compound talents that meet the needs of social development. These professional or compound talents are the guarantee of human

resources for innovative entrepreneurship. Therefore, English education and college students' innovative entrepreneurship are fundamentally complementary to each other. The development of English education will undoubtedly lay the foundation for college students' innovative entrepreneurship, and provide motivation and source for innovative entrepreneurship. Second, in the training process, they promote each other in a subtle way. English education not only requires mastering the basic knowledge and skills of listening, speaking, reading, writing, and translation, but also fully developing students' language expression ability, communication practice ability, habit formation ability and so on in the learning process [1]. Such a learning process is also the only way to cultivate innovative and entrepreneurial talents. Finally, they have the coherence of effects in terms of training results. Whether it is English education or innovative entrepreneurship programs, its purpose is to enable contemporary college students to find jobs and start businesses smoothly after graduation, serve the development of the new era and inject fresh blood into economic development, so as to strive to make the best use of the talents and avoid wasting educational resources and opportunities.

2. THE GUIDANCE OF ENGLISH EDUCATION ON COLLEGE STUDENTS' INNOVATIVE ENTREPRENEURSHIP

2.1 To cultivate the habit of students' active learning in innovative entrepreneurship

A complete active learning process should include several modules:, that is, finding problems, raising problems, solving problems, evaluation and feedback, which can be reflected in College English classroom. On the one hand, teachers should make full use of the preview link to let students find their own unique learning problems. And they need to actively change the traditional one-way output teaching of teachers in the classroom, so that students can take the initiative in the classroom. In the reflection and discussion after class, they should guide students to make an all-round evaluation, including not only the evaluation of the backbone team on the course, but also the evaluation of the classroom by the teachers themselves. The most important thing is to include the students' evaluation of their own classroom. Through such a complete learning process, college students can have rules to follow in the practice of

innovative entrepreneurship in the future, know how to explore problems in innovation and entrepreneurship, understand how to solve problems and objectively evaluate the solution effect, so as to enhance the core quality of College students' innovative entrepreneurship [2]. On the other hand, autonomous learning can also be added to schoolwork tasks. Using modern information technology, online learning tasks such as learning, audio-visual and oral can be added while offline teaching to let students complete the intensive training of listening, cultural appreciation and so on.

2.2 To promote students' interpersonal communication in innovative entrepreneurship

The plan of innovative entrepreneurship focuses on the word "innovation". Entrepreneurship is the leader of the industry, and innovation is the forefront of academia. Naturally, pioneers need the accuracy and timeliness of information to ensure that they go further and run faster. Therefore, both the birth of students' oral competition and the popularity of CET in recent years reflect the importance of oral English education. First of all, due to the problem of exam-oriented education in senior high school education, many students are "dumb English". Therefore, College English education is the key period to cultivate students' oral English. Teachers should make students realize the importance of oral English, help students overcome psychological obstacles and establish self-confidence to speak out in English. Secondly, teachers should focus on the creation of communication situations in the classroom, so that every student has a partner to talk and listen, cultivate college students' oral ability through practical combat, and lay a solid language foundation for innovative entrepreneurship. If conditions permit, colleges and universities can use foreign teachers and foreign students or find international friends online for real oral communication, so that students can test their oral level [3].

2.3 To cultivate the ability of college students to struggle hard in innovative entrepreneurship

As a language discipline, English needs long-term accumulation and precipitation to make achievements. This feature is like that innovative entrepreneurship is not a day's work, but requires hard work and unremitting efforts to achieve satisfactory results. For example, many students know that English learning is inseparable from word recitation. Many students recites words enthusiastically at the beginning. After

a few days, they could not see obvious changes, and the memory itself is boring, so there are a large number of cases of giving up halfway. When they find that words doesn't work, they go to learn grammar sentence patterns. A few days later, they find that tense grammar changes are complex and diverse, and they are confused, and they turn to translation and writing. As a result, they find that they don't know words and grammar don't make sense, and gradually lose their initial enthusiasm. So is the road of innovative entrepreneurship. There is no successful experience in mature industries to learn from. Only long, boring and repeated exploration can deter many college students in the face of unknown risks. It requires us to cultivate the students' spirit of struggle. Only in this way can we not turn back halfway.

3. CONCLUSION

To sum up, as far as college students' entrepreneurship is concerned, college English education plays a unique guiding role. Therefore, on the road to future education reform, students should be allowed to introduce the concept of innovative entrepreneurship when learning English knowledge, and fully develop the value of college English education for innovative entrepreneurship. Teachers in colleges and universities actively optimize and improve English education, so that students can participate actively and lay a solid foundation for future innovative entrepreneurship.

ACKNOWLEDGEMENT

This article is one of the research results of the Wuhan Vocational and Technical College's school-level project "Research on the Fragmented English Learning of Higher Vocational Students Using U-learning as a Resource Sharing Platform", and the project number is 2018YJ024.

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On the Composition of Teachers' Ability of Mental Health Education

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Abstract: In recent years, with the vigorous development of education in China, paying attention to students' mental health has also been put on the agenda. However, students' mental health is not only determined by their family environment and growth experience, but also decided by the guidance of teachers. Therefore, teachers' ability of mental health education has a great impact on students' mental health. Based on the above facts, this paper introduces the composition of teachers' ability of mental health education from the aspects of cognitive basic ability, subjective initiative ability and professional operation ability, so as to improve teachers' ability of mental health education and cultivate new youth in a new era with mental and physical health.

Keywords: Teachers; Mental health; Educational ability

INTRODUCTION

At present, the problem of students' mental health has become a social hot spot. It is inseparable from the lack of teachers' ability of mental health education. Under the quality-oriented education system of cultivating sound personality, students' mental health is also one of the important indicators. Therefore, teachers should improve their ability of mental health education. First of all, we should make clear what the basic factors of teachers' ability of mental health education are, and break them one by one to make qualitative changes.

1. THE COGNITIVE BASIC ABILITY OF MENTAL HEALTH EDUCATION

The cognition of mental health education is divided into three parts. First of all, teachers must realize that mental health is as important as physical health, which is an essential condition for students' healthy growth. Many teachers take it for granted that students with excellent academic performance are psychologically healthy, and lively students are psychologically healthy. However, each type of students has their own emotional changes, which can not be judged simply by external indicators. Therefore, teachers need to pay close attention to students' emotional changes and learning status. For example, when students answer questions, teachers should not only pay attention to the correctness of students' answers in knowledge. It is also necessary to listen to the detailed questions of whether the

student is thinking about the question seriously when answering, what is the state of expression when answering [1]. Secondly, teachers themselves should be clear about the related concepts of mental health. What is mental health? What are the indicators of mental health? What effect does mental health have on students? Only by understanding these can we correctly understand the psychological characteristics of students. Finally, teachers' feedback on students' performance and prediction of students' future will affect students' psychology. Teachers should correctly treat students' problems in mental health, actively plan mental health education activities, correctly treat the relationship between learning and psychology of the object of education, and consciously and actively pay attention to students' psychological state and learning state. Teachers should be sensitive to students' information. They should not only correctly receive students' language and behavior, but also understand the ideological understanding and emotional status. Only when teachers correctly understand students, can they give positive feedback and can students' psychology develop healthily [2].

2. THE SUBJECTIVE INITIATIVE ABILITY OF MENTAL HEALTH EDUCATION

If the cognitive ability of teachers for mental health education is objectively technical, then teachers also need subjective initiative for mental health education. First, whether they are teaching knowledge or conducting psychological counseling, they must first correct their attitude. Mental health education also requires teachers to treat with a correct attitude. The conceptual knowledge of mental health can only determine whether a teacher is qualified for psychological education, and the final effect of education depends on the teacher's teaching attitude and teaching willingness. In other words, no matter how good the abilities are, there will be no good results without teaching students. Second, education emphasizes teaching students in accordance with their aptitude, and psychological education is no exception. Every student is a unique individual, and the same communication method of the same teacher has different effects on students of different ages, different personalities, and different families. Therefore, teachers need to have a thorough understanding of their students and know their views on psychological education to avoid psychological resistance and unnecessary estrangement. And they

should also analyze students' characteristics and psychological problems, and adopt different strategies for different students. Thirdly, every word and deed for others will affect students. Teachers must maintain their own mental health. Only when they are healthy inside can they have a positive impact on students. At the same time, teachers should adopt correct education methods to avoid the mental illness of students caused by teacher's improper behavior, so as to put an end to mental illness caused by teacher-student problems.

3. THE PROFESSIONAL OPERATION ABILITY OF MENTAL HEALTH EDUCATION

The so-called mental health education for students is the use of psychological theories and methods to maintain their psychological health and promote the overall development of students. Therefore, teachers need to master certain psychological methods and strategies. For example, developmental counseling is the most common mode of mental health education. Developmental counseling is a relatively macroscopic psychological counseling for students. Through evaluation and self-understanding needs, the needs of adapting to the real environment, the needs of guiding the future, and the needs of developing personal potential are described descriptively. In addition, teachers also have strategies in the process of psychological education practice. For instance, speech enlightenment strategy, responsibility transfer strategy, punishment restraint strategy, behavioral guidance strategy and so on. Furthermore, the psychological education in colleges also needs to form a new model. We can't just rely on a psychological counseling teacher to solve the psychological problems of students in a grade or even a school, but need to form a complete psychological education chain. From the class teacher to the head teacher, the psychological observation of the students should be carried out, and then the psychological counseling teacher and the psychological counseling teacher should conduct the psychological test and evaluation in time. Finally, the psychology expert and professor should give effective psychological advice and measures to prevent psychological problems. It is necessary to integrate mental health education into daily education and teaching activities, so that teachers can play the role of implementers and

responsible persons of mental health education. As Engels pointed out that human intelligence develops according to how people learn to change the natural world. Mental health education is a comprehensive quality, and its formation and development need to be manifested in the whole process of teaching practice. Teachers should consciously incorporate the theoretical methods and techniques of psychology in their daily classroom teaching activities [3], combine the dissemination of knowledge content with the cultivation of psychological quality, and establish a healthy teaching goal, a healthy teaching process, a healthy teaching content and a healthy teaching management.

4. CONCLUSION

At present, mental health education in schools in China is still in its infancy. Mental health education in many schools has been carried out for a short time and lacks relevant experience. Therefore, it is more necessary to seize the time to cultivate teachers' ability of mental health education. Teachers' educational literacy, as well as subject literacy and social literacy, is an indispensable part of teachers' literacy. Therefore, teachers should also fully understand the composition of their ability of mental health education to promote their own mental health education literacy and effectively promote the high-quality transformation of education.

ACKNOWLEDGEMENT

This thesis is the result of the general funded project of Hubei Province's university student work, project number: 2016XGJPX3012

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Strengthening the Education of Traditional Culture in English Teaching

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Abstract: With the deepening of reform and opening up and the deepening of economic globalization, Chinese students have made a qualitative leap in mastering British and Western culture, but they ignore the infiltration of traditional culture in English teaching, which result in the situation that putting the cart before the horse. Under the above social education environment, this paper explains the significance of strengthening traditional culture in English teaching, analyzes the current situation and influence of traditional culture in English teaching, and finally puts forward relevant implementation plans for strengthening traditional culture in application teaching.

Keywords: English teaching; Traditional culture; Education issues

INTRODUCTION

At present, various ideas and civilizations around the world are exchanging and blending to varying degrees. Social ideas are active, students' ideological consciousness is more independent, and their value pursuit is more diverse. However, they are also vulnerable to the influence of some bad ideas in the society and the invasion of Western culture. In the education and teaching of Chinese excellent traditional culture, it is absent due to the neglect of ideas and the defects of curriculum design. In English teaching, we should strengthen the education of Chinese excellent traditional culture, guide students to have a more comprehensive understanding of the excellent traditional culture and basic national conditions of the Chinese nation, and establish students' cultural self-confidence.

1. THE CURRENT SITUATION AND INFLUENCE OF TRADITIONAL CULTURE IN ENGLISH TEACHING

In an open, inclusive and communicative environment, we are gradually in line with English-speaking countries, and there are more ways and means to contact the English and Western cultural world. In China's current education system, English education has made great progress in curriculum, teaching methods and assessment. In terms of curriculum, Chinese education has offered English courses since primary school, and continues to undergraduate education in colleges and universities. English courses include phonetic pronunciation, listening and speaking, grammar

exercises, vocabulary memory, reading comprehension, writing and translation, and culture and history. Even many schools have English parties on Thanksgiving, Christmas and Halloween. After class, there will be English speech contests, English corners and other club activities. English and Western culture have always been important tools for college entrance and job promotion in terms of teaching evaluation. English is a required subject in junior high school entrance examination, high school entrance examination, CET4 and CET6, IELTS and TOEFL and even postgraduate entrance examination. The scores of English play an important role in entering a higher school and further development. The fluency of oral English for job hunting and the smooth reading of English literature are plus items for obtaining job opportunities. In recent years, English education has been carried out in full swing. Our understanding of Western culture is gradually deepening, and good educational achievements have been made in English and Western culture.

At present, there is an imbalance between cultural input and output in Chinese English teaching, which overemphasizes students' mastery of the culture of English speaking countries and ignores their own cultural traditional background. English teaching does not realize that the ultimate goal of teaching is to make Chinese people have cross-cultural communicative competence forever. More emphasis is placed on the introduction of Western culture, and less attention is paid to the process of bringing Chinese traditional culture out. This teaching philosophy has caused many students to be able to talk about Western culture and customs, but stumbled on introducing their own traditional culture. Chinese students do not have adequate English expression and understanding of Chinese traditional culture. For example, Chinese students are familiar with the images of cultural products such as Captain America, Iron Man and Harry Potter, but know little about their traditional mythical images like Go Prodigy, Prince Nezha's Triumph Against Dragon King, and The Monkey King. In the long run, the efficiency of Chinese traditional culture going out is low, and it will also cause foreign friends to misunderstand Chinese traditional culture.

2. PRACTICAL METHODS OF STRENGTHENING THE EDUCATION OF TRADITIONAL CULTURE IN ENGLISH

TEACHING

2.1 Strengthening the education of traditional culture in English teaching from the content of teaching materials

At present, the content of English teaching textbooks in China needs to be adjusted. First of all, the English textbooks used in primary and secondary schools in China lack the content of designing Chinese traditional culture. A large number of Western cultures have already been introduced in the textbooks for elementary and middle schools, and we should follow up with more introductions to Chinese traditional culture. They should be carried out at the same time, communicate with each other, and influence each other, so as not to make the unbalance of cultural interaction and not to cause the influence of worshipping and fawning foreign countries on students. For instance, the English textbooks published by People's Education Publishing House and Foreign Research Institute, which are widely used in primary and secondary schools, have few introductions to Chinese traditional festivals and folk customs. Therefore, it is necessary to add more Chinese traditional cultural elements to the textbooks of primary and secondary schools. The English version of the Chinese Cultural Survey selected by colleges and universities is the most good case. This textbook records China's political parties, geography and history, traditional festivals, inventions and creations, folklore literature, and cuisine and costumes in detail.

2.2 Strengthening the education of traditional culture in English teaching from the teaching methods

In terms of teaching methods, English teaching also needs to let students take the initiative to realize the importance of learning Chinese traditional culture in English learning. Since we ourselves are in an environment nurtured by Chinese excellent traditional culture, in terms of teaching methods, teachers can guide students to discover the traditional culture and festival customs in life. It is also possible to conduct interactive and integrated learning of subjects, make full use of existing books on language, history, geography, etc., to find the highlights of Chinese traditional culture and learn the English expression of traditional culture. This requires teachers to actively encourage students to read the English version of Chinese classics. We should also compare the Western traditional culture and Chinese traditional culture involved in the book for comparative study and research, so that students can realize the uniqueness of Chinese traditional culture in the process of English learning. In English education, teachers should encourage students to communicate with foreign friends about Chinese traditional culture, stimulate students' interest in

learning Chinese traditional culture in English, and build a sense of pride and gain in English learning through cultural output.

2.3 Strengthening the education of traditional culture in English teaching from the assessment and evaluation

English education in China should also increase the proportion of Chinese traditional culture in the assessment, which will enable students to realize the importance of integrating Chinese traditional culture into their own English learning process. Through updating the content of Chinese traditional culture in the English test, expanding the assessment and evaluation of Chinese traditional culture knowledge, students' learning can be strengthened. For example, the translation question type in the current CET4 and CET6 has fixedly introduced the translation content of Chinese local culture. By analogy, in the future major English exams, the English expression of traditional culture should also be promoted and expanded. In the long run, students will develop the habit of learning Chinese traditional culture independently without deliberate cultivation in English learning.

3. CONCLUSION

In a word, the goal of students training is to introduce excellent and advanced western civilization through English teaching and let Chinese excellent traditional culture with historical accumulation go out. For students, English plays the role of communication tool. In this case, we need to see clearly the current situation of Chinese traditional culture education in English teaching and the potential impact it may bring. And we should strengthen the education of traditional culture in English teaching from the content of teaching materials, teaching methods and assessment to lay the foundation for students to establish good cultural confidence and values.

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On Organizational Culture and Cultural Shaping: The Perspective Change of Library Management

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Abstract: With the prosperity and development of the market economy, people's material life has constantly been improved, and the quality of life on the spiritual level has also been improved. The library is a public place for the public to obtain knowledge resources. Constructing a harmonious library management system can help people develop better reading habits and meet people's knowledge reading needs. The rise, development and prosperity of a country all need the support of its strong cultural power, and the management of library also needs the support of organizational culture and shaping culture. This paper analyzes the management of the library by changing the management perspective of the library, and helps the library organize the culture and shape the culture to achieve better library management needs.

Keywords: Library; Organizational culture; Cultural shaping

INTRODUCTION

The world is developed rapidly, the economy is growing, the society is constantly improving, and the pace of China's reform and opening up is also accelerating, but the traditional library management still stays at the stage of storage and management of library books, and despises the construction of library cultural organization and creates a characteristic library culture. The library management approach that keeps pace with the times should change the library management thinking in time, create a harmonious library management atmosphere, update management elements from the perspective of organizational culture, and improve the humanistic management and comprehensive level of the library. Based on the basic needs of building the organizational culture and cultural shaping of the library, strengthening the organization of the library and improving the management level of the library will help meet the public's demand for reading services.

1.OVERVIEW OF ORGANIZATIONAL CULTURE

From a broad perspective, organizational culture is the composition of material civilization and spiritual civilization with enterprise characteristics gradually formed in the process of enterprise rise, development and management and in the process of managing enterprise personnel. Interpreted from a narrow

perspective, it is gradually formed in an organizational collective. In order to gather the common compliance of most personnel and have imperceptible organizational values, organizational beliefs and normative behavior requirements, organizational culture is the culture unique to the organization and reflected in the organization [1].

It is not hard to know that the organizational culture of the library is mainly reflected in the reading environment of the library, the relationship network of managers in the library, the values conveyed by the library and the thinking mode of the organizational culture and culture shaping of the library. In most cases, the organizational culture of the library focuses on the vitality of the unique culture of the library. Today, with the progress of social civilization, the management of the library is not limited to the management of books. Its management organization should further study what kind of library to be built. As the saying goes, culture is both material and spiritual. The books of the library itself are the material existence of culture, while how to realize the management of the library should focus on the spiritual expression of culture, such as the values, management methods and language expression of the library, which are the expression of its spirit. Through the organizational culture of the library, all the staff of the library are united, and the joint force of the organization members are stimulated.

2. DESIGN OF ORGANIZATIONAL CULTURE

In a sense, the culture is the ideological form and psychological state existing in the depths of human heart. It is placed in the heart of every member of the organization, but it is also reflected in the daily behavior and thinking of the members. Organizational culture is not only reflected in the external image of the organization, but also the natural expression of the working atmosphere and work outlook within the organization. The differential interpretation of the same problem by different members in the organization group leads to work communication problems, which is the recognition error of the value concept embodied in the organizational culture. Therefore, before the organizational culture, the organization design should be combined with the recognition and attitude of the organization members to the organization [2]. The

design of the library organizational culture should be based on the following perspectives to achieve the design of organizational culture to meet the needs of library management: (1) The common goal of the library. In most cases, human beings are driven by their purposeful action forces. Therefore, if a library wants to achieve a more successful management model, it should organize its employees to formulate a development strategy goal for the library as the common staff of the library. The vision allows all employees to gather the cohesion of action in a common cause to achieve their goals, and establish a sense of mission for employees. (2) The professionalism of library staff. In the library management, employees who use book management as a tool for earning a living are needed, and they also need to use the library as a professional employee. The former shows the professional behavior, but the latter shows the library professionalism. It is undeniable that the management of the library faces many problems and challenges, but it is its spiritual strength that can contend with the difficulties. The spiritual construction of the team can fully mobilize the subjective initiative of the employees and stimulate their potential to make the necessary contributions to the organization. (3) The professional ethics construction of the library. China has the basic construction guidelines for the ethics of citizens to be practically regulated, and the management of the library should also be in line with the actual situation, assist the implementation of the civic ethics guidelines, and begin to formulate the library staff ethics standards, and the design of organizational culture of library should be carried out based on its moral construction.

3. CULTURAL SHAPING

Cultural shaping is a gradual process from scratch. During this period, we can learn from and learn to gradually shape the required culture. The process of cultural shaping is also a process of shaping culture. At present, the construction of organizational culture of the library still stays at the material level, such as the book management system of the library, the construction of the library body building and reading and learning environment, and the illegal

construction of borrowing and returning books. The management team of the library has not been shaped at the spiritual and cultural level, such as the development vision within the construction of team cohesion [3]. The shaping of organizational culture is one of the important requirements for cultivating the core competitiveness of the library team. The cultural shaping of the library is a standardized training for staff groups to shape their desired ideals, professional ethics and work behavior style. When you go to a large-scale library in the urban area, you can often see that the staff of the library are slacking off, are chatting with other employees during working hours, and have a bad attitude when serving people in need. All kinds of performances illustrate the important role of shaping the organizational culture of the library.

4. CONCLUSION

Although organizational culture is an abstract concept, it is embodied in every aspect of library management. A successful organizational culture must be recognized by library staff and contribute to the culture of library management. In the process of its management, it condenses the spiritual and cultural forces, and realizes the role of organizational culture in promoting library management and condensing the cohesion of library staff and the development of staff power. As a result, the competitiveness of the library can be further improved.

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On Integration of Chinese Excellent Traditional Culture in English Education

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Abstract: In English education, in order to enable students to learn and understand English better, most teachers will put more emphasis on the teaching and transmission of Western culture, and do not pay attention to the application of Chinese excellent traditional culture, which leads to the phenomenon of "Chinese Culture Aphasia". Therefore, this paper analyzes the importance and urgency of integrating Chinese excellent traditional culture into English education, and proposes specific measures to integrate Chinese excellent traditional culture into English education, so as to enhance the cross-cultural communication awareness of the teachers, and to cultivate the correctness of the students. And students can learn English well and improve their national cultural self-confidence.

Keywords: Chinese excellent traditional culture; English education; Integration

INTRODUCTION

Language is the carrier of culture and an important part of culture. Language has close relationship with culture. Without language, the value of culture will not be reflected; if it is separated from culture, language will be eclipsed. In traditional English education, in order to allow students to deeply understand the language of English, teachers pay great attention to the transmission of Western culture and ignore the importance of Chinese excellent traditional culture. As a result, students only care about learning and understanding Western culture instead of expressing Chinese excellent culture in English. Education is the most closely related to the students. In English education, it is necessary to integrate the Chinese excellent traditional culture to increase the importance of the students to Chinese excellent culture.

1. THE NECESSITY OF INTEGRATING CHINESE EXCELLENT TRADITIONAL CULTURE INTO ENGLISH EDUCATION

1.1 Improving students' efficiency in learning English and their mastery of English

Language learning needs to be instilled for a long time. It is difficult for students to accept unfamiliar languages quickly in a short time. If we integrate Chinese excellent traditional culture into English education, it will speed up students' pace of learning English. Students will quickly master English knowledge by discussing their familiar national

characteristic culture, fully invoking the knowledge of words and grammar transmitted by teachers, and combining with the reality of real life [1]. In addition, teachers encourage students to compare the differences between Western culture and Chinese excellent traditional culture, so that students can better understand these different cultures and deepen their understanding of these two cultures. And it enables students to correctly analyze traditional excellent culture and stimulates students' interest and curiosity in learning English. What's more, it helps to open up students' language and cultural horizons, enhance their learning quality and efficiency, and maximize their ability to quickly master English.

1.2 Carrying forward the excellent Chinese traditional culture and promoting the needs of foreign exchanges

With the enhancement of comprehensive national strength and comprehensive strength, China's international status has been continuously improved, which has greatly promoted the spread of Chinese excellent traditional culture in the world, and its unique value has emerged in many cultures in the world, setting off an upsurge of learning Chinese excellent traditional culture. Therefore, we must pay attention to the infiltration of Chinese excellent traditional culture, deeply integrate Chinese excellent traditional culture into English education, and enhance students' national pride and national cohesion. In the future, students are the main group facing international social exchanges. Therefore, only by strengthening the study of Chinese culture can we spread the Chinese excellent traditional culture. However, there are many problems in students' free conversion between English and Chinese at present. Students cannot translate Chinese into fluent English, and the translation of Chinese cultural knowledge is extremely inaccurate. When students touch on topics related to traditional culture, students' language is extremely weak [2]. In order to better spread Chinese excellent traditional culture, we must appropriately add some Chinese traditional elements to English education, strengthen the penetration of Chinese excellent traditional culture, and deepen students' cognition of Chinese excellent traditional culture.

2. MEASURES TO INTEGRATE CHINESE EXCELLENT TRADITIONAL CULTURE INTO ENGLISH EDUCATION

2.1 To improve the cultural literacy of the teachers

and enhance their awareness of cross-cultural communication

With the development of economic globalization, ties around the world have become increasingly close, and China's international image has also been continuously improved, and China has gradually becoming a veritable big country. The group of English teachers needs to adapt to the changes of the times and improve their own teaching models and teaching methods. In the classroom, teachers should not only carry out the normal teaching of English, but also integrate the Chinese excellent traditional culture and spread the excellent traditional culture. The teaching effect of teachers is limited by their own cultural literacy. Their own cultural literacy, cultural understanding and awareness of cross-cultural communication directly affect students' interest and mastery of language and culture. Therefore, the teachers can further learn and accumulate the Chinese excellent traditional culture through information technology and other means to enhance the awareness of the excellent culture and better spread the Chinese excellent traditional culture in the classroom. More importantly, the teachers need to fully realize the particularity and importance of mother tongue culture at the ideological level, consciously improve their own Chinese cultural literacy, and strengthen their professional ability to express Chinese excellent traditional culture in English and cross-cultural communication. Furthermore, the teachers need to continuously enhance their national cultural self-confidence, accurately guide students in the study of Chinese and Western cultures, so that students can not only master the international language of English, but also fully learn and recognize the connotation and significance of Chinese excellent traditional culture.

2.2 To cultivate students' correct values and enhance their cross-cultural communication skills

With the input of western cultures, the students' cognition and understanding of Chinese traditional culture has declined [3]. At present, there are many students who can talk about Western festivals, but are not clear about the connotation and origin of Chinese traditional festivals. Therefore, it is necessary to improve traditional English education methods, strengthen the integration of Chinese excellent traditional culture in English education, and continuously cultivate students' correct values. In the process of teaching English language, teachers should guide students not to worship Western culture excessively, allow students to establish a sense of equality in cross-cultural communication, and enhance their ability in cross-cultural communication, and realize that the purpose of learning foreign culture is to promote the cultural development of their own country. At present, the contents of most

English textbooks are related to Western culture and reflect Western cultural values. It is conducive for students to learning and mastering the language, but it is not conducive for them to expressing the Chinese excellent traditional culture in English. In this case, teachers should teach students Western culture through analogy and other methods based on the existing textbooks, and lead students to experience the Chinese excellent traditional culture, cultivate students' ability to express the Chinese excellent culture in English, and further promote students' ability of cross-cultural communication. In addition, teachers should learn to properly compare Chinese and Western cultures in English classes, help students establish values correctly, and treat the differences between Chinese and Western cultures in a reasonable manner.

3. CONCLUSION

To sum up, the purpose of English education is to cultivate students' communicative competence. We cannot abandon the tradition and only focus on learning the language. The process of language learning is the process of cultural exchange. Through language learning, we can promote cultural exchanges between different countries, but we should ensure the dominant position of Chinese excellent traditional culture. The integration of Chinese excellent traditional culture into English education not only meets the requirements of inheriting and carrying forward Chinese excellent traditional culture, but also further promotes the ability and quality of Chinese students' foreign exchanges. Therefore, teachers must constantly integrate the teaching content of Chinese excellent traditional culture into their daily teaching to improve the quality and application of Chinese excellent traditional culture.

ACKNOWLEDGEMENT

This article is one of the research results of the Wuhan Vocational and Technical College's school-level project "Research on the Fragmented English Learning of Higher Vocational Students Using U-learning as a Resource Sharing Platform", and the project number is 2018YJ024.

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The Humanistic Spirit in “The Open Boat”

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Abstract: Stephen Crane's “The Open Boat” shows the four men adrift in a dinghy for about thirty hours. This article intends to focus on the humanistic spirit in this short story to explore Crane's change from naturalism to humanism. This article can generally be divided into three parts. Firstly, it introduces briefly Stephen Crane and “The Open Boat” as well as the spirit of humanism. Secondly, it explores Crane's turn to humanism in his later literary career and the possible reasons of this shift. Then, it analyzes the manifestation of Crane's humanistic spirit in “The Open Boat” mainly from four aspects. This article argues that “The Open Boat” is imbued with humanistic spirit and shows Crane's humanistic belief in man's virtue and nature.

Keywords: “The Open Boat”; humanistic spirit; brotherhood

1. INTRODUCTION

Stephen Crane is always known as a representative writer of American naturalism. In his short life, he composed many precious works, such as *The Red Badge of Courage*, *Maggie: A Girl of the Streets* and “The Open Boat.” “The Open Boat” is regarded as one of his representative short stories. This story is written from Crane's personal experience. On 1 January 1897, while on a filibustering expedition to Cuba, the steamer *Commodore* sank, and Crane spent about thirty hours in an open boat with his three companions before they reached the Florida Coast. Later, he published this famous story “The Open Boat.” In it, he described the horrible experience of these four crew members at sea in a ten-foot dinghy. “The Open Boat” is mainly regarded as a typical naturalistic work by many critics. However, it also abounds with humanistic spirit.

2. HUMANISM

Humanism is a people-oriented doctrine. The living status of human and the sense of self-worth are concerned. It emphasizes the value and agency of human beings, individually and collectively. The harmony between man and man, man and nature is also stressed. Originated from ancient Rome, humanism is an idea and theory to explore the meaning of human life and the development of human personality. It defends the ideal of freedom and peace and makes people respect life more. In its long-term development process, the humanistic spirit is reflected in many literary works. For example, *The Human Comedy* by Honore de Balzac, *A Tale of Two Cities* by Charles Dickens, *A Farewell to Arms* by

Ernest Hemingway all show the spirit of humanism. In Crane's excellent short story “The Open Boat”, he trust man's nature and virtues and showed a kind of humanistic tendency. The four crew members cooperate closely and ponder on themselves calmly. However harsh the environment is, they exert their utmost strength to overcome obstacles. They are willing to save others even at the cost of their own life. The brotherhood of man is manifested in this story. In the end, except the sacrifice of the oiler, the other three successfully come to the land.

3. CRANE'S CHANGE FROM NATURALISM TO HUMANISM

In the early period of Crane's career, he displayed a naturalistic view of man and had been known as the forerunner of American naturalism. But he gradually made a turn to humanism, deviating from his original track of naturalistic view of man. In his life time, influenced by the combination of his personal factors as well as the social factors at that time, Crane's thought underwent a lot of change. Some of the factors help from Crane's naturalistic view of man, while some push Crane to the humanistic road. During his boyhood, he suffered terribly from the death of his kin one after another. This special individual experience led to Crane's creation of the helpless and insignificant characters in his early works. As for the social factors, in the late nineteenth century, the polarization between the rich and the poor became more and more severe. There were a lot of homeless wanderers in the city. Besides, the regular economic crisis destroyed people's life, and many people died of poverty. A lot of women were forced to be prostitutes in order to save their families. As a result, this tragic social phenomenon supplied Crane with writing materials and nurtured his naturalistic writing. However, because of the similar life experience, Crane was filled with sympathy for the lower class people, and it helped him plant a humanistic idea in mind. He had faith in human's virtue and valued the hope for the better human being. What's more, as a journalist, he had absorbed all kind of knowledge from various literary genres and formed a more comprehensive understanding of man. In addition, Tolstoy was Crane's favorite author.[1] According to Leo Tolstoy's idea, the definition of human life as animal existence is false. Based on the national and human love, Tolstoy has focused on a person's existence, development and prospect and destiny, embodying the greatest love of a humanitarian concept and spirit. Logically, the

humanistic spirit of Tolstoy exercised some influence on the mind of Crane. In Crane's later works, he changed from naturalism to humanism gradually. Published in 1897, "The Open Boat" abounds with humanistic spirit. It can be seen from the following aspects.

4. HUMANISTIC SPIRIT IN "THE OPEN BOAT"

Firstly, this story manifests man's value of their own life and their struggle to survive even though they are powerless and insignificant in face of the mighty nature. Man in this story are dignified and dauntless. The novel begins with a disastrous scene: None of them knew the color of the sky. Their eyes glanced level, and were fastened upon the waves that swept toward them. These four men float on the endless and fierce sea, riding a ten-foot dinghy that is no bigger than a bathtub. It is such a difficult situation that they can only focus on the turbulent waves and even have no idea of the color of the sky. They are so tiny and helpless, and they may lose their life at any moment. In addition, the sea is formidable and indifferent. She does not concern about the life of insignificant human being. Through the ordeal the correspondent comes to the realization that nature does not regard him as important, and that she feels she would not maim the universe by disposing of him. The wind-tower is also a symbol of this natural indifference. It represents in a degree, the serenity of nature amid the struggles of the individual. Because of the indifference of the natural universe to the plight of man, they can only rely on their own to save themselves. The captain, the cook, the oiler and the correspondent encounter many dangers as they struggle at sea. The waves are barbarously abrupt and tall and sinister as they attack the boat and threaten the four men. It is not just the waves, but other forces such as sharks and seagulls. But as human being, they never give up hope. These four men cooperate intimately with each other and fight with the danger unflinchingly. Although this process is so grueling and terrible, they still believe in hope. More importantly, they are unafraid and bold enough in this extremely dangerous situation, which displays the heroic spirit of man. They fight for man's dignity. Furthermore, in a short story, language patterns are especially important because a short piece must be very tightly constructed. However, one sentence repeated three times in this story, sometimes with variation. "If I am going to be drowned — if I am going to be drowned — if I am going to be drowned, why, in the name of the seven mad gods who rule the sea, was I allowed to come thus far and contemplate sand and trees?" [2] This sentence repeated again and again, the tone is sad and helpless, but it shows the combat between the human will and fate. This angry soliloquy is man's anger to the heartless fate. In the face of the merciless nature, people are reluctant to yield. Although man's power is limited, his spirit of survival is immortal. After repeated disappointment, it is this spirit that keeps them going till they are safe

on land. Experiencing hope and disappointment one after another, the four still don't give up the hope of life. "The Open Boat" praises this kind of indomitable and unconquerable spirit of man in face of powerful enemy.

Secondly, in "The Open Boat," Crane extols the harmonious relationship among the captain, the cook, the oiler and the correspondent. These men genuinely care for one another. The precious brotherhood between man and man and a spirit of cooperation pervade the whole story. These four men adrift in a dinghy that could at any moment be overturned by waves, leaving them vulnerable not only to the sea itself but to all the creatures there. In this dangerous situation, these four men rely on each other. They cooperate intimately to keep the dinghy afloat and are willing to sacrifice their own life for each other. They are friends — friends in a more curiously iron-bound degree than may be common. Their concern and affection for their companions emerge pervasively in their gestures and responses. There are a lot of details in the text that can show this intimate friendship of these four people. For example, the cook's arm is around the oiler's shoulders. The Christian doctrine tells us we must be charitable, love our neighbor, sacrifice ourselves for others, choose the narrow way, et cetera. [3] The four people's behaviors represent this spirit. The oiler and the correspondent take on the job of row. Neither of them fond of this toilsome work, and they both are extremely tired at that time. Because of this weary business, their backs suffer a lot of aches and pains. But they all row until they are so exhausted that can no longer handle this work. They care for their friend and never look after their own interests alone. Besides, both of them are willing to replace his friend and take his job when asked. In addition, their brotherhood can also be felt clearly when they are swimming to the shore. The injured captain guides the cook and the correspondent to swim, and when the saver reaches him, the captain waves him away and sends him to the correspondent. He cares his friends more than himself. Just because of their mutual love, they finally overcome hardships and survive the danger. This sincere affection between man and man is so heart-warming that the correspondent, who has been taught to be cynical of men, knows that it is the best experience of his life. All of these elements make "The Open Boat" a touching story and shows its difference from other naturalistic works.

Thirdly, there are anti-war sentiments in this story. One of the important principles of humanism is to treat people as human beings, and war is a clear violation of this principle. War can only bring death and pain to people, and it may distort human nature. This story takes place as the rebellion in Cuba is becoming more violent, with the actual event of the sinking of the filibustering Commodore on December 31, 1896. The goal of this filibustering ship was to

smuggle arms to the troops there.[4] We can say that because of the war, these four people get into danger and are forced to suffer at sea and one of them even died at last. War is an important background in this story. Besides, the writer mentions a war verse about the soldier in Algiers in "The Open Boat". This soldier lay dying in Algiers, far from his family and his country. And he said: "I can never more shall see my own, my native land". Staying in the dinghy, the correspondent floats at the vast sea. His present experience looks rather similar to the dying soldier in that poem. At this moment, finally he can understand the sorrow of this dying soldier. He was sorry for the soldier of the Legion who lay dying in Algiers. Here, we can feel the cruelty and tragedy of war. From all points of view, war would be a catastrophe.

Fourthly, in this story these four men — the captain, the cook, the oiler and the correspondent are equal in the boat, and there is no hierarchy among them. It also shows a kind of humanistic spirit. In "the open boat," no one is superior to others and they all have to do their own job and make contributions to the process. The injured captain gives orders by virtue of

his experience. The cook needs to bail out the boat. The oiler and the correspondent steer with the two oars in the boat. All men are equal and no one is superior in front of death. In a time when mechanization, immigration, and urbanization created divisions in American society, this idea of equality shows Crane's disappointment to the society at that time.

In short, the description of the crew members who actively and optimistically battle and thrive with their energy, bravery, and team spirit in "The Open Boat" shows Crane's humanistic belief in man's virtue and nature. "The Open Boat" is imbued with humanistic spirit.

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Reform and Exploration of Network Teaching in Computer Control Technology Course

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Abstract—Computer control technology is a professional course for automation related majors, which has strong theoretical and practical significance. In this paper we analyzed the new teaching mode of university courses, as well as the problems existing in the learning process of the course, and the causes. In view of the actual situation of network teaching and combined with the characteristics of the course itself, we have carried out the reform of the course framework structure of the theory course, and we have carried out the reform of experiment type, experiment content and guidance mode, this is to cultivate more high-quality applied technical talents.

Keywords: Terms—computer control technology, experimental teaching, simulation, project-based teaching

1. INTRODUCTION

Computer control technology is a basic professional course for mechanical, automation, electrical information and other majors, and the course covers a wide range of subjects[1]. The course of computer control technology is very close to the course of automatic control principle in some aspects. In terms of learning time, they are in the stage of transforming from basic technical courses (Such as analog electronic technology foundation, circuit, signal and system) to professional courses (such as robot technology, fieldbus, process control system, automation instrument, etc), so the teaching process, the organization of the contents of the theoretical and experimental courses, and the teaching methods have a direct impact on the students' learning effect and learning effect of the follow-up courses, it even affects students' mastery of systematic professional knowledge[2]. The main contents of computer control technology are negative feedback and sampling process. Its core is to reduce the error between the output value and the set value as much as possible, how to make students establish this methodology is one of the main tasks of this course teaching.

2. CHARACTERISTICS OF NETWORK COURSE TEACHING

Network teaching is a cutting-edge teaching mode, and the teaching method of computer control technology course also needs to be innovated according to the reality[3-5].

First of all, online courses need to be further improved, teachers need to record and upload course videos before online classes, enrich and improve the teaching plan of online courses, at the same time, teachers need to establish a network teaching team, share their curriculum resources, and lay a solid foundation for the new network teaching.

Secondly, teachers need to strengthen their own communication and training, and enrich their live teaching mode, and teachers need to make full use of the functions of the network teaching demonstration platform. For example, we can release the purpose and requirement of course teaching in advance by using the notification function; check the attendance of students by using the check-in function; guide the students to answer online after they complete the learning task point by using the function of rush answer, the results of answer online are included in the total score; assign the task of curriculum design by using the discussion function. We also need to fully consider the network situation in different regions, extend the deadline of the task point appropriately. We also suggest that students finish their learning task by shifting the peak independently.

3. STEPS OF NETWORK TEACHING REFORM

A. Constructing A New Framework of Curriculum

The traditional teaching of computer control technology involves both theory and practice, it has intersection with electronic technology, process control and other professional courses. For the theoretical teaching of these courses, by now classroom lectures are still the basic teaching form, for the practical teaching of these courses, they include experiments and engineering designs. In the form of teaching, they include hardware and software design. Most of these courses are taught according to the syllabus of their own courses. It is easy to cause some knowledge points to be taught many times in different professional courses, this leads to a high repetition rate, this not only affects the enthusiasm of some students, but also affects the efficiency of teaching, and it may even affect the classroom teaching atmosphere.

Therefore, before we teach the theory course, We must organize teachers of professional courses, teachers of professional basic courses and teachers of other parallel courses, let them communicate fully,

make them study together, and unify their thinking, then construct the knowledge framework of course of computer control technology. In this way, a unified knowledge gradient will be formed between the course of computer control technology and related courses. The advantage is that the learning of knowledge points can be improved step by step, it also makes teaching more orderly, the efficiency of teaching and learning can be greatly improved. At the same time, it helps teachers to examine the knowledge points of the curriculum from a new perspective, and it helps to integrate the new methods, instruments and ideas of practical engineering and practice into the theoretical teaching, it makes the teaching content more close to the social application.

Therefore, before teaching theoretical courses, we must make full communication and research between teachers of professional course groups and that of professional basic courses and parallel courses, unify their teaching ideas, let them work together to build the knowledge framework of computer control technology course. In this way, a unified and reasonable knowledge gradient is formed between the computer control technology course and related courses. The advantage is that the learning of knowledge points can be improved step by step, it also makes teaching more orderly. The efficiency of teaching and learning can be greatly improved. The construction of the knowledge frame structure of computer control technology is helpful for teachers to examine the knowledge points of the course from a new perspective, it integrates the new methods, new instruments and new ideas of practical engineering and practice into the theoretical teaching, and it makes the teaching content more close to the social application.

Z-transform theory and classical analysis methods of computer control system (such as stability and error analysis) in the front part of computer control technology course can be briefly described, the key parts of teaching should focus on direct design method of digital controller in Z domain, design of digital controller based on continuous system theory, analysis and design of state space of computer control system, teachers need to carefully organize and plan these key teaching contents, and arrange enough teaching resources and experiments, therefore, it puts forward new challenges to teachers.

B. Strengthen the Teaching of Knowledge points

Most teachers think that multimedia teaching is a kind of "auxiliary teaching material" which is beneficial to teaching, it can not completely replace the classroom teaching of teachers. There are many ways to assist teaching, such as supplementary exercises after class, review after class and so on, this kind of teaching method has great advantages, due to the limitation of various teaching conditions, we can appropriately enhance the status of multimedia teaching. In China, online teaching is mostly carried out on Tencent

classroom, Dingding and other platforms, we can use appropriate teaching tools to record the analysis of knowledge points into videos and upload them to the teaching platform, and we can also arrange appropriate homework according to the content, so that students can finish these homework within a limited time after their video learning. Because the video can be watched repeatedly, this teaching method is very intuitive and easy to understand, so the effect of online teaching is much better than the one-time teaching in the traditional classroom. In addition, we can organize the teaching team to work together to build a related material library, for example, we can use multimedia software to make a material library of pictures, examples and exercises in modern control system, automatic control principle and other related teaching materials, teachers can use the resources in the library according to their own teaching arrangement in online class, it's very convenient.

C. Strengthen the Teaching of Modeling

The course of computer control technology requires students to acquire the ability of qualitative analysis of computer control system, and rise to the consciousness of quantitative analysis. The purpose of this teaching method is to teach students to master how to establish appropriate mathematical models through the analysis of the relationship between various physical quantities in the system from some actual, specific physical or chemical processes, this needs to be able to abstract specific practical problems, and use mathematical methods for quantitative analysis, and then study the specific actual system.

The quantitative analysis method includes the algebraic description and geometric description of the control system, as well as the relationship and transformation between them. Therefore, students are required to learn how to use mathematical tools such as integral transformation, and be able to analyze problems from multiple perspectives. In the course of computer control technology, many models are used, such as difference equation, Z transformation and Z inverse transformation, transfer function of open-loop system and closed-loop system, discrete state space model, root locus, PID control algorithm, Bode diagram, etc. These models are closely related. In the previous teaching, it was difficult to carry out some complicated calculation and deduction because there were no advanced computing software, even if it is deduced in detail, it will affect the follow-up normal teaching because of too long time, most of the traditional teaching methods focus on the time domain analysis of first-order and second-order systems, for dynamic analysis of high-order systems and modeling of other complex systems, most teachers first introduce the concepts of dominant pole and dipole pair, then simplify the high-order system according to the concepts, and then analyze it. In this way, students have a great lack of cognition in modeling, analysis and calculation of higher-order systems, so that when

they encounter higher-order systems (including third-order systems), they feel powerless. Now the MATLAB software greatly reduces the difficulty of complex analysis and calculation, due to the use of MATLAB, the analysis and calculation are no longer limited by the system order. The use of mathematical softwares makes teaching more intuitive, for example, the root locus of control system can be used to quantitatively describe the model of control system, and it can be used to directly represent the performance of control system also; Bode diagram of control system can be used to show both the quantity relationship and the performance of the system. This also directly improves the efficiency of teaching. When matlab comes into teaching, students should also learn to use MATLAB. We can negotiate with the teachers of the relevant course groups to arrange a one credit prerequisite course for MATLAB, when students learn to use MATLAB, they should take "use" as the principle and "know how to use" as the purpose, this is to lay a good foundation for the follow-up virtual experiment of computer control technology course.

D. Developing Case Based Network Teaching and Project-based Teaching

Project-based teaching is generally used in the primary stage of course teaching, the purpose of this method is to cultivate the basic practical ability[6]. This method of project-based teaching needs to select representative examples from actual engineering or classic experiments (or curriculum design), the characteristics of these examples are: small workload, easy to understand, and there are different difficulty levels among several examples. Teachers can follow the step of Guidance, effect view, principle analysis, summary, and teachers will assign many topics or tasks, then divide the students into groups, and let the students design these tasks according to the groups, this can greatly stimulate students' interest in learning. These case materials of project-based teaching are selected from the actual engineering projects of enterprises or university students' science and technology competition projects, these cases have strong authenticity and high complexity. The purpose of project-based teaching method is to let students contact with the actual project, so that students can improve themselves in practice. The actual projects of enterprises are very complex and involve knowledge points of multiple courses, so this must be discussed by the professional and technical personnel and teachers of the enterprise, large projects can be broken down into different small modules according to the needs and incorporated into the project case material library. These engineering cases should cover most of the knowledge points of the course, and they must be typical cases of application. The specific teaching process can also be carried out in groups, a group is a project team, a project team completes the plan

formulation, project implementation, project closing defense, etc. In the whole process, students' identities are transformed into enterprise employees, and teachers' identities are transformed into customers, teachers propose the project requirements and acceptance criteria, and score the team members according to the final project completion, the above teaching process is carried out on line. In the actual teaching, through the establishment of mathematical model, the determination of control strategy, and the design of computer hardware system and software, we cultivated the students' basic development ability of single-chip microcomputer circuit production and programming control, which not only aroused the students' interest in further learning computer control technology, but also laid a practical foundation for the follow-up courses.

E. Adjust the Experiment Content and Carry Out Appropriate Virtual Experiment

In the process of on line teaching, it is necessary to combine experiment with theory. For virtual experiments, we can organize a team of teachers to study together, appropriately change the proportion of confirmatory experiments and comprehensive experiments, design experiments and practice, and establish a reasonable experimental task database[7]. For the experiments with the simulation results similar to the actual data, we can use the virtual experiment mode to carry out these experiments, for example, let students use MATLAB or Proteus combined with keil and other simulation software to carry out these experiments. For experiments with large correlation of control objects, this kind of large projects require teachers or professional technicians of enterprises to audit and calculate first, then a large experiment is divided into several experimental modules to reduce the difficulty of the experiment, at the same time, we need to increase the work of self-made experimental instruments. Teachers or technicians did experiments in advance, and then recorded the experimental steps into video, played the video to students, and carried out virtual experiments in the way of real operation.

In the experimental teaching based on network teaching, we should be particularly aware that students are the main body of learning. We need students to change their consciousness from passive to active, let students understand the value and significance of learning in the process of participating in knowledge construction, and cultivate and improve the ability of active learning. This is the real purpose of network teaching.

4.CONCLUSION

Through three years of teaching practice, we had improved the theoretical teaching content and experimental teaching of computer control technology, in three years, we took nearly 120 students from three classes in a university as the research sample, the results show that: the average score of the

three classes was above 81, and the score was increasing year by year, among them, 40% of the students choosed the large-scale comprehensive design in the course as their graduation design directly, and 60% of the students submitted their graduation design, comprehensive projects and cases to their favorite jobs. In this teaching reform research, we skillfully used the network teaching, not only paid attention to the theoretical teaching, but also took into account the experiment and practical application, comprehensively improved the students' engineering literacy, effectively improved the teaching quality, so as to greatly improved the students' employment competitiveness, and we have achieved good teaching effects.

ACKNOWLEDGMENT

This work was supported in part by Teaching Reform Project Fund of University of Electronic Science and Technology of China Zhongshan Institute (No: 418YKQN02), Teaching Reform Project Fund of University of Electronic Science and Technology of China Zhongshan Institute (No: YY201804), Educational Reform of Hunan Province (XJK014CGD013), Science and Technology Plan Project of Yiyang City (2014JZ52). Teaching Reform Project Fund of Hunan province under Grant (No: 2016[400]), Natural Science Foundation of Hunan Province, China (No. 2018JJ2023), Educational Science Planning Project of Hunan Province (No: XJK17CXX002). the Natural Science Foundation of Hunan Province, Grant/Award Number: 2018JJ2023; the Teaching Reform Project Fund of Scientific Research Fund of Guangdong Provincial Education Department, Grant/Award Number: 416YCQ01.

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A Sign of Globalization: A Cultural Analysis of the Hellenistic Age

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Abstract: This thesis briefly analyzes the elements of Hellenistic period in terms of cities, science and culture, revealing the significant features of cultural exchange in Hellenistic Age in the long history of human beings. It also makes a comparison between Hellenistic period and today's globalization which shows their similarities and connections with each other as blooming phase of cultural exchange.

Keywords: Hellenistic Age; globalization; cultural exchange

1. INTRODUCTION

The Hellenistic Age is the period of ancient Greek and eastern Mediterranean history between the death of Alexander the Great in 323 B.C.E and the collapse of the last Hellenistic kingdom in 30 B.C.E (some scholars suggest it ends in 31 B.C.E). After the death of Alexander, his empire was divided among the families of three of his generals, the Antigonids, the Ptolemies, and the Seleucids. The Hellenistic kingdoms were established throughout south-west Asia (Seleucid Empire, Kingdom of Pergamon) and north-east Africa (Ptolemaic Kingdom), which resulted in the exchange of Greek culture and eastern culture known as Hellenistic culture. The word "Hellenistic", a modern term coined by western historians, is frequently used in academia after 1830s. The idea of Hellenistic period did not exist in Ancient Greece. This thesis briefly analyzes the elements of Hellenistic period in terms of cities, science and culture, revealing the significant features of cultural exchange in Hellenistic Age, which is unique in the long history of human beings. It also makes a comparison between Hellenistic period and today's globalization which shows their connections with each other.

2. HELLENISTIC PERIOD

During this era, social productivity gradually developed in the eastern Mediterranean region, along with the mutual exchange and influence of different cultures. Because of the needs of production, there were increase in exchanges between the people of various ethnic groups, and the measures taken by the kings of various countries that are conducive to cultural development. Big cities were formed, science of various disciplines boomed, and individual and intellectual identity had been awakened.

2.1. Cities

Hellenistic civilization, like the civilization of the

Archaic and Classical Ages, was built around cities that served as commercial centers. However, Hellenistic cities outside Greece were different in that almost all were ruled by kings and no longer were centers of independent political life. They also were the places where Greeks settled preserved their learning and culture, and retained their identity. Hellenistic monarchs were also great supporters of scholarly studies, and some major Hellenistic cities became famous centers of learning. These cities strengthened the connections between different cultures of that region.

The cities were the bridges of eastern culture and Greek culture. People from Eastern part kept pouring in the Hellenistic cities, and they tried hard to be seen as Greeks. Politically, the old Athenian democracy was replaced by monarchy in most of the cities. For example, Ptolemy, who seized control of Egypt, started a new dynasty of pharaohs instead of following the pattern of the Greek government. The exchange of culture also changes the mind of philosophers. Aristotle's old distinction between Hellenes and Barbarians became less clear, and people began to believe that everyone could pursue happiness with reason and wisdom. It is no doubt that the attitude towards human beings without localization is a philosophical reflection that eastern and western civilization has been integrated after the conquests of Alexander. (Yang, 2004:102).

2.2. Science and culture

The incorporation of the Persian and even the Indian worlds into the Greek experience brought a new form of Greek culture called Hellenistic culture, through which the Greeks lost the Greek-centered view of the world of the Classical Age and learned to value other people and cultures. The old distinction between Hellenes and barbarians became less clear as populations and cultures from Greece to the east became mixed. "Greek culture became a hybrid, an amalgamation of western and eastern culture that gave western and eastern people new common ground" (Kidner, 2009: 102).

In academic circles, creative literature gave way to scholarship. Many authors became more interested in learning the past than in dealing with grand, timeless issues of meaning and morality. Religious syncretism occurred in Egypt: to provide a common ground between Greeks and Egyptians, "the Ptolemies created a composite god who had attributes of the

Greek Zeus and the Egyptian Osiris" (ibid, 2009: 103).

Alexander the Great was a believer in scientific investigation. "[Alexander's] army included a staff of scientists who observed and recorded discoveries in fields ranging from geography to botany" (ibid, 2009: 105). In that period there were great mathematicians like Euclid, who wrote a textbook on plane geometry around 300 B.C.E, and great astronomers like Aristarchus who proposed a heliocentric universe, with the sun at the center and the earth rotating on its own axis. There were many other scientific achievements in the Hellenistic Age like medical science, technology and so on. These achievements play a significant role in the process of human development.

2.3. The intellectual approach to identity

Greek with intellectual inclinations sought to find their place in the universe through philosophical beliefs. The old philosophical schools of Plato and Aristotle usually had speculated about the nature of the universe and humanity in a broad sense, rarely on the level of the individual. Therefore, the teachings of these schools seemed out of date, and in the Hellenistic period, new philosophical teachings aimed to fulfill the needs of individuals. For example, in the mid fourth century B.C.E., the philosopher Diogenes, taught that people could find their proper place in the world by discarding all human social conventions and "living according to nature." In a famous story, one day Alexander the Great visited Diogenes, who lay naked sunning himself. When Alexander asked Diogenes what he could do for him, Diogenes replied, "only to stand out of my light" (Wang, 1992:30).

3. A COMPARISON WITH GLOBALIZATION

When mentioning about the rise of Rome, Polybius proposed his view of the world in his *The Histories* that "Previously the doings of the world had been, so to say, dispersed, and they were held together by no unity of initiative, results, or locality; but ever since this date history has been an organic whole, and the affairs of Italy and Libya have been interlinked with those of Greece and Asia, all leading up to one end. And this is my reason for beginning their systematic history from that date" (1998: 7). Although this idea was expressed two thousand years ago, it is still glittering with the light of wit, and can be used to describe today's cosmopolitan situation. Today, we named this kind of international integration as globalization. The cultural exchange after Alexander's eastward expedition contributed to the formation of European civilization. The background of Hellenistic culture described by Hadas plays a practical role in the process of western world, which is also similar to the function of globalization (Chen, 2006: 465).

However, there are distinctions between the two concepts. Although the Hellenistic world views the whole inhabited world as civilized community of a

unity taking in all mankind, it is fundamentally different from today's globalization, regarding the following aspects. First, the Hellenistic world covers a limited part of the world, consisting of parts of Europe, Asia and Africa; but every country is involved in the process of globalization. Second, the development tendency is diverse in that the Hellenistic world fell to the Roman Empire, which means it lacked a unity of political, economic and cultural basis, and it mainly happened in upper class; while today's globalization is the beginning of human unity of all nations, with the participation of every class. (Yang, 2004: 108)

From the point of cultural exchange, there are apparent similarities between the Hellenistic Age and today's globalization. Back then, from the Mediterranean world to the Indian border, Greek culture is in a monopoly position. Greek is the official language and cultural language everywhere, so that one can travel from Greece to India without fearing that language might hinder communication. Today, English plays a role like that of Greek. Also, under the veil of slimily dominance of one culture, conflicts between different nations exist. There are huge differences between the Greek culture in the Aegean region and the Greek culture of the new dynasties in Asia and Africa. In today's international community, waves of anti-globalization movements are coming.

4. CONCLUSION

In the Hellenistic period, Greek cultural influence and power was at its peak in Europe, Africa and Asia, experiencing prosperity and progress in the arts, literature, mathematics, philosophy and science. With the analysis above, it is no doubt that the once wide-spread of the Hellenistic culture plays a vital part in the development of world history and share some common characteristics even paves the way for today's western culture. Besides, it has some similarities with globalization because of its internationality, but they are different from many ways. One thing can be learned from this unique period of history is that never completely despise the culture or identity of other nation. In the process of globalization, it is sensible and forward-looking for every nation to be tolerant to each other. Cultural invasion, or the sense of cultural superiority, as well as measures of resisting cultural exchange may hinder the development of a nation not only in building their economies but also in shaping identity.

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