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Original Research Article

How to Apply Creative Thinking to Physical Education Training in Colleges and Universities

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Abstract: With the general development and progress being made these days, there are higher requirements from societies on college sports teaching, as well as training results. University education is the last link to cultivate talents for the society. A talented person must have rich and in-depth professional knowledge, a strong and powerful body, and should be a creative thinker who is willing to break away from conventions. This article puts forward new requirements for college physical education, which should not only be applied with creative thinking to make students strengthen their physical fitness in physical exercise, but also guide and stimulate the creation of student's thinking while teaching.

Keywords: Creative Thinking; College Physical Education; Teaching

1. The significance of applying creative thinking into college sports

1.1 Enhance students' innovation ability

Creative thinking refers to divergent innovative thinking. In the process of solving problems, new ways should be searched to find more effective and convenient solutions from multiple aspects and various angles. Creative thinking has the characteristics of originality, heterosexuality, association, flexibility and comprehensiveness. That is to say, thinking is not confined to traditional habits. The problem-solving method isn't restricted by one solution in the learning process, which meanings one need to seek multiple solutions to a problem. We should break through the constraints of those traditional-defined "system", "norm" and "model"^[1]. One needs to be flexible when encountering problems. In physical education, attention should be paid to the cultivation of student's innovative thinking. By practically cultivating student's innovative ability, teachers can encourage students to form a good habit of thinking combined with practice, and enhance their thinking, hands-on skills and their innovative ability. Similarly, we can also guide the development of students' innovative abilities by applying creative thinking to teaching.

1.2 Expand student's way of thinking

The traditional teaching model focuses on the cultivation of student's perseverance and respect for teachers, which cannot be said as a mistake. However, excessive compliance and perseverance may become a kind of rigid thinking. In physical education, students are required to integrate creative thinking into practical activities, and teachers guide students to develop a variety of new exercise activities. Therefore, students can expand their way of thinking, and solving problems from multiple perspective, There are many ways to try to solve it. It's not limited to stereotyped loops.

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1.3 Improve the quality of physical education

Applying creative thinking to college sports, using creative teaching approaches to guide the creation and development of thinking, and energizing student's brain during the exercise are undoubtedly a more efficient and popular measure. On the one hand, creative thinking is used in physical education which can change the previous boring teaching mode, exercise activities and assessment methods. It arouses student's stronger interest and initiative in physical education, and it transforms student's painful and resistive exercise in the past into rich and interesting growth experience. On the other hand, breaking through conventional habits during the student's training exercise process can make innovation an instinct for them, instead of a difficult test. With properly applied, the combination of these two can greatly improve the quality of physical education, and make the country better.

1.4 Enhance student's core competitiveness in employment in the long run

China's economy develops rapidly in recent years, as well as education. There are more and more undergraduates and junior college students bid farewell to their campuses and enter the society after graduation. The employment competition is becoming more fierce and the requirements for talented persons are becoming higher. In the future, the focuses of enterprise recruitment are undoubtedly those persons who have outstanding professional abilities. If the professional level is equivalent, it will naturally be preferred by major companies and enterprises^[2]. Naturally, the core competitiveness in the personnel market is higher than students of the same level.

2. Problems in the application of creative thinking in college physical education

2.1 Insufficient attention to the cultivation of creative thinking

Many physical education teachers and students do not understand the cultivation and significance of creative thinking well because creativity is not widely used in physical education in universities and colleges, which leads to the neglect of this aspect and lack of relevant training. Physical education teachers do not attach importance to the application of creative thinking in physical education and exercise, and do not apply creative thinking to physical education. They ignore the importance of cultivation and exercise of student's creative thinking. Besides, students also ignore the exercise and development of this thinking in physical education because they do not pay enough attention to creative thinking^[3]. These factors have greatly affected the development and application of creative thinking.

2.2 Monotonous and boring training method for creative thinking

The development of creative thinking requires a long period of exercise and development. In today's teaching mode, teachers mostly using the methods of asking questions, encouraging students to answer, encouraging and praising students who answer questions to stimulate students' interest and enthusiasm for learning in the classroom. In physical education classes taught outdoors, however, teachers have relatively few questions. And because of the widespread application of this traditional method in the classroom, students are less sensitive to this measure, and the incentive effect is not significant. Long-term monotonous and uninteresting training methods will make students lose their interest to cultivate innovative thinking in activities, and then think creatively less.

2.3 Using the old teaching mode in physical education and ignoring the application of creative thinking

In the developmental era, there are still a large proportion of college physical education teachers who follow the old teaching methods and teaching modes in physical education. Sheep management is used for students in physical education courses, and duck teaching is used in physical education teaching. Students are taught healthy exercise and teachers call on students to run around the playground. Such physical education courses will to the greatest extent dispel the love of students for physical education courses, and will also greatly reduce the enthusiasm of students in class, causing adverse effects with less effort, and even falling into a vicious circle. In this situation, one goal, like make

students exercise, is even difficult to accomplish. Besides, in the old teaching mode, students only need to obey the teacher's instructions and numbly carry out sports. In such a dull and rigid teaching atmosphere, student's thinking is easily become rigid gradually, forming a thinking stereotype, which makes students more and more difficult to carry out creative activities and use creative thinking.

3. How to better apply creative thinking to the teaching and training of college physical education

3.1 Create a relaxing and open teaching environment

In college physical education, college physical education teachers should not only teach students as a teacher, but also as a friend. Let students speak freely, actively put forward questions, and propose more possibilities for solutions. Teachers should encourage students to make bold assumptions and carefully verify them to stimulate their desire to explore and create, and therefore cultivate their creative thinking.

3.2 Adjust and change the teaching mode appropriately

In learning and exercising, best teacher is interest and making progress. Only with interest can students proactively study, exercise, and explore, and enjoy this mode to learn knowledge and gain strength. Therefore, in college physical education, students should not be required to obey perseverance, and teachers should find ways to stimulate the enthusiasm of students in class and let them feel fun in physical education. At the same time, the single old-fashioned teaching mode, you say I listen or you answer me, should also be properly adjusted or replaced it with a more relaxing and enlightening way.

3.3 Enrich the content of sports training

In the college physical education curriculum, physical education teachers make students exercise in a uniform manner and students can run and leapfrog. It is certain that these activities can get physical exercise, but only do good to some parts of the body. In order to get students fully exercised and let them strengthen their bodies, physical education teachers should introduce more skill sports training programs. On the one hand, a wide variety of sports training programs can arouse student's curiosity and inquiries, thus prompting them to actively carry out sports training. On the other hand, a variety of sports training programs allow students to train separately to exercise various parts, so that they can get a comprehensive physical exercise and get a strong and healthy body.

3.4 Create diverse assessment methods

When evaluating the effects of college physical education courses, the assessment items for college physical education teachers are nothing more than 50-meter sprints, 800-meter long-distance running, one-kilometer long-distance running, long jump, and forward bending. In particular, the 800-meter and one-kilometer long-distance running is an assessment project that students can't avoid, because this kind of assessment project will greatly mobilize the student's physical strength and cause strong physical discomfort when running. The use of novel sports assessment methods can eliminate student's resistance to the content of sports exams, which creatively applies the assessment of physical education into the student's daily activities. Teachers often lead students to play games to test their physical fitness, and observe the physical fitness of the students at this stage and the training results at this stage to achieve the purpose of investigation unconsciously.

4. How to cultivate students' creative thinking in college physical education

4.1 Guiding and cultivating students' innovative thinking

In the teaching process of college physical education, teachers should interact with students more. Students are encouraged to think about new ways of solving problems and the reasons for something in a requested manner. Intentionally or unintentionally, it will produce a few small mistakes that are harmless and deliberate in the teaching

process to allow students to correct and think about the reasons for the errors. Under such a long-term guidance environment, students have the habit of thinking more and finding solutions from multiple perspective when encountering problems, and thus transform the use of creative thinking into their instinctive response.

4.2 Training in practical exercises to strengthen students' innovative thinking

In the training of physical education, it is suggested that university physical education teachers set up a variety of scenarios and ask students about the various solutions under these scenarios. For example, in the training of physical education courses, some students were physically injured, but did not reach the level of being sent to the hospital. In the case of lack of medicine around them, what can the students do to reduce the pain of the injured students and achieve a certain therapeutic effect? Under these circumstances, the student's creative thinking is fully tempered and strengthened.

4.3 Give appropriate encouragement to student's creative behavior

Teachers should seek advice, praise and appropriately reward students openly when students actively think of a solution or carefully discover the teacher's mistakes. It can promote virtuous cycles, and student's creative thinking can be fully expanded.

5. Conclusion

In summary, the application and cultivation of innovative thinking in college physical education is very important. It is not only the cultivation of talented persons with all-round development of moral, intellectual, physical, and mental skills required by the new era, but also a tremendous contribution to the development of the country and society.

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Original Research Article

Psychological Problems of Chinese College Students under the Covid-19 Epidemic and the Countermeasures

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Abstract: With the outbreak of the Covid-19 epidemic, people's physical and mental health have suffered to varying degrees, especially for college students who are about to get out into the real world. Some students experienced various psychological and physical discomfort, including emotional fluctuations such as panic, doubts and anxiety and physical symptoms like fever. In response to this condition, it is necessary to take effective measures to maintain the normal social order, establish and perfect the psychological health education system for college students, release their psychological fluctuation, and promote their healthy development.

Keywords: Infection of Covid-19; Outbreak of Epidemic; Psychological Problems of College Students; Causes and Countermeasures

In 2020, Chinese people spent Spring Festival quite differently to how they normally do. Families did not leave their homes and cared for every piece of news about the epidemic. In the process of anti-epidemic, while precise treatment and scientific prevention are the first priority, psychological health can not be ignored, especially for college students, who can not go to school and need to improve their learning autonomy. Some of them may suffer various psychological problems. In order to cooperate with the epidemic prevention work and ensure the physical and psychological health of college students, psychological health education must be strengthened.

1. Psychological problems of Chinese college students under the Covid-19 epidemic

1.1 Panic

During the outbreak of the Covid-19 epidemic, some college students have suffered certain psychological fluctuations and even psychological problems, with stable psychology gradually changing to panic. The first is the panic of sudden outbreak of epidemic. In the face of the sudden outbreak of Covid-19, the original stable psychology of college students was severely impacted. This could lead to worry about the prevention and control of the epidemic and their own health, and even panic attacks in severe cases^[1]. Although the outbreak of Covid-19 epidemic has the characteristics of suddenness, strong infectivity, the impact is not all negative. However, as psychology of college students is not mature, they will inevitably be impacted in mood, feelings, psychology, attitude, spirit and thought. The

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second is the panic of the whole society. In the past months of fighting against the epidemic, from the outbreak of Covid-19 epidemic at the end of 2019, to the implementation of the measures to lock down the cities in Hubei Province including Wuhan City before the end of the year, to the spread of the epidemic to the whole country, and to the gradual decline in the following months and disappearance at present, the changes of the whole society's macro environment have brought great negative experience and impact to college students. People do not exist independently of the society. College students are easily affected by group emotion in their social circle, followed by sensibility prevailing over rationality, moral value chain gradually declining, and the occurrence of group panic.

1.2 Doubt

The psychological doubt of college students is mainly reflected in the following two aspects: on the one hand, they doubt their own health status^[2]. Due to the lack of a rational understanding of the relevant knowledge about the severe epidemic, some college students will be at a loss when they experience some suspected symptoms during the outbreak, believing that they may have caught the disease, thus having doubts about their physical health and even seeking medical treatment urgently and disorderly. Some concrete manifestations of panic include strong request to seek medical treatment, excessive protection, negative psychological cognition, listening to internet rumors, and various compulsion and paranoia, such as excessive disinfection after going out, treating everyone on the street as a pathogen, and being afraid to go out. On the other hand, they doubt the national epidemic prevention and control ability. Although there have been continuous improvement in China's management system, rule of law system, scientific research and emergency response mechanism in recent years, the cognitive ability and values of college students will still be greatly impacted in the face of serious epidemic, which may easily lead to doubts about the national epidemic prevention ability. Taking the outbreak of Covid-19 as an example, during its incubation period and outbreak period, as the information transparency is not high, the general public does not pay enough attention to protecting health security, and the prevention and control of the epidemic is difficult, which is likely to cause college students' doubt.

1.3 Anxiety

During the Covid-19 epidemic, the anxiety of Chinese college students is mainly manifested in the following two aspects: one is anxiety about the spread of the epidemic. The outbreak of the Covid-19 epidemic had a negative impact on the health of people throughout the country and the normal operation of society. China's major policies have focused on combating the epidemic, while the mass media have reported the situation in real time. The dual role of macro- and micro-environment of the whole society may lead to anxiety of some college students about the trend of epidemic prevention and control and the national control ability. The second is anxiety about their academic progress^[3]. Instead of returning to school, college students are forced to stay at home. The worry about academic progress, insufficiency to adapt to the online classes, and poor effect of online classes have become academic obstacles for college students, resulting in various negative psychological emotions and reactions, which gradually turned into anxiety. The types of anxiety among college students vary along with the stages of college. For example, for students who are about to take important examinations, the news about the delay of the examinations caused by the epidemic may have a decisive impact on their lives; for those who are about to graduate, they have to face the problems of delayed internship or passive cancellation, and negative effects of low job availability and unemployment are also sources of anxiety.

2. Countermeasures

2.1 Strengthening knowledge education and reinforcing epidemic prevention

In order to achieve the goal of understanding and preventing the epidemic, it is necessary to increase the popularization and publicity of college students' medical understanding of how to prevent and control the epidemic^[4]. On the one hand, focus should be paid on promoting the popularization of the knowledge about epidemic prevention among college students, especially for those who know little about the epidemic and pay less attention to it. Communication with students should ensure that every college student has a full understanding of how to prevent the

epidemic and can take effective measures to protect themselves. Teachers can regularly share knowledge about epidemic prevention through the Internet and communicate with students through QQ and WeChat, so as to strengthen the ideological and psychological education, guide them to establish a correct awareness of epidemic prevention and control. On the other hand, the knowledge education of the epidemic situation for college students should be promoted. In the context of this serious public security crisis, it is necessary to have a clear and correct understanding of college students' cognitive and growth rules, actively answer questions for them, and prevent them from having an incorrect understanding of the epidemic. Aiming at strengthening epidemic prevention education, schools can enhance students' understanding of the epidemic and solve their psychological problems by means of knowledge through holding lectures and answering questions online or sending epidemic prevention manuals to them.

2.2 Improving college students' ability of information identification and promoting network media literacy

In modern society, with rapid development of information technology, the subjects of information publishing are diversified, and the interaction mode and information receiving mode of the whole society have changed greatly. During this era, the political and ideological education in colleges and universities must pay attention to cultivating college students' ability to identify information and network media literacy, so as to guide them to accurately identify online information and solve their psychological problems. On the one hand, strengthening the training of students' information identification ability^[5] to achieve "recognizing rumors". During the outbreak of the epidemic, rumors spread on the internet, some of which even have distorted or obscured the truth, for example, "a Chinese herb known as Radix Isatidis can effectively cure the Covid-19", "face masks can be used repeatedly after heating with microwave oven", "garlic can relieve symptoms of Covid-19". On the other hand, strengthening network media literacy and setting up the correct outlook of right and wrong to "refute rumors". In the face of online rumors, in addition to identify rumors, college students also need to learn to refute rumors in the complex online environment and strengthen their self-discipline, trying not to start, believe or spread rumors.

2.3 Strengthening online psychological counseling and humanistic care

The sudden outbreak of Covid-19 epidemic attracted the attention of the whole society, with everyone fighting it in their own way. In this context, the ideological education work in colleges and universities shouldn't be relaxed. Instead, they should pay attention to the psychological changes and ideological dynamics of college students in time, and strive to help them overcome psychological problems^[6]. On the one hand, actively carrying out various online psychological counseling. Psychological counseling is a way to help alleviate the psychological problems of college students during the epidemic. College ideological educators should not only impart relevant knowledge and theory to college students, but also carry out education on three outlooks, namely, world outlook, outlook on life and outlook on value, so as to ensure that they maintain a good mental state during the epidemic, and make decisions rationally. Educators should understand college students ideologically, support them in action, and be close to them emotionally. New media technology and VR technology can be adopted to make the education process convenient and vivid. On the other hand, strengthening humanistic care for college students in an active attitude. During the epidemic, the psychological fluctuations may easily occur to college students. The role played by the school is not only to educate and solve doubts, but also to cultivate all-round talents for society. So the school's ideological educators should carry out more online communication and interactions with college students, answering questions, dealing with various psychological problems, and providing targeted humanistic care, so that ideological education runs throughout the life of students and help them out of psychological distress. What should be noted is that different care methods should be adopted according to the actual situation of different students: for those students with less psychological problems, simple communicate is required; for those being segregated, the timing and manner of care should be properly chosen^[7].

3. Conclusion

To sum up, during the outbreak of the Covid-19 epidemic, the psychological health of Chinese college students must be paid great attention. Students themselves should maintain a positive attitude, and spend sufficient time on study. In addition, schools and families should pay more attention to the psychological changes of students during this period. Once there are psychological problems, timely counseling should be carried out to meet the psychological needs of students, thus helping them overcome psychological problems and promoting their overall development.

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Original Research Article

Systematic Research on Strengthening the Teaching Content of "Ideological and Moral Cultivation and Legal Basis"

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Abstract: "Ideological and moral cultivation and legal basis" is an organic whole with the socialist core value system as the core and the socialist core value system as the guide, which is highly systematic.

Keywords: Teaching Content; Ideological and Moral Cultivation and Legal Basis; Socialist Core Value System; Dialectical and Unified Organic Entirety

1. Problem statement

The ideological and moral courses named "ideological and moral cultivation" of 98 Plan "two courses" (ideological and moral courses and political theory courses)^[1] now are merged into "ideological and moral cultivation and legal basis" (hereinafter referred to as "basis") of the 05 plan (hereinafter referred to as "basis")^[1]. It is the 15th year since it was opened, and the teaching contents of the teaching materials are constantly revised in line with the changes of the situation and tasks of the Party and the country, and the ideological and political teachers also constantly sort out the systematicness of the teaching contents, but up to now, no mature teaching achievement has been published. It had systematically thought about the "basic" teaching content, now some immature views will be presented as the picture blow showed for discussion.

2. The systematicness of teaching content of "ideological and moral cultivation and legal basis"

2.1 The core of the "foundation" teaching content is the socialist core value system

The core of the "foundation" teaching content is the socialist core value system. "The decision of the Central Committee of the Communist Party of China on several important issues concerning the construction of a harmonious socialist society", emphasizes that it is fundamental to the construction of a harmonious culture when discussing the status of the Socialist Core Value System. It is the concentrated embodiment of the socialist ideology, the theoretical basis of the socialist ideological and moral construction and the spiritual bond that maintains the unity and amity of the Chinese nation and the spiritual force that inspires the Chinese nation to strive for progress^[2]. Although the socialist core value system only occupies three sections of the four sections of the introduction, it represents the introduction and occupies the core position of the teaching content of the textbook^[3]. The so-called core position is mainly reflected in two aspects: first, the socialist core value system leads the whole teaching content. On the one hand, the Socialist Core Value System guides the whole teaching content, not only in the socialist ideological and moral construction, but also in the legal construction. On the other hand, the whole teaching content is the ideological and

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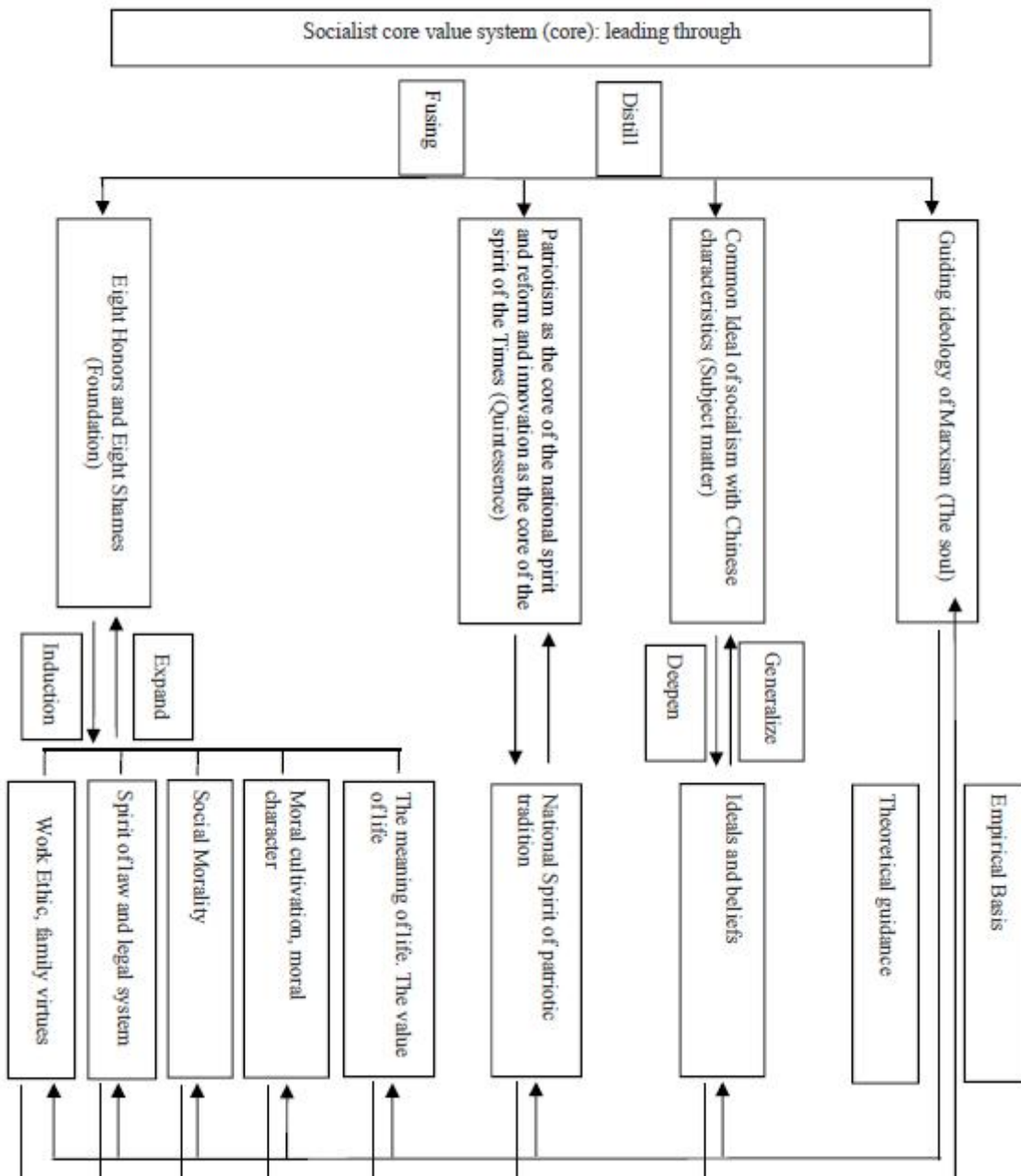
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moral, legal theory and practical basis of the socialist core value system. Second, the socialist core value system runs through all the teaching contents. The so-called transfixion refers to the socialism core value system intrinsic four essential factors permeates in each teaching content, with no blank room leaved^[3]. The guiding ideology of the eight chapters of "ideological and moral cultivation and legal basis" is derived from Marxism. The first chapter is about the common ideal of socialism with Chinese characteristics, and the chapter two is about the patriotic traditional national spirit embodies the quintessence of the national spirit with patriotism as its core and the spirit of the times with reform and innovation as its core. The third to eighth chapters teach the true meaning of life, the value of life, the moral character of moral cultivation, social morality, professional morality, family morality and legal spirit, etc. The teaching contents embody the basis of the "Eight Honors and Eight Shames"^[2].

2.2 The core value system of socialism includes four aspects

The core value system of socialism includes Marxist guiding ideology, the common ideal of socialism with Chinese characteristics, the national spirit with patriotism as its core, the spirit of the times with reform and innovation as its core and the dialectical unity of the "Eight Honors and Eight Shames". They are an organic entirety, but their respective positions and roles are different. They are respectively the soul, theme, essence and foundation of the socialist core value system^[4], therefore, the four aspects of the socialist core value system correspond to the teaching contents of different chapters. As the soul of the socialist core value system, Marxist guiding ideology plays a theoretical guiding role in the teaching contents of the whole book, which is undoubtedly of great theoretical and practical significance for the ideological and moral construction and the legal construction to ensure the correct political direction. The vivid practice of ideological and moral construction and legal system construction provides the positive foundation and the power source for the development of Marxist theory^[2].

A systematic diagram of the contents of the "fundamentals" course is as follows:



The common ideal of socialism with Chinese characteristics is the deepening of the ideal and faith in the chapter 1, because the ideal and faith are multi-level and multi-category, and the common ideal of socialism with Chinese characteristics is the common aspiration and urgent demand of the whole Chinese people. The theme of the form of ideal and belief is the common ideal of socialism with Chinese characteristics^[9]. The national spirit with patriotism as its core and the spirit of the Times with reform and innovation as its core plays an important role in the integration of the patriotic traditional national spirit in the teaching contents of the second chapter. It depends entirely on patriotism and reform and innovation, and in this complicated patriotic tradition and spirit of the era, the national spirit with patriotism at its core and the spirit of the times with reform and innovation at its core have been refined^[2]. "Eight Honors and Eight Shames" is a summary of the teaching contents of the third to eighth chapters, including the true meaning of life, the value of life, moral character of moral cultivation, social morality, professional morality, family virtues, legal spirit and legal system. The expansion of "Eight Honors and Eight Shames" has formed the true meaning of life, life value, moral quality of moral cultivation, social ethics, professional ethics, family virtues, legal spirit and

legal system.

3. Conclusion

In a word, the content of eight chapters of the teaching content of the "basic" course with the socialism core value system as its core, is an organic entirety guided and penetrated by socialist core value system, equipped with the extraordinary systematicness.

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Original Research Article

On the Application of Dynamic Logos in Brand Image Design

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Abstract: Market competition is increasingly fierce in the new era. Enterprises must focus on establishing their good brand images in order to occupy a favorable position in the competition. The effective application of dynamic logos in brand image design can make logos develop towards three-dimensional or even multi-dimensional space, enriching and diversifying brand logos through dynamic graphics, personalized voice, rich colors, etc.

Keywords: Dynamic Logos; Brand Image Design; Application

1. Introduction

Logo is an important form in commodity transmission progress. In the process of brand development, logo is its core content, which can not only fully show the image of the brand, but also show the value of the brand. With the development of modern science and technology, modern information technology can give full play to its advantages in brand image design, which provides a broad developing space for the design and enriches and diversifies brand design, promotes the dynamic development and constant application of brand image design.

2. Main causes of dynamic logos

2.1 Development of modern information technology

The development of modern information technology provides a broader development space for logo design and also provides a broader media platform for the development of dynamic logo design^[4]. Digital media art embodies new thinking, new technology and new aesthetics in the information age. Dynamic logos are widely accepted and understood by people depending on its characteristics of popularization, network communication and interaction. Under the constant influence of new technologies and new media, the types of dynamic logos will be richer and more diversified. The logos can mobilize people's multiple senses, thus meeting more people's psychological needs.

2.2 Development of humanized design

With the development of economy, the competition in the society is becoming increasingly fierce. People are more eager for emotional communication and ideological communication than ever before, which requires design to meet people's spiritual and emotional needs. On the basis of practical functions, logo design must meet people's aesthetic and spiritual needs too. In the process of information dissemination, logo is an important visual element that can express people's emotions. From this perspective, the development of logo design needs to be humanized. Commodity circulation has become faster, and logos have become indispensable parts of commodities. With the diversification of peoples' needs and the continuous improvement of the aesthetic ability, logo design should pay more attention to the

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needs of humanized design in terms of function. The design forms should be diversified and novel. Dynamic logos can create more changeable, flexible and colorful sign forms^[1] which can better meet individual needs of people. Therefore, the development of humanized design has promoted the development of dynamic logos^[9].

3. Performance of dynamic logos in brand image design

3.1 Expression forms in graphics

Dynamic logos can better present design functions in the process of brand image design. It is more common to show dynamic design effect through static expression. Such dynamic logo is of rhythm and can attract people's attention. The application of most dynamic logo in brand image design has realized the expression of being both static and dynamic. It seems that one can easily make this kind of expression. However, in fact, it has very high requirements for designers. Designers need to have professional design experience and master relatively high design skills to bring such rich and powerful visual enjoyment to people. In three-dimensional graphics, brand logo has a more dynamic feeling through the application of three-dimensional animation with the help of science and technology, which makes people feel optical illusions^[2].

3.2 Expression forms in sounds

At present, the design of brand logo has gradually changed to three-dimensional space, and meanwhile, it is also developing towards multi-dimensional space^[5]. Therefore, the design of brand image is constantly becoming diversified and dynamic. In the past, enterprises promoted brand image through graphic and static brand designs. Nowadays, with the wide application of dynamic logos, simply two-dimensional visual experience can not meet human's satisfactions. People need multi-sensory enjoyment, and have requirements on sound and other aspects. For example, one will receive others' information when he/she logs in to QQ and there will be an instant message QQ with winking the avatar of the contact person, which realizes the effective application of images. There will be drops of sound (like cough) when someone contacts you during your online period. The sound will be different from other people when it comes to someone you concerns about. The effective application of sounds has become a characteristic of QQ, which reflects the important application of sound in dynamic logos and also indicates the important role of effective application of dynamic logos in corporate brand image.

3.3 Expression forms in color

The effective application of color is one of the most basic and important part in brand design. Color can bring a very intuitive feeling to people. Through the observation of color, people can understand the connotation conveyed by the logo and can easily distinguish the brands of different enterprises^[6]. For example, Coca-Cola is red and Pepsi Cola is blue to many consumers. Color is an important factor for people to distinguish some brands. In the process of dynamic logo design for brand image, designers can make static colors into dynamic ones, which enables colors to change continuously, thus making visual images colorful. Colors change with images, which makes a logo eye-catching. Traffic lights are the most common dynamic color presentation. During driving, the driver judges whether they should stop and wait, or drive based on the traffic lights. Designers can accurately convey some symbolic information through dynamic color expressions, bringing convenience to people's lives.

4. Application characteristics of dynamic logo in brand image design

4.1 To improve quality

In the process of designing the brand image logo for an enterprise, designers need to follow up the principle of simplicity and clarity, which can better publicize the image of the enterprise, and is conducive to making the brand connotation of the enterprise clearer. Besides, designers should also integrate the factors of enterprise culture and concept, and integrate the dynamic design concept into the brand image design of the enterprise, so that the concept

can be better expressed in a simply and clearly way. The logo can be more textured, and the brand awareness can be more vividly conveyed in this method^[3]. For example, the original logo of some enterprises is flat and static, and the concept and idea of the enterprise can only be conveyed through vision. With the development of dynamic logo, some of these enterprises begin to realize the shortage of their brand image. Through the application of dynamic brand logo, logos of these enterprises become vivid and dynamic, which can better convey the idea and culture of the enterprise, thus improving the brand quality of the enterprise.

4.2 Limitation of media

With the rapid development of modern information technology, the Internet has gradually become a part of people's life, providing a broad space for the development of Internet companies. Some Internet companies have designed more dynamic logos to meet the continuous improvement of people's needs. The application of these dynamic signs not only catches people's eyes, but also leads a trend. Some of these companies adopt the familiar elements in China's traditional culture to design dynamic logos, which has received widespread attention^[7]. However, they are also limited by the development of modern information technology. Such dynamic signs are mainly electronic media. Once there is no electronic media, dynamic logos will lose attention and become less attracting. To a certain extent, the development and transmission of dynamic logos are limited by media.

5. Application value of dynamic logo in brand image design

5.1 To avoid visual fatigue and get more extensive attention

It will make people feel visual fatigue to pass information to people only through the way of two-dimensional graphics. Today, the application of dynamic logos in brand image design can attract people's attention, which enables information to be transmitted more effectively, not only making it easier for people to accept the brand image, but also enabling people to better understand its connotation.

5.2 To enhance emotion of brand images

With the development of economy and society, people's thoughts have been continuously improving. Currently, the design of brand image attaches great importance to the concept of people-oriented, and has strengthened the application of humanism to the design of brand image of enterprises. While brand logo plays an active role in communication, it should also pay attention to more humanistic care for consumers. This shows that the essence of design is to better meet people's material and spiritual needs. The application of dynamic logos in brand image designs of an enterprise can present the connotation of the enterprise more vividly. Dynamic graphics can connect the enterprise with consumers, increase their interaction and enhance their interest better, which can not only fully present the brand charm of the enterprise, but also cause emotional resonance with consumers.

5.3 To show individual characteristic

Dynamic logo has its novel and unique multi-dimensional design features by showing through modern digital technology and new media, which gives people an unusual and unique visual experience^[8]. It can avoid the homogenization of static logo modeling. This is a brand-new effect achieved by dynamic logo compared with static logo.

6. Conclusion

Under the new circumstances, traditional brand image design methods are no longer adapted to the development trend of the times. Designers need to strengthen the continuous optimization and innovation of dynamic logo design methods, and make full use of graphics, colors and sounds, *etc.* In brand image design, designers also need to make logos more vivid and diversified to promote the forward development of brand logos with the deeper application of dynamic logos.

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Original Research Article

The Innovative Research on the Vocational Skill Appraisal of Higher Vocational Colleges under the New Situation

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Abstract: With the continuous expansion of student sources in higher vocational colleges, the number of graduates is increasing day by day, along with the increasing employment pressure. Besides, there are many shortcomings in the development of talent training and achievement recognition. In response to this problem, this article analyzes the necessity of vocational skill appraisal in higher vocational colleges under the new situation. On this basis, it refers to the shortcomings in the emergence stage, and then combines the author's work experience to explore reform strategies and implementation plans, aiming to provide reference for related workers.

Keywords: Higher Vocational Education; Vocational Skills Identification; Talent Training

In the present era, as China enters a new stage of development, industrial upgrading and economic restructuring continue to accelerate, the demand for skilled personnel in all walks of life is becoming more and more urgent, and the important position and role of vocational education are becoming more and more prominent. Vocational skill appraisal evaluates the skill level of a major and a type of work from an authoritative point of view, and as a standard for comprehensively measuring the quality of a vocational school, teacher strength, student skill level and other important aspects, professional skill appraisal work undoubtedly played a key role.

1. Urgency of vocational skill appraisal in higher vocational colleges

According to the latest employment quality report, high-end, high-quality industries with promising development prospects still tend to select talents from "double-first-rate" schools. However, higher vocational colleges still have their unique advantages^[1]. The positioning, talent training objectives, and talent training model of higher vocational education pay more attention to the students' practical skills and high-skilled majors in front-line positions such as production, construction, and management. Therefore, graduates from higher vocational colleges have an unparalleled competitive advantage, and they also have a unique and broad space for development. At present, graduates cultivated in higher vocational colleges are mainly blue-collar professionals in the front line of production management. Students apply the knowledge learned in school to serve enterprises and institutions, draw work experience from practical work, and invent creation is applied to work to better create new benefits for enterprises and institutions^[2]. Now that the requirements of the market for talents in various industries continue to increase, graduates are required to have professional skills in addition to the professionalization of their professional knowledge, that is "dual certificates" are required. In the future, more enterprises and institutions in the society will have talents with professional vocational skills. With vocational skills as a support, various industries can develop steadily and benignly, which is also an important part of social human resource management. At present, it is imperative to better improve the vocational skills

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identification of higher vocational colleges.

2. Analysis on the status quo and problem of vocational skills identification in higher vocational colleges

2.1 Inadequate recognition, lack of effective investment and top-level planning

With the policy tilt and the reform of the college entrance examination system, the number of students in vocational colleges has increased year by year. According to the “two-certification system” required by the Ministry of Education, the number of people participating in the vocational skill appraisal and the scale of appraisal have generally expanded. However, according to the investigation, it has been found that most vocational colleges did not pay enough attention to their work, basically reusing the resources of the school, setting up temporary institutions for appraisal and evaluation work. There is no dedicated and independent department, or full-time appraisers, who are conducted by academic staff and part-time appraisers. Some colleges do not even do general publicity, resulting in students misunderstanding vocational skills qualifications, and even the first-line professional teachers know very little about vocational skills appraisal. Students do not have the enthusiasm to participate, and teachers do not have the motivation to guide. Then some students will miss the vocational skills appraisal during school. Gradually a vicious circle will be formed, resulting in the school not seeing results. Investment in publicity, teachers, and evaluation equipment are insufficient, and there is no long-term strategic planning.

2.2 Little connection with the market, and outdated appraisal items, question bank, and evaluation methods

In recent years, new application technologies have continuously emerged, the industry structure has also changed, and the market's demand specifications for vocational college graduates have also been dynamically adjusted. As the school lacks a dedicated faculty team to study and follow up the market demand, the identification project is of narrow service scope and few projects. In addition, in the development plan of the university, the budget for vocational skills identification is insufficient, and it is difficult for the vocational skills identification project to be expanded. The training content and training quality are not updated in a timely manner, while the topic library is updated frequently, and the company's job requirements are updated every year with market changes, which leads to serious disconnection between the content of vocational skills training and identification of colleges and universities and market demand. In addition, some teachers in vocational skills training lack practical enterprise and industry-related experience, do not understand new tools and equipment. When students encounter problems in the training process, they cannot practically solve them. Therefore, the purpose of vocational skills training cannot be achieved. Vocational skills training can not be organically connected with the needs of the enterprise, so that the qualification certificate of the students obtained has a low quality and cannot be recognized by the enterprise^[3].

2.3 Separation from teaching practice and low degree of agreement with teaching content

With the advancement of the construction of model majors such as model schools and double first-class universities, all vocational colleges have made great efforts in talent training model and curriculum reform, which has already achieved considerable results. However, the research results have shown that most colleges and universities do not really grasp the vocational skill appraisal as a link between schools and enterprises and a practical teaching hub. It is rare to see schools that combine the content of vocational skills training with actual teaching content. As a result, vocational skill appraisal is completely separated from actual teaching, employment, and entrepreneurship. It is difficult for students to feel the role of vocational skill appraisal in daily learning and practical training, and their knowledge is also in a passive state.

3. Strategies and programs for the reform of vocational skill appraisal in higher vocational colleges under the new situation

3.1 Strengthen publicity, raise awareness, improve systems, and implement operational strategies

In view of the fact that professional teachers do not know enough about vocational skills identification, which leads to low student recognition, it is necessary to make full use of new media such as WeChat public account and mobile application to target different professional groups to promote the content, characteristics and levels of corresponding skill identification. In particular, it is necessary to inform the purpose of the vocational skill appraisal certificate and improve the teachers and students' understanding of the vocational skill appraisal. On this basis, the "dual certificate system" and the system of teacher responsibility for the vocational skill appraisal should be strictly implemented. In addition, top-level planning should be done, with adhering to the principle of "watering and fish farming", implementing operational strategies based on school teachers and equipment, and carrying out external skills training and identification services.

3.2 Integrate professional skill appraisal into the construction of on-campus and off-campus training bases

The positioning of higher vocational colleges is to deliver high-quality technical skills to the society. The imperfect practice training system in the process of talent training will also affect the improvement of students' professional skills and double consciousness and seriously restrict the improvement of talent training quality. In order to effectively solve the problem, higher vocational colleges should actively explore the integration of vocational skill appraisal work into the construction of on-campus and off-campus training bases during the specific implementation process and strengthen the cooperation between schools and enterprises, and promote the integration of teaching and practice. During the course internship and top-post internship, attention should be paid to the cultivation of students' practical ability and the accumulation of work experience, thus realizing the seamless connection between students' professional qualities and the needs of enterprise positions, and effectively improving the quality of vocational skill appraisal.

3.3 Improve the teaching system and effectively connect the identification of vocational skills with teaching

In addition to practical training and internship, vocational skill appraisal work must also be integrated into the curriculum teaching system, so that the effectiveness of channel vocational skill appraisal work can be fully exerted. For example, in the talent training program of each year, the importance of vocational skill certificates in the entire academic process should be highlighted, and corresponding instruction courses should be systematically given. In addition, it is necessary to set up corresponding skills courses in different semesters, and appropriately reform the diversified teaching methods, promote the cultivation and transformation of students' professional skills and professional qualities, and assist and promote the evaluation of students' professional skills.

3.4 Expand channels and constantly cultivate a team of professional skill appraisal teachers

Higher vocational colleges continue to increase the training of teachers, with increasing of the proportion of "dual teachers". The professional skill appraisal team also needs corresponding supporting teachers. In order to effectively improve the effectiveness of vocational skill appraisal, it requires trainers and appraisers to not only have the theoretical level and ability, but also have enterprise practical experience, and the ability to track and learn the market and new technologies. In view of the current status of the work in higher vocational colleges, in order to build such a team of teachers, it is necessary to expand channels, adhere to the principle of "integration and gradual internalization", recruit front-line enterprise experts to form a mixed team, and at the same time deliver capable teachers to go to the front-line training of enterprises, thus gradually forming a stable team of high-level vocational skills appraisal teachers^[4].

4. Conclusion

As one of the important means of talent training and achievement recognition in vocational colleges, vocational

skills training and appraisal should be attached with importance and carried out through cultivating excellent supporting teachers, deepening the integration of industry and education, and cooperating with schools and enterprises. Through in-depth integration with actual teaching content and teaching process, and application of information technology including mobile Internet and AR in optimizing training and identification methods, vocational skills identification can gradually become an important carrier of talent training standards.

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Original Research Article

Thoughts Based on the Archeological Culture

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Abstract: Since the founding of New China in the 70s, there have been many earth-shaking, unprecedented changes and progress. Thanks to the "Two Centenary Goals", both scientific and cultural circles that have been achieved fruitful results as the archeology development has also been in its rapid development, among which the archeological victory of the Shang and Zhou Dynasties was the most remarkable. The author has a lot of thoughts about archeological culture: how to evaluate the archaeological culture of the past, the order of "cultural naming" and "civilization", and the expectations of future archeological culture. These issues involve both the cultural positioning and the future direction of Chinese archeology. The author thinks about them and puts them in this text, so as to participate in the review, discussion and reflection on Chinese archeological culture.

Keywords: Archeology; Culture; Thought

1. Introduction

In recent years, the reason why ancient cultural issues were raised is mainly based on a series of new understandings of various archaeological cultures. At least at this stage, archaeological culture has become an important concept for people to grasp prehistory. However, as far as the current state of prehistoric archaeology in China is concerned, neither the theory of archaeological culture nor the study of a specific archaeological culture is far from adequate. But it is, after all, the closest concept to nations in history. This point is of great significance to Chinese archaeology, which cherishes the purpose of historical scientific research and explores the major issues of Chinese civilization, country and ethnic origin under the background of long history.

2. Evaluation of past archaeological culture

Only by setting the correct discipline goals and using scientific discipline theory can the construction and sound development of a discipline be promoted. It is gratifying that in the initial stage of Chinese archeology, the goal of archeology has been set to study history. Throughout China's past archeological culture, the ultimate pursuit is to reconstruct ancient history. Chinese archeology is a leader in world archeology. Reviewing the achievements, the role and the influence of archaeology, the archaeological culture in the past has achieved remarkable results. For example, the excavation of the Bronze Age Xindian Weiguo Cemetery, YinXu Cemetery, and Doujitai, makes it available to observe the late civilization of the Shang Dynasty, determine the cultural pedigree of the Shang and Zhou Dynasties, reveal the pre-Zhou culture, and stage the archeological culture of the Western Zhou period. That is the starting point for studying the culture of Shang Dynasty^[1,6,7].

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China has used the archaeological achievements of the past to basically sort out the cultural features, the cultural nature and the cultural sequence of the Western Zhou Dynasty to explore their cultural pedigree^[2,3].

3. "Cultural naming" and "civilization"

Thanks to the archaeological work policy that has been implemented since the founding of New China, archaeological data in China have become more and more abundant. Xia Ding defined and interpreted archaeological culture in his famous book *The Issue of Naming Culture in Archeology*. With reference to anthropology, humans are divided into many different races. With reference to ethnological perspectives, according to the characteristics of people's communities, humans are divided into different nationalities, communities and families. From the perspective of linguistics, by using the genealogy taxonomy, humans can be divided into different language families, language groups, language branches, and dialect groups. According to the territories under the jurisdiction of the government, human beings can be divided into different countries, and further divided into different administrative regions under state management^[4]. It can be seen that humans can be divided into different groups according to their own objectivity. Therefore, those who study different disciplines of human beings and cut into them from different aspects aim to study human change objectively from vertical time and human change from horizontal space. They all need to answer a community question, that is, how to objectively distinguish and define humans according to the research object. The same is true of archeology^[5]. Archeology needs to have scientific standards to distinguish the remains. Only in this way can the fact that human beings are divided into different communities be reflected relatively accurately through the remains, and only in this way can the objective evolution of the same community be reflected^[6]. Some scholars have proposed to abolish the "Yangshao" archeological cultural concept, while some have proposed to abolish the "Longshan" archeological cultural concept and adopted some words to divide the development stage of human society and history, which is not scientific.

Archeology has different meanings from specific to general in different backgrounds, but it is inseparable from the surviving. The so-called excavation of sites and tombs is to expose the remains from the accumulation and reveal the properties of the remains. This is archeology in a concrete sense. In a general sense, archeology is a discipline that reconstructs past history based on ancient relics, not written materials, and its basic content is to explain relics and construct the past based on relics. Archaeologists use this method to reconstruct or explain human prehistory. If archeological remains can be used as a basis for generalizing the nature of culture, then the generalization and knowledge of modern conditions alone cannot reconstruct and study the past.

The so-called archeological culture refers mainly to the expression of the remains of human activities that are distributed in a certain area at a certain time and have the same characteristics. The word culture here has a special meaning, and it is a term in archeology^[1,7]. The culture referred to here is very different from those in general terms. "Those are two different cultures, which are just two branches of a culture formed by regional or era relations."^[7] It is necessary to distinguish the type of archeological culture, and also define the type of culture exactly. The exploration of Yangshao culture, thinking about the staging of archeological culture, the study of prehistoric sites in the Yellow River Basin, and the staging study of archeological culture, have been developing.

In order to carry out those "open-minded" progressive claims in the archeological field, it is necessary to promote solid research in practice and theoretical research.

Of course, the so-called "cultural naming" refers to that it sets the standard for dividing archeological culture. However, it did not indicate how to carry out further and in-depth research on Chinese archaeological culture, or explain these relationships^[8]. The issues of the origin of civilization, the formation of civilization, the stage of civilization development, and the nature of civilization, are very important. Unfortunately, in the entire archeological community during that period, no scholars paid much attention to it, nor did it cause archaeology academic concerns^[9]. Although some scholars are involved in these issues, they are led by the existing viewpoints of the historian. They do not have their own independent thinking and opinions, and the research work done by these individual scholars has only

supplemented the material for previous discussions. Only scholar Su Bingqi gave the answer.

4. Prospects for future archeological culture

The so-called "archaeological culture" means "its recurring characteristics and the connection between these cultural characteristics in a limited area."^[2] Archeological culture cannot represent all the relics, and the rich connotations contained in the relics will continuously expand with the development of the discipline. It is for this reason that archaeological scholars and experts in Europe and the United States are very dissatisfied with archaeological culture and are full of questions. Mr. Xia was the first person to formally raise the issue of archaeological cultural naming in the international academic community^[10]. Facing the controversy of archaeological culture of the European and American teams, he believes that these dissatisfaction and questions about archeological culture in the European and American academic circles cannot completely negate and shake the status of archeological "culture". The only thing that requires attention is that archeologists need to think flexibly and thoughtfully in order to use the concept well. It cannot be used in a simple way or absolutely. Therefore, with deep interest and enthusiasm for archeological culture, contemporary scholars need to clearly understand and evaluate Chinese archeology objectively^[11].

Usually, the scope of archeology is determined by its object. As the connotation of archeological objects becomes wider, the scope of archeology will also become wider.

In the future, there may be many changes in Chinese archeology, which is impossible to presume at present. However, the author has three suggestions for the future path of Chinese archeological culture.

4.1 Try to balance

The imbalance of Chinese archeological culture is very obvious: the imbalance of regions; the imbalance of cultural studies in different ages in the same region; the imbalance of research in the same period or the same cultural type. These imbalances must be addressed.

4.2 Focus on the study of classic unsolved topics

The topics are of great classic value, including research on the archaeological culture of the flora, the study of the origin of civilization, the study of the archeological culture of the origin of civilization and the study of the archeological culture of civilization^[3]. Unfortunately, these issues are still pending. Research on archaeological cultural sequences has not yet been resolved, as well as the pedigree area research. To discuss these topics, instead of sorting the sequence mechanically, speeding up the research together is needed. Only in this way can the research results of Chinese archeological culture catch up with those of the leading areas^[12].

4.3 Focus on settlements

Studying cemeteries and cemetery groups is of equal significance and importance. The study of settlements has always been the tradition and custom of Chinese archeology. Especially after the 1980s, the development of settlement archeology was very rapid. But people haven't paid much attention to the study of settlements.

5. Conclusion

No matter how the archeology develops in the future, it will always be inseparable from its ancestors. After all, archaeologists pursue archeology as the main pursuit. Looking forward to the future archeological path, this article first reviews the path taken by Chinese archeology in the past, and then reflects on the path that Chinese archeology is taking now, considering the limitations of past and present archeological culture. These limitations play an important role in the future of Chinese archeological culture. People who can contribute to the Chinese archeological culture in the future must be those with good quality of seeking truth from facts, who dare to and are good at practice, who dare to and are good at thinking, who can update the topic, the theory, and the method.

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Original Research Article

Report on Research Results of the Effective Teaching Model of Senior English Reading in Minority Areas under the New Curriculum Standard

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Abstract: Effectiveness has been one of the major problems that perplexed teachers in teaching senior English reading. There is still much work to be done to improve the effectiveness of teaching English reading and to increase the enthusiasm of students and teachers based on the characteristics of minority areas. Under the new curriculum standard, teachers in minority areas should teach students in accordance with their aptitude, stimulate students' enthusiasm in learning English, and make English classes interesting and attracting for students.

Keywords: Senior School English; Reading; Effectiveness; Ethnic Minorities

1. Introduction

The best teacher is interests. Teachers need to stimulate students' learning motivation in teaching English reading in senior high schools, and students will therefore have learning courage as well as positive attitudes in terms of studying English. In minority areas, teachers should focus on the teaching method of improving students' reading level under the new curriculum standard. In this case, the author has carried out this research.

2. Raising the research subject

In 2001, a new round of basic education curriculum reform was widely carried out in China. *Outline of the Basic Education Curriculum Reform* (trial version), written by Qiquan Zhong, elaborated the concept and connotation of effective teaching and related teaching strategies, and discussed the origin and future development of effective teaching. This book has defined the concept of "effectiveness" and "teaching" under the effective teaching respectively, and put forward the modern teaching concept. Students' lifelong development and improvement of knowledge and skills were also emphasized. It's necessary to pay attention to teaching effectiveness, teaching quality as well as the improvement of teachers' teaching ability and professional development. Teaching reality and school's conditions are also considered as important factors to explore more effective teaching methods^[1].

With the further development of the new curriculum, the goal of high school English teaching is gradually "geared to the needs of modernization, the world and the future of students". Therefore, schools should focus on the core literacy of a subject and students' lifelong learning ability in the process of effective teaching. Schools should also advocate students' physical and mental health and all-round development, follow the principles of leading learning methods and autonomous learning, and encourage diversified senior English teaching modes^[2].

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Education resources are relatively fewer especially in minority areas. When it comes to English reading learning, high school students in minority areas often have weak foundations in English, lack confidence in learning English reading and are even afraid of it. Students also haven't developed a good habit of English learning and reading, and thus lack interest in the English study^[3]. They can learn more knowledge of culture, science and technology, geography and history and even more about their own national culture in English learning. Therefore, the effective teaching mode of reading teaching is worthy of exploration and research by senior high school English teachers in minority areas^[4].

In addition, there are some problems in the teaching strategies of senior high school English teachers in minority areas. At the same time, the national emotional factors in the textbooks and extracurricular reading texts have not been effectively explored. There is still a gap between teaching quality of senior high school English in minority areas and that in more economically developed areas in China^[5].

3. Process and methods of problem solving

3.1 The problem-solving process

3.1.1 Preparation phase (2013.10-2013.12)

(1) To read the relevant literature on the new curriculum reform, senior high school English reading teaching, core literacy of English, effective teaching mode, consult the relevant domestic and foreign theoretical knowledge of second language teaching, and learn about the current situation of senior high school English reading teaching in minority areas, and then collect data and prepare the project declaration.

(2) To formulate a plan for the research project and carry out the division of personnel and clarify the overall research direction of the subject as well as the research focus of each stage.

(3) To give lectures on the research project and invite experts and leaders to review and optimize the research plan.

(4) To submit the opening report.

3.1.2 Practice phase (2014.1-2015.9)

(1) To carry out the specific tasks of subject research, such as conducting questionnaire survey; to investigate and analyze the English reading foundation, interest and ability of senior high school students in minority areas; to summarize and analyze the main English reading teaching methods of senior high school English teachers through classroom observation and interview surveys.

(2) To conduct classroom teaching observation and make evaluations regularly, and discuss the teaching methods; to hold discussions regularly to explore solutions to problems found in teaching.

(3) To write periodic reports and check periodic results; to accumulate research materials, summarize the periodic results, and complete the interim research report.

(4) To write cases and papers and present excellent lesson examples, excellent teaching designs and excellent papers.

3.1.3 Summary phase (2015.7-2015.10)

(1) To write the research report and the conclusive report.

(2) To accept the final assessment and appraisal of the subject appraisal team.

(3) To compile materials of subject experiment and experience, outstanding lesson examples, excellent teaching designs and fabulous papers.

3.2 Major research methods

3.2.1 Literature research method

This method is to study relevant theories at home and abroad, which includes related theories and cases of the new curriculum reform, senior high school English, reading teaching, and so on, and lay a solid theoretical foundation for this subject. At the same time, research subjects in the similar research direction can be investigated to be used as reference material.

3.2.2 Case study method and self-reflection method

This method is to observe and understand students in senior high school of minority areas in the aspects of reading interest, student's learning attitude, learning habit both in and after school, as well as their English learning ability. Teachers need to analyze the effect of teaching based on these aspects.

3.2.3 Survey method

This method is to investigate students' learning foundation, ability, interest and approach through methodologies like questionnaires, interviews and classroom observation to know about their learning problems and major reading teaching modes adopted by senior high school English teachers. This method is also to investigate the English teaching facilities and the national culture in minority areas.

4. Major research results

(1) The influence of English language sense ability on reading teaching. For senior high school students, language sense ability is a necessity for them to master and use language knowledge. The stronger the language sense ability is, the better their understanding ability is, and the more quickly they grasp the key points of the text^[6]. In minority areas, although students are generally weak in English, they are hardworking in memorizing English words and mastering English grammar. Therefore, in the subject research, we have focused on improving students' language sense ability and achieved good results in using teaching strategies.

(2) The influence of teachers capacity. English teachers in minority areas are often inferior in teaching ability to those in more economically developed areas. The former often lack modern teaching ideas and effective reading teaching methods. In particular, they often neglect the importance of cultural knowledge and national emotions in English reading teaching. Therefore, in the subject research, we have made every effort to change the role of teachers and optimized teaching methods to make teachers more professional, so that the subject research has achieved more solid teaching results.

(3) The influence of learning motivation. In minority areas, many senior high school students know that English reading is very important, but they lack interest. Therefore, in this subject research, great attention was paid to how to stimulate their learning motivation. Finally, these students' interest in English, their autonomous learning ability in English reading and their ability of independent use have markedly increased or strengthened.

English teachers adopt different methods in analyzing reading text. In reading teaching, methods to explain words and grammar used by some teachers may be totally different from others. Some teachers explain new words and grammar in detail, while others don't. However, these two teaching models are too traditional, and have not produced good teaching results. Besides, some teachers just roughly explain the new words, and let students do the relevant exercises of listening and speaking. Although such a teaching method can effectively combine listening, speaking and reading in English teaching, it is not in line with the foundation of most senior high school students in minority areas. As a result, it is difficult for students to improve their English reading performance^[7].

5. Comparison and analysis of results before and after research project

From the perspective of theoretical results, the status before and after research project has been analyzed. The research group has studied the relevant literature from 2001 to 2007, and summarized the general situation of effective teaching research in China as follows.

(1) With the further development of the new curriculum reform, more and more research on effective teaching in China has been carried out, and the popularization of "new thinking" in teaching has been promoted to a certain extent through the study of teaching theories and practice, leading the curriculum reform of basic education to a new stage of development.

(2) There are many descriptions of features and meanings of "effective teaching" in China, as well as the emphasis on teachers' growth and teaching behavior.

(3) Many research papers focused on the definition of "effective teaching", theoretical foundation research, concrete methods and internal mechanism, evaluation system research and so on.

After completing the research, the research group has begun to popularize the research results to help improve the senior high school English reading teaching modes in minority areas. Senior high school students' reading learning has greatly improved after the implementation of the research results. More importantly, students begin to focus not only on new words and grammar, but also on exploring information behind the text, such as the emotion, values, cultural knowledge, *etc.* All of these results show that the research has effectively impacted traditional English reading teaching modes, and led the senior high school students in minority areas to master modern ways of learning, and effectively enhanced their autonomous and independent learning ability.

6. Reflections on the research results

The ultimate goal of the exploration into the effective reading teaching model in accordance with the new curriculum standard of senior high school English is to improve students' self-learning ability and comprehensive language use ability, which is part of their core literacy. Senior high school students in minority areas can reduce the gap in English reading learning between them and students in more economically developed areas. At the same time, we must make students understand that learning English reading is not only for the final test results, but also for the long-term English learning. Besides, we must help them to cultivate cross-culture awareness by learning their own ethnic culture and other cultures by way of effective reading. In minority areas, we need to pay attention to the role of young teachers and get them involved in the research team in order to promote the modern development of the effective teaching mode of English reading.

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Original Research Article

The Value of Orff's Music Teaching Method in College Music Teaching

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Abstract: As an innovative music teaching method, under the background of educational reform, Orff's music teaching method has increasingly attracted the attention and attention of university teachers. By applying the Orff teaching method in university music teaching, it can not only effectively promote the improvement of teaching quality, but also promote students to develop deep music exchanges and effectively cultivate students' musical literacy and innovative thinking.

Keywords: Orff Music Teaching Method; College Music Teaching; Value; Strategy

The Orff music teaching method is an innovative music teaching method founded by the famous German composer and musician Karl Orff^[1]. The Orff music teaching method mainly has the following two characteristics: first, it emphasizes that music education has "original nature", and requires educators to pay attention to promoting the return of music education to its authenticity, that is, to return to life in the process of developing music education. To complete the music expression, it is necessary to achieve the organic combination of music and movement, dance and other performance elements in this process, so as to better complete the emotional penetration and let the students truly understand the emotions contained in the music; second, it emphasizes the development concept of "people-oriented", attaches importance to students as the basic starting point and final destination of music education, focuses on enhancing students' enthusiasm for music learning participation, and emphasizes on the effective cultivation of students' innovative practical ability through music teaching and enhance students' creativity.

Orff's music teaching method is highly operable. By applying it to university music teaching practice, teachers can effectively enhance the effectiveness of music teaching and promote students' deep music communication at the spiritual level. And in this process, there is emotional resonance and sublimation to achieve the improvement of personal character^[2]. For this reason, university music teachers must construct a comprehensive understanding of Orff's music teaching method, and deeply understand the important value of applying Orff's music teaching method in university music teaching. It is important to master specific strategies for effectively applying the Orff music teaching method, and strive to build a new music teaching model with the help of the Orff music teaching method, so as to promote students' music literacy, music appreciation ability, and music innovation practice ability to be comprehensively improved, then earnestly achieve various music teaching goals.

1. The important value of applying orff's music teaching method in college music teaching

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1.1 Conducive to play the main role of students in music learning

Under the traditional university music teaching model, teachers are the absolute leaders of teaching, and students are in a very passive position, often only participating in music learning through mechanized methods such as listening and simple imitation and it is difficult for them to form interest and passion for music learning from the heart^[3]. Orff's music teaching method emphasizes the development concept of "people-oriented", attaches importance to mobilizing students' music learning subjectivity, and encourages students to actively engage in music practice and exploration. Therefore, under this teaching method, teachers must inevitably break through the limitations of the traditional teaching model, pay attention to in-depth optimization of the teaching plan, and strive to enhance the students' sense of participation in music learning, so it is conducive to the students' main role in music learning.

1.2 Conducive to enhancing the life atmosphere of college music teaching practice

Orff's Music law emphasizes the return to the "original", and clearly states that music is not only for expressing melody, but also for embracing its original life in a deep level^[4]. Therefore, the application of Orff's music method in university music teaching is conducive to enhancing the life atmosphere of university music teaching practice, and prompting teachers to introduce daily music teaching materials and teaching content into specific music teaching, which can guide students to develop daily thinking and associations, effectively inspire the resonance of students' hearts and emotions, and promote students' in-depth understanding of music, grasp the essence of music, so as to truly devote yourself to music learning, and promote the improvement of music teaching quality^[5].

1.3 Conducive to promoting students to develop innovative music practice activities

The Orff music teaching method has a high degree of practical characteristics, emphasizing students' participation in music learning and the promotion of diverse music practice activities such as music appreciation, music performance and music creation in the teaching process. Therefore, it is conducive to promoting students to develop music innovation and creation. Since the teaching methods used in Orff's music teaching methods are relatively simple everyday instruments, students are more relaxed in the process of learning and mastering, which is conducive to further improving students' self-confidence and sense of accomplishment in music learning, and prompting them to actively participate in music practice activities.

2. The specific strategies of applying Orff's music teaching method in college music teaching

2.1 Improve students' music perception

Improving students' perception of music is not only an important teaching goal of university music teaching, but also a basic work that must be done to effectively apply Orff's music teaching method^[6]. If the students do not have a qualified music perception ability, then they will be difficult to meet the requirements of Orff's music teaching method in the process of developing music performance practice, and it is difficult to carry out corresponding instrument performance activities. At the same time, it is difficult to form a deep musical interpretation in the practice of music performance. For this reason, university music teachers should effectively enhance students' music perception ability by organizing students to appreciate music and introducing things that students often contact in daily life in the process of music teaching. Meanwhile, it can also motivate students to use auditory senses to perceive and resonate with music, in the process of forming a deeper understanding and perception of music. For example, teachers can introduce the sounds of water and birdsong in the natural world into the teaching process, and use these natural sound sources to effectively create a teaching atmosphere and encourage students to listen to natural music, to achieve a "quiet" state of mind and gain the ability to perceive music.

2.2 Combine the essence of national spirit and culture

There is a close connection between music and life. Because of this, music conveys not simple melodies and

musical notes, but contains ideas and emotions of a certain spiritual and cultural level. Only a deep understanding and grasp of music from the level of spiritual culture can be regarded as a complete understanding of musical works^[7]. Orff's music teaching method emphasizes the "original nature" of music and attaches importance to returning music to life. Under this requirement, more attention needs to be paid to combining the national spirit and cultural essence, introducing national songs and other national music works into teaching practice, and better optimizing and perfecting the music perception, music performance and music creation practice. Then fully implement the concepts and requirements of Orff's music teaching method. For example, teachers can introduce classical folk music works performed by folk instruments such as erhu and pipa into teaching practice, let students use percussion instruments to restore folk music works, and form a deep understanding of the relationship between music and life, on the other hand, let students understand the characteristics of different national music, the influence of national living environment and historical changes on their musical styles, so as to further improve the students' ability to understand and interpret music.

2.3 Carry out various music practice activities

The core and key to the effective application of Orff's music teaching method is to organize students to carry out various musical practice activities, and to encourage students to start creative innovation at the music level during the participation process^[8]. To this end, university music teachers should form an all-round understanding of the characteristics of students, integrate relevant information, and form specific activity plans to effectively mobilize the subjective initiative of students and allow students to perceive music and understand life in this process. In this regard, university music teachers should introduce special Orff instruments into the music teaching practice, and teach their performance methods to students, help students to master the essentials of performance, and let students use Orff instruments to develop music performance and music creation practice. In this process, a deeper understanding of the "original nature" of music is formed. At the same time, teachers should attach importance to mobilizing students to communicate and share the feelings of playing Orff instruments, and encourage them to resonate emotionally at the spiritual level, in order to create a good teaching atmosphere and promote students to share thinking, further improve their music perception ability and music interpretation ability.

2.4 Improve music course evaluation mechanism

Under the guidance of the "people-oriented" concept of student-oriented education, in order to further enhance the practical effectiveness of Orff's music teaching method. University music teachers should pay attention to the improvement of the music course teaching assessment and evaluation mechanism, and strive to break through the traditional method of giving students a single evaluation of the final test, and establish a complete evaluation standard. It is important to incorporate the learning enthusiasm shown by students in music classrooms, the achievements of students' musical practice and the improvement of students' musical literacy through music learning into the evaluation system, and strive to give students a more diverse and comprehensive evaluation. In addition, it is also necessary to promote students to understand their music learning situation, and promote them to optimize their music learning behavior and habits. In this process, teachers should also pay attention to organize students to carry out self-evaluation and mutual evaluation, so that they form a habit of continuous reflection and summary in the music learning process. In addition, teachers should also provide students with the opportunity to evaluate teachers, in this way to understand students' suggestions for music teaching, adopt reasonable parts of them, and promote the optimization and perfection of teaching programs.

3. Conclusion

All in all, based on the important role of applying Orff's music teaching method in enhancing the initiative of students' music learning subjects, enriching the atmosphere of university music teaching life, and promoting students' participation in innovative music practice activities. At university, music teachers should increase the emphasis on this

music teaching method, combine its originality and "people-oriented" development concept, improve and optimize the music teaching plan, through implementation to enhance students' music perception ability, penetrate the essence of national spirit and culture and it is important to carry out a series of strategies such as rich music practice activities and construct a sound music course evaluation mechanism to maximize the positive role of Orff's music teaching method in university music teaching and construct an efficient music teaching model, and promote students' core literacy in music to achieve all-round development.

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Original Research Article

Cultivation of Students' Cultural Pragmatic Competence in College English Translation Teaching

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Abstract: The effective way to cultivate college students' cultural pragmatic competence is to put forward detailed operational measures at the micro level of classroom teaching mode. The awareness of cultural pragmatics throughout the whole teaching process can be awakened by adopting cultural contrast teaching method, task-based teaching method and practical teaching method. In addition, it is also necessary to put forward macroscopic requirements on classroom teaching management, so as to strengthen students' English communication ability and consolidate knowledge. This paper analyzes in detail the effective strategies of cultivating students' cultural pragmatic competence in the process of efficient English translation classroom teaching from the following three aspects, namely constructing diversified teaching methods, enriching students' knowledge reserve with the support of knowledge and theory, and rationally selecting and compiling English teaching materials.

Keywords: College English; Translation Teaching; Cultural Pragmatic Competence

1. Introduction

Cultural pragmatic competence refers to that college students should possess the competence to make good use of language and cultural context and solve problems in learning during participating in language learning activities. Culture and language are closely related, therefore, language learning is inseparable from the support of culture. Starting with psychology and linguistics, this paper studies the external social and cultural system of language learning. The relationship between the external cultural system and the internal process of language processing can constitute the main element of the social and cultural view in language learning. Moreover, the information and knowledge contained in culture are quite extensive and profound, as well as in a dynamic process of change. To learn English well, college students should first understand the cultural information behind the language.

2. Constructing diversified teaching methods

2.1 Teaching method of cultural contrast

In the process of English classroom teaching, teachers can apply specific classroom teaching methods of the comparison between modern culture and traditional culture, and the comparison between Chinese and Western cultures to promote the teaching efficiency, improve college students' learning quality, and effectively cultivate their cultural

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pragmatic competence. Through adding the comparison between British and American cultures in classroom teaching, it can effectively strengthen students' memory of these cultures, and then they can better understand the differences and connections between British and American cultures. Meanwhile, the comparison between Chinese and Western cultures can deepen students' understanding of the concept of culture. It can broaden students' view of study to teach them English language in an extensive cultural background. On the other hand, the comparison between traditional culture and modern culture will attract students to place themselves in the long course of history, thus understanding the dialectical relationship between social development and accumulation of language and culture in detail^[1].

2.2 Task-based teaching method

This teaching method originated in 1980s. It is mainly about that driven by real scenario, college students learn English collaboratively and autonomously in conversation and discussion while completing tasks and solving problems, which is based on the creationist theory. This teaching method is composed of post-task, pro-task and task ring. To obtain effective results of this kind of teaching method, the prerequisite is that English teachers should reasonably arrange tasks. The previous boring teaching method that students only listen to teachers should be effectively changed, so as to cultivate students' adaptability and thinking ability during learning English, thus effectively improving the cultural pragmatic competence of college students^[2].

2.3 Practical teaching method

To cultivate students' cultural pragmatic competence, college English teachers need to integrate students' cultural practice activities and language practice activities effectively through various teaching modes, so that students can not only experience English culture well, but also acquire language skills, thus making them feel more deeply.

3. Enriching students' knowledge reserve with the support of knowledge and theory

Language ability is the premise and foundation of cultivating students' cultural pragmatic competence. Standard pronunciation and intonation, solid grammar knowledge and rich vocabulary are all necessary conditions for classroom teaching of English translation. Therefore, it is necessary to be familiar with basic skills and language knowledge. Translation theory can provide students with a rational understanding of translation, with which students specifically analyze the target works, skillfully apply translation strategies and skills, thus truly achieving the effect of killing two birds with one stone. In the process of English translation classroom teaching, it is necessary for teachers to guide students to identify basic translation skills, such as sub-translation, additional translation and re-translation, and guide practical activities on the basis of theory^[3].

While mastering the basic knowledge of translation, students should also be taught about knowledge related to religious culture and folk culture in English translation class. On the basis of correct translation, mistakes that do not conform to the norms should be appropriately reduced. It is widely known that translation needs to be combined with many disciplines. Students need to master the knowledge of grammar to ensure the accuracy of English translation, and also need to acquire knowledge of local history and humanities, dialect habits and customs. To sum up, in addition to mastering translation theories, students should also enrich their knowledge reserve with various culture knowledge^[4].

The purpose of improving students' language ability is to effectively cultivate their cultural pragmatic competence. It should be known that possessing language ability is not equal to good communicative ability, instead, communicative ability is the further upgrade of language ability. Therefore, in the process of classroom teaching, English teachers should not only cultivate students' language ability, but also cultivate their communicative ability. As there are cultural differences between English and Chinese, teachers should guide students to place themselves between these two cultures and understand them in a higher, wider and profound view, and enhance students' awareness of cultural pragmatics. English teachers should prepare lessons fully before class. Specifically speaking, they should learn more about cultural pragmatics and basic theories, apply scientific theories to guide English teaching correctly, learn more

about the cultural backgrounds of different countries, so that they can introduce the local conditions, customs and historical humanities of different countries to students, and strengthen students' understanding and mastery of the culture of target countries. Under the background of different cultures, it is necessary to effectively convey the purpose and intention expressed in the content to be translated according to the actual situation^[5].

4. Reasonably selecting and compiling English teaching materials

In the process of selecting and compiling English teaching materials, teachers should fully consider the effective integration of cultural information of language skills and comprehensive training of students. For junior students, learning English is often based on the training of language skills, so English teachers should pay attention to the effective improvement of students' speaking, listening, writing and reading skills. In addition, when selecting and compiling English listening teaching materials, teachers should focus on cultural information and adopt listening teaching materials with cultural background, so that students' language application ability can be well developed^[6]. Furthermore, teachers need to pay attention to the actual cultural context generated by the conversation in the teaching materials. As discourses are the most practical and many valuable discourses are all derived from the cultural context, it is just meaningless and has no practicality if spoken conversation is separated from the specific cultural context, which will affect the cultivation of students' cultural pragmatic competence. As for intensive reading, teachers should select articles that contain traditional culture as materials. In classroom teaching, students' language ability can be effectively improved through English teachers explaining and students reading repeatedly, which will also enable students to acquire the knowledge of traditional culture well.

5. Conclusion

In the traditional English classroom teaching, teachers always pay too much attention to the cultivation of students' language skills, while ignoring teaching of culture, which can have a certain impact on education. The cultural pragmatics competence is the ability of students to use foreign cultural information comprehensively, so that they can carry out and participate in language practice activities. Therefore, in the efficient English translation classroom teaching, it is necessary to improve students' cultural pragmatic competence and enhance their knowledge application ability.

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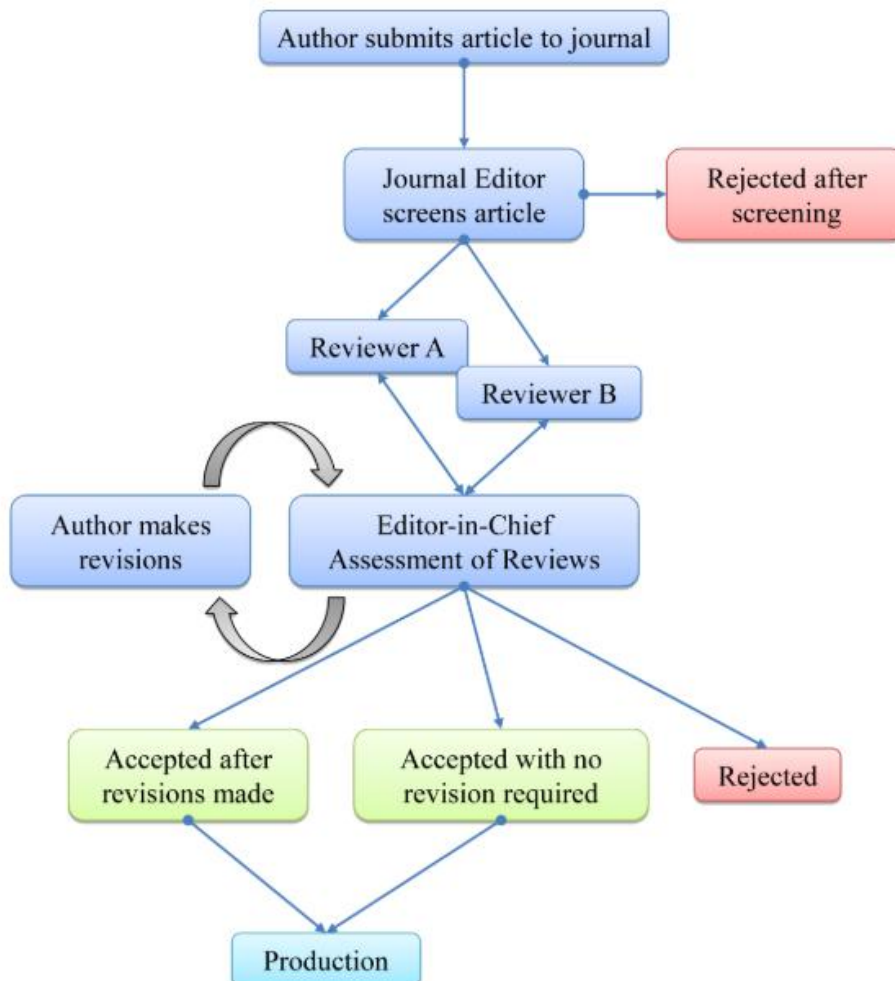
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