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Research on Personal Information Protection of College Students under Big Data

Honghao Dou

Anhui University of Finance and Economics, Bengbu, Anhui, 233000, China

Abstract: With the continuous development of science and technology, mankind has now entered the era of big data. With the rapid development of network technology, mobile social platforms have become an indispensable part of people's lives, especially college students. While mobile social platforms have brought many conveniences in life and study to college students, the security of personal information on the Internet has also become a problem. Intensified, and brought extremely bad effects to the lives of college students. In recent years, various incidents of theft of personal information have often occurred. For college students who are heavy users of the Internet in today's era, it plays an important role in the Internet system and accounts for an increasing proportion of the Internet user group. We must clearly recognize the importance of protecting college students' personal information security.

Keywords: Big data era; College students; Personal information; Protection measures

Fund project: Note: This paper is the final result of the postgraduate innovation project of Anhui University of Finance and Economics; **Project Number:** ACYC2019335 **Project Name:** "Research on Personal Information Protection of College Students' Mobile Social Networks under Big Data"; **Project leader:** Dou Honghao; College: Law School.

1 Overview of personal information of college students

In the "Personal Information Protection Law of the People's Republic of China (Draft)", personal information has relevant definitions. After referencing these theoretical definitions, the author believes that the personal information of college students is closely related to the subject of the information and can be based on Then directly or indirectly identify the information of the college student himself.^[1]

2 Reasons for the disclosure of personal information of college students

2.1 Weak awareness of personal information protection among college students

When they go online, they often unconsciously disclose their personal information, such as downloading related software or filling in some informal online questionnaires. These are all college students' personal information. Highly leaked locations.^[2] Especially in the daily life activities of WeChat scan code to fill in personal information and give relevant rewards, many college students are stumped. At the same time, college students have a weak awareness of rights protection after personal information is leaked. Most students choose a forbearing attitude. This has also led to the unhealthy trend of personal information leakage among college students intensified.

2.2 Colleges and universities do not pay attention to the protection of personal information of college students

Due to the imperfect laws and regulations of personal information protection and the unclear division of responsibilities, many colleges and universities that act as collectors of personal information of college students often lack a sense of responsibility when collecting personal information of college students. The security level of the funny management platforms can explain the problem. Some colleges and universities do not pay attention to this aspect of protection, and arbitrarily delegate the work of preventing risks to the third-party technical department, and then no longer ask any questions themselves, which aggravates the individual college students Risk of information leakage. At the same time, colleges and universities appear to be too casual when disclosing students' personal information to the outside world. When managing affairs, colleges and universities often need to disclose students' personal information according to legal procedures, such as the selection of subsidies for poor students, outstanding class leaders, and scholarship lists. and many more. However, when performing these tasks, the personal information of college students is often excessively leaked, and criminals learn about the personal information of college students, thus jeopardizing the legitimate rights and interests of college students.

2.3 Illegal reselling of personal information by industry-related personnel

In today's era of big data, commercial organizations are actively collecting personal information of citizens. By collecting personal information of users, they try to build a huge user data group that can be converted into economic benefits for them. In my country,

some large e-commerce companies and courier companies have already held huge amounts of user data. However, due to the lack of relevant laws and regulations to protect citizens' personal information and the chaotic management of the industry, there is no relevant protection of users' personal information.^[3] Awareness of information, coupled with management omissions in the industry, has led to individual insiders who have access to the personal information of users for their own benefit to choose to violate the law to resell the personal information of college students.

3 The harm of personal information leakage of college students

3.1 Violating the economic interests of college students

Once the personal information of college students is leaked, a series of troubles will flock to college students. The first is related advertisements pushed based on the personal information of college students. These are generally deceptive advertisements. The second is phone fraud. Criminals have information about college students, and they will use this information to scam college students and even their family and friends. Not only that, criminals will even steal payment account numbers and related bank card information of college students, causing direct economic losses to college students.

3.2 Cause a mental blow to college students

After learning the personal information of college students, criminals will begin to harass college students by means of text messages or phone calls, which brings great mental pressure to the students. Because college students have not entered the society, their minds are not yet fully mature, and they often do not have a good way to deal with blackmail by criminals, and they will become overwhelmed. What is more, they will be deceived by criminals. If you don't dare to ask for help from your family or teachers when you have your own belongings, you choose to endure silently by yourself. This will bring great spiritual shock to college students, the mild ones will affect the college students' study, and the serious ones will even cause the college students to end their lives.

3.3 Disrupt social stability

The leakage of personal information of college students has a bad impact not only on the college students themselves, but also on the society. The leakage of personal information will cause panic among the people, which may cause the whole society to be in anxiety, reduce people's trust in the country, and affect social stability.

4 Measures to improve the protection of personal information of college students

4.1 Improve the administrative supervision system for personal information protection

The current civil law and criminal law have certain limitations and lag in the protection of college students' personal information. Therefore, the protection of college students' personal information in the era of big data cannot do without sound administrative supervision.^[4] The author believes that the administrative supervision of the protection of personal information of college students can be improved mainly from the following aspects: one is to establish a special administrative supervision agency to seriously implement the supervision work; the second is to establish an administrative supervision system and formulate an effective and specific administrative supervision system, which can be stable Improve management effectiveness; third, set up a third-party service organization for the protection of college students' personal information.

4.2 Raise the awareness of personal information protection of college students

With the rapid development of the Internet, college students' personal information has been leaked in various ways. However, college students are in a state of ignorance, or some college students themselves lack personal knowledge reserves. Most of the time, they are unaware. How their personal information was leaked before personal property or other interests were infringed to a certain extent, the situation They don't know how serious it is. Therefore, relevant ministries and commissions should regularly organize college students to conduct network skills training and learning, so that college students can fully understand the advantages and disadvantages of the Internet age, and understand how to protect their personal information.

4.3 Strengthen network security management in universities

At present, in our country, many funny school websites have many problems. These problems have not been paid attention to by colleges and universities. As a result, many criminals have the opportunity to steal the personal information of college students. Colleges and universities should do a good job in network security and management, and prevent criminals from infringing on the technical level. For example, pay attention to the technical security management of the network platform, and at the same time do a good job of daily maintenance, do not leave it alone, assign specialized personnel to do this work, earnestly implement it, and treat the maintenance of the personal information of our college students as the top priority.

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An Analysis of the Copyright Issues of Fan Works

Bingqian Shao

Anhui University of Finance and Economics, Bengbu, Anhui, 233000, China

Abstract: With the widespread use of the rapid development of the network and a variety of software platforms, increasing the number of Fan works, Fan works commercial features growing conflict between the Fan works with the original copyright has become more pronounced. Especially the "Xiao Zhan Fans 227 Incident" at the end of February 2020 has aroused public attention to Fan Works. Under this circumstance, analyzing the copyright conflicts between Fan works and the original works and improving the coordination mechanism of copyright conflicts will benefit the healthy and orderly development of Chinese cultural undertakings.

Keywords: Fan works; Copyright conflict; Knowledge Sharing

1 Conflict between fan works and original copyright

1.1 Conflict with the personal rights of the original work

The first is the conflict between Fan works and the right of authorship in the original work. When the original work is derivatively created and then published, it is clearly stated that the source is to respect the original author and the public's right to know. In our country, due to the public's ignorance of intellectual property rights and weak legal awareness, most of the same authors When publishing Fan works on the Internet, he did not indicate the awareness of the source or source of the various materials he used. No matter what kind of work, they have borrowed some content from the original work, and they have a certain degree of dependence on the original work. Respect the author's authorship of the original work.

Followed by conflict with the right of integrity of protected works. That is, without the permission of the copyright owner, the work must not be substantially modified, and the original work must not be deliberately changed or used as a counterfeit method.^[1] Some fan authors are in the process of creating for the sake of reading and popularity. In, there is the act of deliberately vilifying the characters in the original work and distorting the character of the original work. This kind of Fan works has completely deviated from the content of the original work. What's more, some co-authors use the characters in the original work. Making pornographic and vulgar creations, or in order to attract a specific group, use two same-sex characters with no emotional relationship in the original work to create works with same-sex themes. This situation will damage the reputation of the original author to a certain extent, which will lead to the copyright owner's The right to protect the integrity of the work is violated.

1.2 The conflict with the copyright of the original work

The conflict between Fan works and the copyright of the original works is mainly reflected in the right of adaptation. The right of adaptation is the right to change the work and create new works with originality.^[2] Adapted works generally refer to not changing the basic content of the original work, but only changing the type or expression of the work, such as adapting novels or comics into movies, or changing the length of the work, adapting long stories into short stories, etc., this kind of adapted work It is substantially similar to the original work. Therefore, to judge whether Fan works and the original work have a conflict of adaptation rights, first of all, it is necessary to clarify whether the two have a substantial similarity to a certain extent. If they do not exist, then this Fan works It should not be an adaptation work, it should enjoy complete copyright, and it will not infringe the adaptation right of the original work.

2 Fan works with the original copyright conflicts coordinated path

2.1 Join the Creative Commons Agreement

Since 2002, more than 70 countries and regions have joined the Creative Commons License issued in the United States, and there are now a large number of websites in China that adopt the new generation of Creative Commons License. mode .CC agreement as a unique way licensing works, it is the concept of sharing knowledge, encourage authors to work some rights to the public under certain conditions can be free to use, so that the traditional copyright "rights reserved" model some shortcomings The problem has been solved, and the accessibility of the circulation of intellectual achievements has been enhanced, allowing authors and the public to obtain a new way of using and protecting works that is more flexible and more in line with the current era, and balances the interests of the original authors and the public. The relationship between needs. Under the CC agreement, the author transfers some of his rights to the public domain, allowing the public to use his work under certain conditions.

2.2 Introduce the commercialization rights of virtual characters

From the perspective of the characteristics of the role of the work, the unclear attribution of the role itself is a prerequisite for copyright conflicts, that is, the original author has the copyright to the work, but does not have the ownership of the representative role, then the solution can clarify all his rights through the system. The French economist Posner believes that legal property must have three prerequisites: one is that the object has value due to scarcity, the other is that it can be clearly attributed to a specific subject, and it can exclude others from sharing and interference. The subject can be transferred to others at a certain price. The role is of scarce value. It provides materials for the creation of related fans and is a basic element of the product commercialization market. However, it is difficult to be exclusively occupied by the original creator within the existing system. Transfer transactions. ^[3]Based on this analysis, the eligible virtual characters are regarded as the protection objects of the property rights of copyright law, that is, the coordination method of "introducing the commercialization rights of characters" will follow the trend. The right of Fan Works commercial publishing is exclusively owned by the original author, and other commercialization The same author needs to enjoy the relevant commercial publishing copyright through the transaction from the original author, so as to protect the original author's income.

2.3 Establish an appropriate compensation mechanism

The extreme distribution of benefits leads to mandatory bans and fair use neither can reconcile conflicts in a low-cost way .It can be seen that Appropriate property compensation is a better solution to the overall interests.The article mentions that Fan works has low cost of dissemination in recent years and has a wide range of dissemination, while commercial Fan works' low publishing cost and high profit are the original works brought to it, but commercial Fan works also helped the original work itself increase its popularity Attract potential readers for it, etc.,It can also increase revenue for the original work.,Commercial Fan works not only enjoy the positive externalities of the original work, but also create benefits for the original work, but the former is generally much greater than the latter.Commercial publishing in combination with Fan works is based on the purpose of "profit-making". Paying for consideration and making up for the original author's loss is in line with the coordination of costs and benefits of all parties and internalizing externalities.

Therefore, an appropriate compensation mechanism can be established, requiring co-authors to bear corresponding responsibilities and appropriately compensate the original author. Specifically, the original work and commercial Fan works can be quantified and evaluated separately, and the actual data such as the popularity and sales volume of the two works can be comprehensively considered. Analyze specific data, compare commercial Fan works with similar general published works of the same period, and evaluate the "Fan works benefit value" of commercial Fan works due to the original role elements; combined with the changes in the original work sales and the factors affecting the popularity, Estimate the commercial Fan works because the increased "to benefit value of the original work." Given by professional evaluation agencies around the two valuations reasonable compensation. After the exclusion of other interference terms upper and lower limits, the parties agreed on the final range in the interval self compensation Amount. According to this kind of thinking, the compensation standard will be refined, the communication cost will be reduced, and the autonomy of the parties will be enforceable.

3 Conclusion

The prosperity of fan culture is an inevitable trend, and with it is that the copyright disputes between Fan works and the original will also exist for a long time. However, there are inextricably linked between Fan works and the original. Therefore, for my country's copyright law, a reasonable settlement of the dispute between the two is of great significance.

Coming to our country, we should improve relevant legislation and regulations, reasonably resolve the conflict between Fan works and the copyright of the original work, protect the legal rights of the two, and provide creators with a more complete legal environment, which will be conducive to the prosperity and development of my country's cultural undertakings and stimulate creation The creative enthusiasm of the authors.

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An Empirical Study of Community Corrections

YangYang Wang

Anhui University of Finance and Economics, Bengbu, Anhui ,233000,China

Abstract: The Law of the People's Republic of China on Community Corrections was adopted by the 13th National People's Congress and came into force on 1 July 2020. This reflects the great progress that has been made in community correction in China. However, from our empirical research on community correction, we found that there is a problem of over-emphasis on educational correction and protection of human rights to the neglect of the attributes of punishment in China's community correction. While education is important, the task of punishment cannot be ignored. For this reason, a trinity of community correction teams can be formed with police officers as the main body, supported by social workers and volunteers, and appropriate penalties can be added and the conditions of supervision refined to emphasise the punitive aspect, so that the relationship between punishment and education is not unbalanced.

Keywords: Community corrections; Punishment; Penal research

Fund project: Note: This thesis is the result of the final project of the postgraduate innovation project of Anhui University of Finance and Economics ; **Project No.:**ACYC2019340; **Project Title:** "The Return of Punitiveness in Community Corrections; **Project host:** Wang Yang Yang; College: School of Law.

1 Status of Community Corrections

The following data were obtained through field visits and surveys. A total of 190 questionnaires were distributed and 183 were returned, of which 175 were valid, with an effective rate of 95.6%. 35 judicial police officers, 45 social workers and community volunteers and 125 community prisoners were interviewed. Of these 125 community prisoners, 8 were sentenced to control, 87 to probation, 10 to provisional release (of whom 7 were seriously ill and needed medical parole, 1 was a pregnant woman and 2 were unable to take care of themselves), 7 were ruled to be released on parole and 13 were deprived of political power (as shown in Figure 1). The total number of judicial officers in the 38 judicial offices visited was 44, with an average of only 1.2 staff per office; the total number of social workers was only 115, with an average of only 4.2 staff in the judicial offices plus the employed social workers per office. The total number of people serving community sentences was 1,336, with an average of 35 offenders to be managed in each judicial office. From these figures, it is easy to see that there is currently a lack of appropriate professionals to take charge of community correction work in China. Compared to the community correction work in China, the community correction teams in foreign countries are relatively well configured, containing psychologists, police officers, social workers and so on.

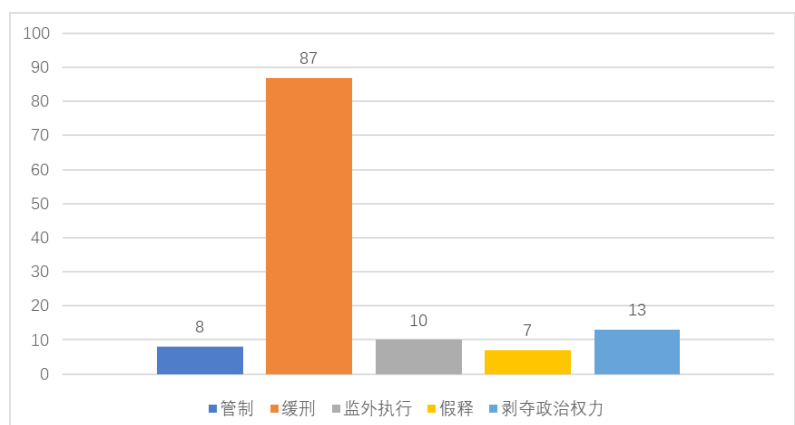
2 The value of punitive community corrections

2.1 Responds to the provisions of the Constitution and the Penal Code

Both the Constitution and the Criminal Code provide for punishment to be placed ahead of rehabilitation and correction in dealing with offenders. The inconsistency and incompatibility between the status of punishment and the power of punishment inevitably leads to the formation of a community correction management system with multiple management and decentralised power. An operational mechanism of community correction that separates management responsibility from management capacity has been formed.

2.2 Contribute to the achievement of justice and the deterrent function of penalties

Criminals are the ones who violate the country's criminal law in order to be removed from criminal punishment, so it is clear that the punitive nature



of community corrections work is a way for the state to manifest its condemnation and negative evaluation of crime. The data from the survey shows that 82% of the community judicial police officers believe that the rehabilitation is generally effective and only 3% believe that it is very effective. Through interviews with judicial police officers, we also learned that reporting to work and submitting monthly thought reports on time for community sentenced persons is often a formality in practice. These problems then lead to community service prisoners disregarding the discipline of supervision and rehabilitation, lacking the awareness of being in prison and having poor rehabilitation results. Therefore, the emphasis on the punitive nature of community corrections can be a way to raise the "awareness of serving the sentence" of the community corrections target and bring into play the deterrent function of punishment.

2.3 Improving the efficiency of community corrections work

The Community Correction Law stipulates that "the judicial office shall undertake the work related to community correction according to the commission of the community correction institution." However, the Community Correction Law does not explain in detail what kind of work the judicial office is required to undertake.^[1] Moreover, the judicial office has several duties, and it has to undertake the work of judicial administration as well as correctional work, and the grassroots judicial police have more than enough capacity. In addition, financial constraints are also a major problem facing the judicial offices. Therefore, clarifying the punitive nature of correctional work and placing it under the responsibility of professional community correctional institutions can give a great boost to the efficiency of community correctional work.

3 Specific recommendations for community corrections to improve punitiveness

3.1 Appropriate increase in punitive supervision measures for community corrections

The revision of China's criminal law reflects a bias towards emphasizing custodial sentences over community sentences. According to the provisions of China's Community Corrections Law, the current punitive supervision measures for community corrections are still very lacking, and some more punitive supervision measures, such as imprisonment experience and confinement, can be appropriately increased. Imprisonment experience is mainly for those who do not obey the supervision of community prisoners. For those who are insubordinate and disrespectful to the correctional staff but do not meet the admission criteria, they can be subjected to imprisonment experience. They are placed in prison for a period of time to learn about the prison environment, etc., in contrast to their community sentence, for the purpose of warning them. However, it is important to note that the period of time spent in prison should not be too long and that the prison in which the experience takes place should be a prison for newly admitted prisoners or a prison for minor offenders.^[2] Alternatively similar powers to restrict the short-term liberty of persons serving sentences can be given to community corrections agencies. However, confinement should be strictly limited. The first is that confinement should be triggered passively, when a community prisoner breaks the rules in a serious way and fails to obey discipline. Secondly, the duration of confinement should not be too long, and should not exceed 24 hours.^[3]

3.2 Carrying out classification correction

Different groups of people serving community sentences are classified according to different types of subjects, each person's personality traits, their daily performance, and their respective family environment and other different aspects. Take a variety of approaches to carry out categorisation education for different categories of correctional officers to improve the relevance of correctional education. In addition, mental health education and psychological counselling should be carried out for correctional officers in general, and timely intervention should be carried out for correctional officers with psychological problems. The establishment of a database of information on people serving community sentences, carefully grasp the basic situation of community correctional personnel and the implementation of the situation, so that the bottom of the community correctional subjects clear, clear their situation.^[4] To be listed as a key object of supervision and management of community service prisoners, layer by layer to implement the scope of responsibility of deputy thieves.

3.3 Strengthen the supervision and inspection of community correction

In the practice of community correction, correctional officers are allowed to move about fairly freely and unsupervised power inevitably leads to corruption. Supervision and inspection by supervisory bodies are important to ensure the health of community corrections. Through supervision, the fairness and appropriateness of community corrections is ensured and community corrections staff are able to carry out their community corrections work in accordance with the law.

Introduction to the author

Author: Wang Yang Yang (1997-), male, Han nationality, native of Suzhou City, Anhui Province, graduate student of law, master of law, unit: Anhui University of Finance and Economics, School of Law, research direction: criminal procedure law.

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Wabi Sabi Aesthetics in Design

Jing Zhang

Jiangxi Normal University Nanchang City, Jiangxi Province, 330026

Abstract: Wabi-sabi, the origin of Japanese culture and design thinking, a very fashionable word, is a very famous and sacred aesthetic thinking concept, cultural lovers in all fields of it are fond of it, but it is mysterious. What is “amazing silence and creation?” With its own vague, ethereal mystery, it represents a beauty of imperfection, which literally translates from the Japanese to wabi, sabi. It can be explained this way: it is the simple beauty of simple silence bathed in the halo of time. It is an appreciation of the rules and respect of nature. The word “design” is the process of conveying an idea through reasonable planning, careful planning, and various sensory forms. How to integrate the aesthetics of wabi-sabi into modern design and develop it while preserving its own aesthetics. We don’t seem to have a standard answer. Different people have different meanings of wabi-sabi. In addition, we can see multiple expression results in different things, such as tea art, Hara Kenya’s graphic design and so on. This is a concept that can only be understood but cannot be explained in words, which is worth further understanding and study.

Keywords: Wabi-sab Beauty Design Wabi-sabi

1 On the Word Wabi-sabi

The word WABI SABI is a misunderstanding in the translation of modern literature, Wabi 侘 was created by Chiriyu, a famous tea person in the Warring States Period of Japan, which blend the aesthetic feeling of the idea and the pursuit of tea together, that is, the image, and the original meaning of the word “amazing sabi” was extracted from the text in the early stage. Driven by the haiku poet Basho Matsuo, there is a little beauty in it: a beauty full of age that emerges from the appearance of old objects; Even if the appearance is mottled, or faded dim, can not stop a shock of beauty.

Wabi, the word for ostentatious bravado and achievement in Chinese, is added to the Japanese and has a much different meaning than before. In Japan, wabi-abi is the nominal form of the verb ‘s, easier to understand from the point of view of the adjective’ o/ wabishii ‘, meaning a bad state as opposed to a good state. Extended meanings include ‘rough looking’, ‘shabby looking’, ‘poor’, etc. In later years, influenced by Zen and other ideas, the concept began to be positively transformed and incorporated into the concept of Japanese aesthetics.

“Loneliness” is the noun form of the verb “さぶ”. At first, it meant that it became worse and worse over time. It can also be compared with the Chinese word “loneness”, which means a state of profound silence without human voices. This word earlier is not a special concept of beauty, “futile grass” and other ancient books recorded that the word has the meaning of the ancient books sent out a thick taste, which confirmed that at that time has had the appreciation of the ancient beauty consciousness. By the Muromachi era, the idea had been taken seriously in the world of haiku, incorporated into art forms such as Noh, and theorized.

Nippon Wabi-sabi, a book on the aesthetics of wabi-sabi written by Daisyakri, is a book that needs no commentary and to which all words are superfluous. The beauty of wabi-sabi itself, as well as the perception of it, is covered in detail. What is recorded here is just some inspirations and feelings in the process of reading. Unless you come to this deep and mysterious aesthetic world, you can’t really understand it thoroughly. Before getting to know the specific connotation of the aesthetic concept of wabi-sabi, I was first exposed to the Japanese tea ceremony, Chiriky, Hanado, and the Zen and art of Suzuki Daisuki. It’s not a systematic study, but it’s guided by a strong interest in reading and reading a lot along the way. Without prior exposure to any specifically analytical aesthetic treatise on wabi-sabi, it remained only a vague superficial perception. Can feel and recognize beauty vaguely, but do not know why it is beautiful. So-called know it but do not know why. Japan wabi-sabi by Daisykri is like putting on a pair of glasses and when you come back to appreciate the wide variety of art forms that embody the concept of Japanese aesthetics, the vision becomes clear and enlightened. It seems to be able to directly reach the depth of art, to obtain the most beautiful experience. Found perfection in imperfection, precipitate together with time.

2 The Representation of Wabi-sabi Aesthetics in Design

When we look at contemporary Japanese design again, we will find that this aesthetic consciousness of wabi-sabi has always permeated the blood of Japanese designers and brands. Such as master of folk art and industrial design in Japan sori yanagi works, whether small to a spoon, or a piece of furniture, must not do too much modified and polished, and always with frosted or handled the product surface of the fog, in the pursuit of a raw, natural flavor, even is a kind of incomplete, not perfect artistic conception. For

another example, we are more familiar with “Muji” brand, no matter the clothing, utensils or stationery, the style and material never deliberately cater to the trend, but seem to be “unchanged” forever. These styles seem boring at first glance, but it is exactly the “no design” that the brand pursues. The simplest and least unusual styles are spared the fate of being “out of date” because they ignore trends; Whether it is natural wood, pulp, or transparent and translucent PVC material, no matter how long it is used, it seems to be permanent as new, and will not be as easy to produce defects and use marks as those gorgeous new materials. What Muji establishes is more like an order of life, a way of life of being nothing and treating white as black, which is what wabi-sabi is all about, isn’t it? The concept of emphasizing natural materials does not stop at the material itself, but emphasizes that there is no deliberate artificial interference, which is the real creation in harmony with the beauty of nature, which is also the unconditional simple trust of human beings to nature.

The aesthetics of wabi-sabi in Japanese design concentrates the essence of Japanese philosophy, culture and art, as well as the aesthetic consciousness from the senses to the heart, from the objects to the universe. This aesthetic consciousness, it is in a moving beauty and under the care of generations of craftsmanship sustained inheritance; And the acceptance and acceptance of wabi-sabi aesthetics may reflect the inner pursuit of contemporary people for rest and affection in this imperfect world, which can cross ancient and modern times and transcend national boundaries.

3 Case Study of Wabi-sabi Aesthetics

The world all sentient beings, vegetation, implements props, each has each “feeling”, feeling the “feeling” of all things in heaven and earth, is the origin of human beings, if can’t perceive, doomed to “ruthless”, also can’t calculate to live in this world. Quietness is an elegant body. Even if you are dressed in a thousand silks, you will not forget a layer of silence. If there is no soul to do, life is no fun, no matter how complicated. Wabi sabi is ubiquitous in Japanese culture. In Japan, every aspect of life and clothing is permeated with the idea and shadow of wabi-sabi. Wabi, not escape and evasion, but a process of moving from a quiet environment to a refined state of mind, a better sense of beauty and pleasure. Only with the heart perception, with “aesthetic eyes” and “silent heart” to look at all things, “decadent into magic”, the ugly into beauty. Extracting and sublimating the common daily from the bottom and vulgar, aestheticizing the most common and rustic things, and seeing the beauty from the “wind” of the secular world.

In Japanese design, Tadao Ando’s life is a legend. When I first heard the name of Tadao Ando, a famous Japanese architect, it was his “church trilogy” series: the church of the wind in Kobe, the church of the water in Hokkaido, and the church of the light in Osaka. Tadao Ando’s church is a great work of the combination of Eastern wabi-sabi beauty and Western divinity. The Church of Light is very unique among Ando’s works. With his abstract, solemn, quiet, pure and geometric space creation, he makes the human spirit find a dwelling place. The design of the Church of Light can be seen as extremely abstract and very simple. It does not have the iconic steeple like the traditional church, but its internal space is a space full of religious significance. The overall expression of a quiet beauty, giving people a feeling of the same atmosphere as the dry landscape courtyard in Japan. From this point of view, the nature that Tadao Ando thinks refers to the artificial nature, another way of saying is the architectural nature. The nature he seeks is presented by the simultaneous introduction of material and geometrically based architecture, which is the essence of wabi-sabi aesthetics.

4 Feel in Design Thinking

Wabi sabi, in every sense of the word, is a transcendent aesthetic concept. It is a kind of transcendent and philosophical aesthetic realm. It’s important to realize that it’s not a negative aesthetic concept. People need good aesthetic cultivation. Only in this way can we look at life, the world and life qualitatively differently and find special meaning in it. Matsuo Basho once put forward a theory of “high enlightenment to vulgarity”. It means to go beyond the mundane and return to the mundane. I particularly like this meaning. The Japanese haiku, which maximally reflects the aesthetics of wabi-sabi, contains philosophy, religion, and aesthetics in a few short sentences, yet reads very homely and moving. Because haiku is a perfect aestheticized distillation of everything we hear and see around us, turning life into an artistic treasure. Good aesthetics preserves the benefits to human beings, that is the case. From haiku to tea ceremony, from artistic concept to life consciousness, wabi-sabi nurtured a unique Oriental aesthetic view, which became the origin of thinking in many fields such as contemporary architecture, photography, graphic design, fashion design and so on. The best way to learn about wabi-sabi is to accept the concept and then experience it in life.

Facing the fierce competition in the market today, where should our local design go? In the strong impact of the commercial tide today, where will the culture go? In today’s world integration, where will our design go? I was very touched by the words of the original gran zai: perhaps the future is in front of us, but when we look back, we will find that the long history for us to store rich accumulation.

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Push Down the "Berlin Wall" in 2021

Murong Zhao

Southwestern University of Finance and Economics, Chengdu, Sichuan, 611130

Abstract: We analyze the various indicators of the German higher education system. We compute the total Gini coefficient of education in Germany in the past ten years and found that the fairness of the Germany higher education system needs to be improved. To explore the reasons for the lack of equity, we decompose the educational Gini coefficient and concluded that the cause is the uneven distribution of educational resources between East and West Germany.

Therefore, we focus our policy on balancing the educational resources of East and West Germany. We establish a resource transfer matrix to alleviate the uneven distribution of educational resources. Finally, we verify that the policies we proposed can improve the German education system well and have a profound impact on society and the country.

Keywords: Coupling model; The decomposition of the Gini coefficient ; Redistribute Education Resource Model

1 The vision of German education system

As we all know, Germany was able to rise from the ashes of World War II, and the German education system was indispensable. The German education system has continuously provided talents for the development of the German economy. Simultaneously, Germany's developed economy has also strongly promoted the development of the German education system.

2 The analysis of German education system

The main problem of the German education system is the imbalance distribution of educational resources between East and West Germany and the difference in education level of the citizens of East and West Germany due to the difference in economic development levels between East and West Germany. Just as the results in the previous part of the article, in terms of education equity, the performance of the German education system is not satisfactory. Since World War II, Germany has split into East and West Germany, leading to significant differences in the level of economic development, the quality of life of the people, the distribution of medical resources, and the education level of citizens in the eastern and western regions of Germany. The picture below can fully show that 30 years have passed since the reunification of the two Germanys, but the difference in economic development between two parts of Germany is still very apparent.

In addition, the refugee crisis in Germany in recent years has also caused some trouble to the German education system. The figure below shows that in this European refugee crisis, Germany was the first to bear the brunt and suffered the most.

2.1 Decomposing the Education Gini Index

Firstly, according to the Gini coefficient model of education in the previous article and the current situation of education system in Germany, we compute the Education Gini index of Germany as the following pictures.

It can be seen that the overall Gini coefficient of higher education in Germany has decreased over the years, which shows that the degree of equity in higher education has continued to improve, but there is still room for improvement.

Therefore, through the decomposition of the Gini coefficient of German higher education, we find that we should focus our policy on how to eliminate or reduce regional differences, that is, eliminate or reduce the differences in the degree of higher education received by East German citizens and West German citizens.

We could see the results of Education Gini index decomposition in the following pictures:

In those pictures above, the orange area represents the difference between groups. If the proportion of the orange area is larger, it means that under this classification method, the difference in the degree of higher education received by different groups is greater. Therefore, the orange area is the area we need to focus on. Obviously from the above pictures, we can get some information from the three pictures that gender differences, immigration background differences, and regional differences all exist, but compared to regional differences, gender differences and immigration background differences are very small, and gradually decrease over time.

Therefore, through the decomposition of the Gini coefficient of German higher education, we find that we should focus our policy on how to eliminate or reduce regional differences, that is, eliminate or reduce the differences in the degree of higher education received by East German citizens and West German citizens.

2.2 Coupling coordination degree model

Coupling degree is used to evaluate the degree of coordinated development among multiple system elements. If the two sub-systems of higher education and economic development of a country are properly coordinated, it can promote a virtuous circle

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of society, thereby enhancing the national competitiveness. In order to describe the "high-quality" economic development more accurately, this article uses the total factor productivity (TFP) of each country to show its economic development indicators. The data comes from the OECD database. The higher education level is expressed by the education score calculated by the inner and outer circle model in the previous part of this article.

We will show our steps of Coupling coordination degree model in the following:

STEP1: Calculate the coupling expression $C = \frac{f(x)g(y)}{((f(x)+g(y))/2)^2}$

$f(x)$ and $g(y)$ are the scores of the higher education system and economic development system, respectively, where $f(x)$ is the education score calculated according to the above model (to ensure the comparability of the parameters, the original score is divided by 100), $g(y)$ is the total factor productivity index after normalization. The smaller the dispersion of $f(x)$ and $g(y)$, the higher the degree of coupling between the two systems. C is the degree of coupling, with a value between 0-1, the greater the value of C , the greater the degree of coupling.

STEP2: Calculate the coordination function

In order to evaluate the coordination level of the two systems, this paper introduces the coordination degree function: $D = \sqrt{CT}$
 $T = \alpha f(x) + \beta g(y)$

D represents the degree of coupling coordination, with a value between 0 and 1. The larger the value of D , the higher the level of coordination between the two systems. T is the comprehensive level of the higher education system and the economic development system, with a value between 0 and 1. α and β are undetermined coefficients, which represent the importance of the higher education system and the economic development system, respectively. Since higher education and economic development are equally important in the social development process, this article takes $\alpha = \beta = 0.5$.

After we plug in the parameter and coefficients, we could get the Coupling Degree of Germany higher education system in the past few years, just as the following chart. We could get the conclusion that the education system and economic system in Germany 'cooperate' with each other really well. The sustainability performance of higher education system in Germany is excellent.

3 Policy Analysis

3.1 Redistribute Education Resource Model

In the following part we will formulate a series of reasonable policies to reduce the difference in educational resources between East Germany and West Germany, balance the distribution of educational resources, and promote their health.

Suppose the current educational resource levels of the 16 German states are (ordered from high to low):

$$S_0 = [s_1, s_2, s_3, \dots, s_{16}] \quad 0 \leq s_j \leq s_i \leq 1 \quad \forall 1 \leq i \leq j \leq 16$$

In order to express the transfer of educational resources, now we establish a one-step resource transfer matrix TPM:

$$P = \begin{pmatrix} p_{1,1} & p_{1,2} & \dots & p_{1,16} \\ p_{2,1} & p_{2,2} & \dots & p_{2,16} \\ \dots & \dots & \dots & \dots \\ p_{16,1} & p_{16,2} & \dots & p_{16,16} \end{pmatrix}$$

When P is the identity matrix, it means that no educational resources will be transferred.

Considering the operability of actual policy implementation, the educational resources of a state are only allocated to one state in the same policy. Therefore, compared with the unit matrix, we only have two different data in each row.

At the same time, as for 6 states in East Germany, we observe that only Berlin has educational resources above the average level, and the remaining five states are at the lowest level. Therefore, each time only the top five states with current educational resources are allocated $\alpha\%$ to other states in East Germany except Berlin.

According to the above rules, we calculate the first resource transfer matrix as:

$$P = \begin{pmatrix} \alpha & 0 & \dots & 0 & 1-\alpha \\ 0 & \alpha & \dots & 1-\alpha & 0 \\ \dots & \dots & \dots & \dots & \dots \\ 0 & 0 & \dots & 1 & 0 \\ 0 & 0 & \dots & 0 & 1 \end{pmatrix}$$

So after the first policy is implemented, the resource allocation of the education system becomes:

$$S_1 = S_0 + P_1$$

After a few times of policy implement, the resource allocation of the education system becomes:

$$S = S_0 \times P_1 \times P_2 \times P_3$$

At this time, we found that the resource allocation of the education system has stabilized, and the impact of this kind of policy is negligible, so we stop policy implementation at this time. Then we could see the whole process as the following figure:

It can be clearly seen that the chromatic aberration between the regions is gradually decreasing, indicating that our policy is effective. At the same time, we found that the colors of the last two pictures no longer changed, indicating that it is not meaningful to continue to implement this policy, so we stopped further policy implementation in the fourth stage.

Research on the Judicial Application of the Prohibition of Absolute Advertising Terms

Yu Gao

Anhui University of Finance and Economics, Bengbu, Anhui, 233000, China

Abstract: The absolute terms of one-size-fits-all provisions and high-standard fines, revocation of business licenses and other penalties are considered too strict. From the point of view of judicial practice, the vague definition of legal absolute advertising terms makes it difficult to judge illegal liability, and the punishment means of Advertising Law is too single, which leads to excessive punishment and misconduct. On the premise of making clear the legislative background and purpose of absolute advertising language prohibition, we should explore the escape path of predicament, and limit the judicial interpretation of absolute advertising language from its connotation and extension to make the law applicable to the correct adjustment object. Secondly, some articles of Administrative Punishment Law should be used as the punishment method of absolute advertising language in Advertising Law to form a benign interaction between the two to ensure a reasonable and fair judgment.

Keywords: Absolute Advertising language; Advertising law; Judicial Application

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1 The legislative background of the addition law against exclusion of adlamination

1.1 Amendment of the Advertising Law under realistic demand

Advertising is an important part of modern business operation mode. From the economic point of view, its essence is the means of promoting and selling goods or services for more profit. In 1994, China's Advertising Law began to implement, which provided an important basis for standardizing advertising activities in China. In the 21st century, due to the rapid development of media such as network and the diversity and complexity of the form and content of advertising, the old Advertising Law has been difficult to shoulder the important task of effectively regulating the advertising industry. Therefore, China has revised many contents of the law and formally implemented the new Advertising Law in 2015.

1.2 The purpose of legislation prohibiting the use of absolute advertising terms

Any law has a corresponding purpose, and the new Advertising Law prohibits the use of absolute advertising language legislators summed up the following two points:

1.2.1 Protection of consumer rights

As an important body of the market, consumers play an important role in the modern market economy, and protecting the rights and interests of consumers is the focus of economic legislation of various countries. Compared with operators, consumers are in a weak position in information ability, economic ability, litigation ability and psychological tolerance, and there are many obstacles to self-protection.^[1] Therefore, consumers should be inclined to protect. This is well reflected in the Advertising Law. It can be seen that one of the legislative purposes of the Advertising Law on the absolute prohibition of advertising terms is to protect the legitimate rights and interests of consumers.^[2]

1.2.2 Maintenance of market competition order

In order to occupy the advantage, the opposite of words often appears in advertising, and the absolute language becomes the object that advertisers scramble to use. This results in the belittling of similar goods or services, damage to other businesses and form a distorted market atmosphere. The Advertising Act prohibits the use of absolute advertising language precisely because of this concern.

2 Dilemma in the application of the ban on absolute advertising terms

In order to better understand the problems in the application of the absolute advertising terms in the new Advertising Law, the author uses the China judgment document Network to collect cases, take "absolute advertising" as the key word, and take October 15, 2019 as the deadline. Finally, the data are summarized in the following table:

Type of case	Quantity	First instance	Second instance	Retrial rate
Civil cases	23	15	8	34%
Administrative cases	27	13	14	51%

It can be seen from the table that the retrial rate has reached a higher value, and the retrial rate of administrative cases has even reached half. It is not difficult to find out that the problems encountered in the application of the absolute prohibition of advertising terms in the new Advertising Law in China are as follows:

2.1 Difficulties in determining liability

First of all, even if the absolute terms listed in the Advertising Law are used in the advertisement, if the description in the sentence is consistent with the actual situation, whether it is considered to be in violation of the advertising law, if it is considered to be illegal, It is a metaphysical quagmire that makes the law a one-size-fits-all color,^[3] but it may waste a lot of judicial resources and reduce judicial efficiency. Secondly, advertising with absolute words is not all the same as the initial purpose. For example, "be the best down jacket brand in China", the word "best" clearly belongs to the absolute term prohibited by law, but the merchant wants to express the meaning that the goal is to be the best down jacket brand in China. Unlike the "best down jacket brand in China", it directly promotes extreme quality to induce customers. For example, in the case of Yan Mou v. Nanyang Lukangyuan Department Store Co., Ltd., Farmer Springs Co., Ltd., false propaganda dispute, the court held that the description of the product on the outer packaging of the beverage produced by Farmer Springs Company was not an absolute advertising term, because it was an interpretation of the traditional tea culture concept and human pursuit of a better life.^[4]

2.2 The risk of improper punishment

Another reason why the retrial rate of cases involving absolute advertising terms is so high is that the trial results are not satisfactory to the parties, and according to the actual cases, In most cases, the punished person is constantly seeking legal relief because the punishment result is difficult to accept. As mentioned above, the most striking thing about the absolute prohibition of advertising terms in the new Advertising Law is its penalty standard. The amount of 200000 penalty is already a higher standard in administrative punishment, and the consequence of revocation of business license is self-evident. Secondly, the fine of 200000 to 1 million is a very large choice range, such a large fine flexibility to the discretion of the judge put forward a great test, it is easy to produce different cases of the same case, so there is concern about improper punishment. For example, the "Fang Lin Fu case", which has aroused great social repercussions, is a good evidence. Fang Lin Fu's speculation shop was fined 200000 yuan by Hangzhou Xihu District Market Supervision Bureau for using "Hangzhou's best chestnut" and "Hangzhou's best speculation shop" when promoting commodities. For a small-cost speculation shop, 200000 may be a half-year or even a year's profit, just because of an advertising sentence seems to be biased.^[5]

3 A way out of the dilemma of absolute advertising terms prohibition

3.1 restricting legal interpretation and regulating discretion

The legislative purpose of the absolute prohibition of advertising terms in the Advertising Law mainly includes the protection of consumer rights and interests and the maintenance of a fair competitive environment in the market. It is not difficult to find that the application of the law has exceeded the legislative purpose in practice, so it is necessary to restrict the interpretation of the law in order to regulate discretion. First, absolute terms that do not deceive and mislead consumers should not fall within the scope of the prohibition, including :1. Since one of the purposes of prohibiting the use of absolute terms is to prevent them from deceiving consumers, if the term is objective and true, it should not be included in the scope of prohibition and punishment.^[6] Although the 2. statement is not true, it does not lead to misunderstanding of the absolute language, mainly: in a clear exaggeration, banter way of absolute advertising language publicity and absolute language system of product or service quality subjective evaluation.

3.2 The mechanism of combining the Advertising Law with the Administrative Punishment Law

On penalties for absolute advertising, The provisions of the Advertising Law are relatively simple. If the punishment of the act of absolute advertising language is only in accordance with these provisions, it often leads to the problem of insufficient optional law, And often leads to misdeeds, A good law must be very positive, Therefore, the penalty provisions of the Advertising Act do not meet this positive demand, Other legal remedies are needed. Because of the special relationship between economic law and administrative law, We can find the corresponding supplement from the Administrative Punishment Law of our country. For example, article 27, paragraph 1, of the Administrative Punishment Law of our country provides for four situations in which the punishment can be mitigated, They are : " actively eliminate or mitigate the harmful consequences of illegal acts ", " coerced by others to have illegal acts ", " cooperate with administrative organs to investigate and deal with illegal acts have meritorious performance " and " other laws according to law. " The situation of mitigating administrative punishment. When penalizing absolute advertising campaigns, If the parties meet the above conditions may consider mitigating punishment.

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A Review on the Generation and Composition Analysis of Phosphogypsum

Huanxin Liang

College of Foreign Languages, China University of Petroleum (East China), Qingdao, 266580, China

Abstract: As a large amount of solid waste, the treatment of phosphogypsum is closely related to the environmental protection and economic development. At present, with the production of phosphate fertilizer, the amount of phosphogypsum is still rising. This paper summarizes the generation process and composition of phosphogypsum. It is hoped that the summary in this paper can provide some useful information for the impurity removal of phosphogypsum.

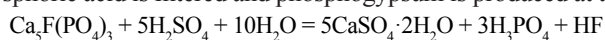
Keywords: Phosphogypsum; Generation process; Chemical composition

1. Introduction

Secondary gypsum is the typical representative of bulk solid waste. China is a large country of calcium resources, with abundant reserves of natural gypsum and a large number of secondary gypsum resources. Natural gypsum is mainly gypsum ore, which is divided into dihydrate gypsum ore ($\text{CaSO}_4 \cdot 2\text{H}_2\text{O}$) and anhydrite ore (CaSO_4) according to the chemical composition, mainly used for manufacturing cement retarder, to enhance the mechanical properties of cement, the dosage of which accounts for 4-5% of the cement^[1-3]. Phosphogypsum (PG) is the representative of the typical secondary gypsum resource, with the development of industry, phosphogypsum production increased year by year, but most still open storage processing ways, accumulative total amount is 400 million tons and in increased year by year, leading to the increasingly serious environmental problems and the safe hidden trouble, more dam and environmental pollution incident have happened^[4-7]. In the process of gypsum storage, various impurities and ions soaked by rain and snow will cause pollution to the soil, surface and groundwater, so it is necessary to conduct harmless treatment to the seepage wastewater^[5]. Therefore, the sustainable development of chemical enterprises is facing great environmental pressure^[8-10].

2. Generation process of phosphogypsum

Phosphogypsum is in the process of wet phosphoric acid production of phosphate rock and sulfuric acid reaction with $\text{CaSO}_4 \cdot 2\text{H}_2\text{O}$ as the main composition of byproduct, it contains a small amount of other impurities, such as phosphorus, fluoride and organic matters^[11]. As to wet phosphoric acid production process, phosphate ore is decomposed by sulfuric acid to produce extraction slurry, and then phosphoric acid is filtered and phosphogypsum is produced at the same time. The main reaction equation is as follows:



The phosphate is available in many countries, Figure1 shows the 15 top phosphate-producing countries^[12].

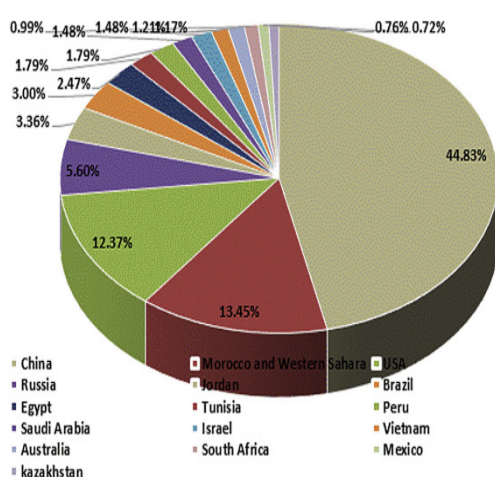


Fig.1 The 15 top phosphate-producing countries.

For every 1.0t phosphoric acid produced, 4.5~ 5.0t phosphogypsum is produced^[13-17]. At present, the annual emission of phosphogypsum in the world is up to 150 million tons, and about 80 million tons in China. The emission of phosphogypsum is increasing year by year with the rapid development of high-efficiency compound fertilizer industry. At present, about 200 million tons of phosphogypsum have been accumulated in China, most of which are in idle state. The comprehensive utilization rate of phosphogypsum is only 20%. Because of the phosphogypsum containing phosphorus, fluorine more harmful impurities, arbitrary discharge and the long-term accumulation can cause the pollution of surface water and groundwater, it had a great environmental problem^[18-19], therefore, China during the twelfth five-year in bulk solid waste comprehensive utilization plan requires 30% phosphorus gypsum utilization.

3. The composition analysis of phosphogypsum

The main chemical composition of phosphogypsum is basically the same as that of natural gypsum, which also contains P_2O_5 , SiO_2 , Al_2O_3 , Fe_2O_3 , organic compounds and a small amount of cadmium, lead, sodium

and other elements^[20-22]. The chemical composition of phosphogypsum in different production enterprises and batches is slightly different, which is mainly related to the control of phosphoric acid production process conditions and the variety of phosphate ore. Phosphogypsum still has higher water content, free water content is as high as 19~25%, show dispersive fine grain, pH is about 3~5, the aged phosphogypsum mostly presents off-white, some presents earthen yellow, whiteness is about 35~60^[22]. Phosphogypsum mainly exists in the form of plate crystal, polycrystalline crystal, dense crystal and acicular crystal^[23-24]. In the process of wet process phosphoric acid production, some phosphorus ores are not decomposed, phosphogypsum washing is not complete, and isomorphic substitution is the main reason that phosphogypsum contains phosphorus, silicon and other impurities. The presence of impurities makes the performance of phosphogypsum inferior to natural gypsum^[25], which cannot be directly applied to the production of gypsum building materials and high-end gypsum products. Therefore, it is necessary to pretreat phosphogypsum to remove impurities before high value utilization can be realized.

4. Summary and outlook

As a kind of bulk solid waste, the treatment of phosphogypsum is closely related to the improvement of economic development and the protection of resources and environment. At present, the comprehensive utilization rate of phosphogypsum resources in China is still far behind that in developed countries, and there is still a lot of work to be done. It is necessary to explore a way of comprehensive, continuous and efficient impurity removal of the phosphogypsum according to the generation process and composition analysis of phosphogypsum, laying a foundation for large-scale clean and high value utilization of phosphogypsum resources.

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A Strange Girl I Met

Xinyu Hu

Guangdong University of Foreign Studies 510420

Abstract: A solitary boy met a sweet girl, and they became close friends. But the boy found it really strange that the little girl seemed to change into another totally different person every two weeks. The boy cherished their friendship, but in the meantime, he thought it was necessary for him to find out the truth.

Keywords: Friendship; Truth; Family; Witch

I had been living with my grandparents ever since I could remember. My parents died in a car accident when I was only two years old. I didn't like to play with other kids, because I always felt I was different. People on the street called me Boy Lone Wolf. To be honest, I liked this nickname, for at least they showed me some respect. Although I never liked other kids, I did have a dear friend, Zoe. Every Saturday was our "play day," which was the big day for us to hang out.

On a normal Saturday, I arrived at her home and asked Zoe gently, "Are you ready to go?" Zoe gave me a big smile and said, "Yes! You will take me to the park, won't you?" "Of course, I will, my princess," I replied softly. Zoe rushed out of her house. At that moment, I knew she was extremely excited.

"So, today, you want to go to the park?" I asked. Zoe seemed to be confused by my question and asked me why I still asked her. "Whatever! I just think it is really funny that you sometimes want to go to the park, while sometimes hate to do so and want to go to the library instead." "When did I ever want to go to the library?" Zoe asked angrily. "Well, well, don't be mad. Let's just talk about something else," I replied nervously. This wasn't the first time I had tried to figure out why Zoe sometimes acted like two totally different people. But obviously, this kind of question really annoyed her. Anyway, I decided that I would never ask this question again, because I could not lose my only close friend.

I only had my grandparents in my life until the day I passed Zoe's house and noticed her. As a young and innocent girl, Zoe was sweet and brought me much happiness. For the first time, I learned to care about others. That day, we made a deal—I would take Zoe to wherever she wanted, and Zoe would be my best friend forever. I would come to pick up Zoe every Saturday, and everything went quite well until two weeks after...

I still remember that chilly day. In the morning, I went to the little girl's house, but only to find that the girl was scared of me. "Hello, there! Are you ready?" I said happily with a smile on my face, as usual. To my surprise, the girl ran into the house and called for help. It was just as if she didn't know me at all! Lucky for me, no one else seemed to be at home... "What happened to her? Did she forget our deal? But how is that possible?" I became very nervous and tried my best to remind the girl of our deal. I kept talking about how I would take her to wherever she wanted to go. After a long time, the little girl opened the door eventually and asked me, "Anywhere I want to go?" "Of course! Just like I promised!" I answered nervously. "Well then, take me to the library!" the girl said. Hearing this, I was shocked. "Library? But you hate there! You said the last thing you want to do is to read books!" "Well, if you don't want to take me there, that's fine. But I'll have to ask you to leave now," said the girl coldly. "No, no, no. I would love to take you there! Just follow me," I replied anxiously.

The girl said nothing on the way to the library, and I found it so strange. "Zoe never liked books. She always wants to go to parks to have fun. She is also talkative. Why is she so quiet now? And she looked so scared when she saw me. What is going on?" I said to myself as we passed an ice-cream car. That was when I felt weirder. "She loves ice cream! But she just passed the car without a look at it! There must be something wrong." I finally gathered my courage and asked the girl, "You don't want to go to parks or eat an ice cream?" "Why would I? I hate parks. They are so noisy, and I just can't focus on my books! And ice cream? It's too cold to eat, and it will harm my teeth," she answered unconcernedly and gave me a scornful look. I was speechless at that moment. The girl was so bad-tempered that I suddenly became scared of talking to her. After all, I did not want to displease her.

I kept telling myself that whatever happened, as long as Zoe was there for me, I would do everything for her. As a result, things worked out somehow. I still went to pick her up, taking her to the place she wanted to go every Saturday. Strangely, though, I found that the little girl would change into another person every two weeks: sometimes she was a sweet girl with a warm smile who liked to tell me everything that happened to her, while sometimes she was a silent girl with a smug face who had a creepy smile. Although I really wanted to figure out what was going on with Zoe, in order to keep her as my friend, I hardly ever asked her about this.

According to my observation, the girl's mother (who was almost never at home) would take the girl out a whole night every two weeks despite the fact that she was very busy with her work. And after that mysterious night, Zoe would change into a totally different person. "What happened that night?" I always wondered.

As Zoe and I got closer and closer, I began to feel that I just couldn't be selfish anymore. The little girl's "personalities" were looking more and more polarized. One day on the way to the library, I called her "Zoe," but the girl took no notice of it. It seemed that "Zoe" was not her name! After considering about it over and over, I found that I had no choice but to ask the girl's mother directly and find out the truth.

"Excuse me, madam. I'm sorry to bother you, but something is definitely wrong with your girl. What did you do on the night when you took her out, after which she seemed to change into another person? This is so...strange..." I said to Zoe's mother when she was watering the flowers in the front garden. At first her mother was shocked, but after I explained everything in detail, she calmed herself down. Then, suddenly, she burst into laughter. I could tell she was a little bit angry, but it seemed that she didn't know whether to cry or to laugh at that time.

"Oh! God! You must be kidding me!" she cried. "First, I thank you for accompanying my children, you know, since I'm too busy to take them out." "Wait a minute. Them? What do you mean by this?" I asked. "Well, I'm not a witch as you think, boy! My girls' father and I got divorced three years ago. Since then, Zoe and Chloe have had to stay with their father or me separately. I mean, one of them will stay in my house while the other will stay with their father. And in order to make this deal fair, we "exchange" every two weeks." "So, they are...twins? But how can they look exactly the same?" "That's because they are identical twins! You can only get three pairs of twins like this out of a thousand pairs. Isn't this amazing?" said the mother excitedly. "Sure, it is...Thank you for your time, madam...I guess...I'll have to leave now. Have a nice day!" I left the house with my heart beating like a drum. And the mother smiled, "You can always come and visit us." I nodded.

A few moments later, when I looked back, I saw a little girl reading her book quietly in the garden and smiling like an angel. "So, who is she? Zoe or Chloe?" I asked myself. "Anyway, at least I have two friends now!" I waved to the girl gently. The girl looked up and smiled back.

Josh Billings, an American writer, once wrote, "There are two things in life for which we are never truly prepared---twins."

About the Author:

Xinyu Hu(23/02/2000), female, china, chengdu, sichuan, undergraduate, business English.

A Wealth of Data

Lei Xu , Zekun Li

School of Institute of Information Technology of Guet (Guilin 541000)

Abstract: According to the demand of Amazon online marketplace, we screened the data for completeness and redundancy. The star-rating and review-number were selected as independent variables, and helpful-votes was the dependent variable. Then we analyze the sentiment index of all comments through NLP, and use SPSS to analyze the time series after standardized processing.

Keywords: Correlation analysis; Multiple regression linear model; Time series analysis

The purpose of writing this article is to analyze the data set of three new products launched and sold by Sunshine Company online, and use mathematical evidence to observe whether these data help evaluate Sunshine Company's star-rating, review-number and helpful-votes Whether it will succeed in three new online marketplace products.

1 Analysis of Specific Issues

For the problem, It requires the use of product star-rating, review-number and helpful-votes to analyze quantitative or qualitative models, relationships, metrics or evaluations, and various parameters. After searching for literature and analyzing and processing data, we decided to use three variables: Establish an evaluation standard system with "input" and "output" by evaluating the star-rating, the number of comments and the number of comments in favor of the review, and using correlation analysis and multiple regression analysis to find the correlation coefficient between variables.

2 Model establishment and solution

The main purpose of Model is to study the correlation between the respective variables and the dependent variables, and use the correlation analysis to make a preliminary judgment. Correlation analysis is a commonly used statistical method to study the correlation between random variables. Correlation coefficient r is used to indicate the degree of correlation between two variables, and sample data is used to calculate the value of r , which ranges from -1 to 1. $r > 0$ means there is a positive correlation between the two variables, otherwise it is a negative correlation. $r = 0$ means there is no correlation between variables. $|r| > 0.8$ indicates that there is a strong correlation between variables, and $|r| < 0.3$ indicates that the correlation between variables is very weak and can be considered irrelevant.

Through the above model, we used SPSS to correlate the standardized data with the star-rating and review-number and helpful-votes, and obtained correlation coefficients among three variables in the three markets. Table 1 and table 2 and table 3 shows.

Table 1 Hair dryer correlation

		star-rating	review-number	helpful-votes
star-rating	Pearson Correlation	1	-.103**	-.029**
	Sig.(2-tailed)		.000	.004
	N	9766	9766	9766
review-number	Pearson Correlation	-.103**	1	.260**
	Sig.(2-tailed)	.000		.000
	N	9766	9766	9766
helpful-votes	Pearson Correlation	-.029**	.260**	1
	Sig.(2-tailed)	.004	.000	
	N	9766	9766	9766

Table 2 Microwave oven correlation

		star-rating	helpful-votes	review-number
star-rating	Pearson Correlation	1	.011	-.169
	Sig.(2-tailed)		.650	.000
	N	1615	1615	1615
helpful-votes	Pearson Correlation	.011	1	.370
	Sig.(2-tailed)	.650		.000
	N	1615	1615	1615

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review-number	Pearson Correlation	-.169	.370	1
	Sig.(2-tailed)	.000	.000	
	N	1615	1615	1615

Table 3 Baby pacifier correlation

		star-rating	helpful-votes	review-number
star-rating	Pearson Correlation	1	-.070**	-.107**
	Sig.(2-tailed)		.000	.000
	N	18939	18939	18939
helpful-votes	Pearson Correlation	-.070**	1	.218**
	Sig.(2-tailed)	.000		.000
	N	18939	18939	18939
review-number	Pearson Correlation	-.107**	.218**	1
	Sig.(2-tailed)	.000	.000	
	N	18939	18939	18939

It can be seen from Tables 1, 2, and 3 that the correlation coefficients between the respective variables are very small, and the absolute values are all below 0.2. It can be considered that there is no correlation between the variables, and all can be included in the research model for analysis. In addition, it can be seen that the respective variables and control variables have significant correlations with the dependent variables (both of which are significant at the two-tailed level).

Therefore, it is analyzed that a hair dryer market and a baby pacifier market have a negative correlation with helpful-votes in favor of comments. There is a positive correlation between review-number and helpful-votes in favor of comments. There is a positive correlation between the star-rating and review-number and helpful-votes in a microwave oven market.

A preliminary test has been made through the correlation, and the specific impact relationship and its impact relationship under different commodities are discussed further through the subsequent regression analysis to obtain the support of each research hypothesis. In this paper, multiple linear regression analysis is used to verify the impact of the number of reviews and star reviews on the usefulness of reviews.

First, for all sample data, multiple linear regression analysis was performed between the respective variables and the usefulness of the reviews. Due to the non-normal distribution of star-rating, review-number, and helpful-votes, the review-number and helpful-votes are taking logarithmic, and review-number are standardized, and outliers are removed. In addition, in order to study the impact of star-rating on the usefulness of reviews, two variables, star-rating and star-square, are introduced. If the coefficients of star-term are negative and the coefficients of star-square term are positive, it indicates a “U”-shaped relationship. Otherwise it is an inverted “U” relationship; The final analysis results are shown in tables 4 and 5.

Table 4 Summary of hair dryer model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.260a	.067	0.67	12.0719	1.841

Table 5 Hair dryer ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	102782.887	2	51391.444	352.649	.000b
Residual	1422759.079	9763	145.730		
Total	1525541.967	9765			

Table 4 gives the overall fitting results of the model. It can be seen from the table that the adjusted judgment coefficient is 0.67, which has reached the level of similar research. It can be seen from Table 5 that the observed value of the F statistic is 145.730, and the corresponding probability P value is approximately 0, reaching a significant level, indicating that it is valid and statistically significant, that is, the explanatory power of the independent variables in the model reaches a significant level.

Table 6 Hair dryer regression

Model

Unstandardized Coefficients B Std. Error

Standardized Coefficients

Beta t Sig.

Collinearity Statistics Tolerance VIF

1	(Constant)	-.905	.453		-2.000	.046		
	star-rating	-.026	.099	-.003	-.261	.794	.989	1.011
	review-number	.056	.002	.259	26.387	.000	.989	1.011

Table 7 Microwave oven regression

Model

Unstandardized Coefficients

B Std. Error

Standardized Coefficients

Beta t Sig.

Collinearity Statistics Tolerance VIF

1	(Constant)	-5.860	1.627		-3.602	.000		
	star-rating	1.280	.395	.076	3.241	.001	.972	1.029
	review-number	.082	.005	.383	16.354	.000	.972	1.029

Table 8 Baby pacifier regression

Model

Unstandardized Coefficients B Std. Error

Standardized Coefficients

Beta t Sig.

Collinearity Statistics Tolerance VIF

1	(Constant)	.814	.160		5.081	.000		
	star-rating	-.228	.034	-.047	-6.638	.000	.989	1.012
	review-number	.020	.001	.213	29.849	.000	.989	1.012

From table 6, table 7, and table 8, it can be seen that the coefficient of review-number is positive and significant at a significance level of 0.01, indicating that the review-number is significantly positively correlated with the star-rating. The star-rating coefficient in Table 6 is -0.026, the star-rating coefficient in Table 7 is 1.280, and the star-rating coefficient in Table 8 is -0.228, which is significant at the level of 0.001, indicating that the usefulness of star-rating is “U” Shape relationship.

3 Conclusion

Through the establishment of the above model and analysis of the data, we conclude that there is a negative correlation between the hair dryer market and the baby pacifier market and the number of comments and approvals, and the number of comments and approvals have a positive correlation; while the microwave oven market has star ratings and comments. There is a positive correlation with the number of comments and approvals, and it will become more and more significant over time.

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Recycle Bin of Nature: The Manipulator of Waste Utilization in Ecosystem

Xinjie Wang, Kaili Chen, Aoqun Ma, Peisen Liu

Shanghai Maritime University, Pudong New Area, Shanghai, 201306

Abstract: The decomposition of litter on the ground is one of the significant elements of matter cycle and energy flow in the entire ecosystem, and the role of fungi is pronounced in this process. In order to understand how the diversity of the fungal is associated with the overall decomposition efficiency of the system, we design the model firstly of many factors and the decomposition rate of fungi. Then we take account of effects of intraspecies interactions on the population size and environmental changes step by step. After careful optimization of the preliminary model, finally, we make a conclusion related to the importance of fungal biodiversity to the ecosystem. At the beginning, considering the chemical theory of fungal decomposition, we establish a decomposition rate model based on enzyme activity to represent this process. According to the experimental data, we use the differential equations and enzyme activity. Using the same method, it is easy for us to find the relationship between enzyme activity and decomposition rate, and the mathematical model of fungal decomposition rate and t , T , N , pH is obtained by combining the two. Then, paying attention to the interaction between different species of fungi, we improve the mathematical expression of growth rate and moisture tolerance on the basis of the Logistic model, and obtain their short-term and long-term development trends. Next, we add environmental factors, which predicted the possibility of dominant species in different regions. At the same time, we also carry out sensitivity analysis on the model to verify the stability of the model under the rapid temperature fluctuation. The main strength of our model is used as a preventive reference to increase external intervention to prevent a species from becoming extinct in advance, which is conducive to maintaining a stable ecosystem. What's more, we analyze the influence of fungal community diversity on litter decomposition rate. We find that the dominant populations in different environments are different. If there are more species in an area, it will be able to adapt to environmental changes and can be a vital component in the decomposition of litter. Thus, biodiversity ensures the normal material circulation and energy flow of the biosphere and promotes the stability of the ecosystem. Finally, we prepare a two-page article on the role of fungi in ecosystems, which would fit as an introductory outline in a university biology textbook species.

Keywords: Enzyme's activity; Logistic model; Clustering analysis; Dominant species

1 Introduction

1.1 Background

Carbon Cycle(Figure1) is a vital component for lives on the planet. Organic decomposing renews carbon in inorganic or simple organic(ODI) form. Within this process, plant material(PM)'s and woody fibers(WF)'s decomposition plays an important part.

Fungi have great influence on the plant-soil-atmosphere carbon cycle, one of which is decomposing the organic compounds and releasing carbon dioxide through respiration. Understanding the role of fungi in the lignin fiber decomposition is of great significance for further understanding of the fungal role in ecosystems.

1.2 Restatement of the problem

Fungi are a critical agent in the decomposition of PM and WF. The tracts of fungi affect the decomposition rates and there are links between certain traits. In this paper, we should consider two tracts:

- Growth Rate(GR)
- Moisture Tolerance(MT)

After induction and arrangement, the following aspects need to be explored and addressed in this paper:

- Build a mathematical model that describes the decomposition rate.
- Determine the relationship between fungi and decomposition rate, representing through fungal activity.
- Based on the GR and MT, classify the species of fungi and the interactions between different species. Then, we can describe the short - and long-term trends of the model.
- Considering the overall impact of atmospheric trends, we should optimize the model and do the sensitivity analysis of the model as well as local environmental changes and rapid climate fluctuates.
- We should predict relative strengths, weaknesses of species and the species combination including the stability of the model in arid, semi-arid, temperate, arboreal, and tropical rainforest environments.
- How does the diversity of fungal community affect the overall efficiency of DWF in the system? Analyze the importance and role of biodiversity when the local environment changes in various degrees.

2 Assumptions and justification

To simplify our problems and improve the accuracy of model application, we make the following basic assumptions, each of which is properly justified.

· We regard temperature and pH of the same place as a constant value.

→Justification: The temperature and pH of the same land will change with time. From a short term's perspective, due to the stability of the ecosystem, the range of this change is small, therefore, we didn't take it into account while analysing the short-term trend.

· The middle stage is consistent for other stages of decomposition.

→Justification: Woody materials break down through multiple stages. In reality, the results may differ from decay stages. But in order to simplify our model, we assume that every stages of decay are same.

· We assume that plant material and woody fibers are the only supporting resource.

→Justification: Plant material and woody fibers account for most of the resource decomposed by fungi, so we ignore the other resources for the survival of fungi.

To simplify analysis for individual sections, we make additional assumptions, which will be discussed at the appropriate locations.

3 Notation

We list the symbols and notations used in this paper in Table 1. P.s. Other symbols instruction will be given in the text.

4 Analysis and modeling

4.1 Model 1 - Decomposition rate & Enzyme's activity

Decomposition of wood fiber (DWF), actually degrades cellulose and lignin and other wood components in wood fiber of which fungi releases the enzymes can catalyze. Because of enzyme specificity, DWF can be catalyzed by cellulase. On the other hand, Figure3 also shows that in the same conditions, group with cellulase has a better DR. Therefore, we focus on the process of cellulase catalyzing the decomposition.

P.s. The code will be given in the appendices.

4.1.1 The factors of EA(Enzyme's Activity)

We select four factors, including temperature(T), pH(PH), inoculum amount(percentage of fungi amount)(I) and time(t). Through the control variable method, we analyze the relationship between factors and EA. To demonstrate the conclusions visually, we show it in the Figure4.

In the Figure above, enzyme's activity has non-linear relationship with each factor. According to the definition of inoculum amount,

$$I = V_1 / V$$

To set the EA - DR model, we define the volume of liquid medium is 100mL.

$$V_1 = V * I \\ = 100 * I$$

Inoculum volume has a linear relationship with inoculum amount. Each population quantity(N) in per unit can be approximated as n.

$$N = V_1 * n = 100 * I * n$$

Therefore, we consider temperature, pH, population quantity(N) and time as independent variable, following with a multiple regression model between the determined factor and

$$EA = EA = b_0 + \sum_{i=1}^n (b_i^2 x_i) + \sum_{i=1}^n (b_i x_i) + \sum_{i,j=1}^n (b_{ij} x_i x_j)$$

In Equation:

EA – the predictive value of enzyme's activity

b_0, b_i, b_{ii}, b_{ij} – coefficient

x_1, x_2, x_3, x_4 - N, T, t, PH

4.1.2 The impact of EA on decomposition rate DR₁

DR is closely related to enzyme activity. According to the regression fitted between litter leaf decomposition rate and litter enzyme activities, DR has a significant quadratic function relationship.

$$DR_1 = \alpha_1 + \alpha_2 EA + \alpha_3 (EA)^2$$

In Equation:

$\alpha_1, \alpha_2, \alpha_3$ – coefficient

To sum up, we set up a new model about the decomposition rate in the presence of multiple species of fungi, the formula of model is

$$\begin{cases} x_1 = 100nI \\ EA = b_0 + \sum_{i=1}^n (b_i^2 x_i) + \sum_{i=1}^n (b_i x_i) + \sum_{i,j=1}^n (b_{ij} x_i x_j) \\ DR_1 = \alpha_1 + \alpha_2 EA + \alpha_3 (EA)^2 \end{cases}$$

To simulate DR changes with t and N. Considering about small change of t, we assume that T and PH are constant in this period of t. With the conditions of T=22 °C and PH=6.0. The results can be viewed in three-dimensional Figure5.

4.2 Model 2 - Establishment of population quantity model after interaction N

In order to better reflect the interaction between species, in model 2, we ignore the effects of weather change and just focus on two characteristics of species - GR and MT. We use hyphal extension rate(HER) to reflect GR because the hyphal extension rate is essentially the growth rate of a fungus.

4.2.1 Select the kind of fungi

Figure in the appendices1 shows DR measured for each isolation under standardized laboratory conditions at 10, 16 and 22 °C.

So the change of decomposition rates tend to be the same while the hyphal extension rate changes. We speculate that there is a certain substitution relationship between these fungi.

According to DR under different temperature, fungi are classified by using SPSS through hierarchical cluster analysis method.

According to the figure above, 34 species of fungi are classified. We select six species of fungi from four categories. The results are presented in Table2. HER is sorted from highest to lowest.

4.2.2 Relationship between GR & MT

GR and MT has a negative correlation relationship which can be proved by, the equation $M = \frac{\log(1.9E+7.75)-0.272}{1.12}$ obtained through nonlinear fitting can also prove it. Therefore, MT of F1-F6 is decreasing while GR rises. The following Figure9 shows the trend of HER and MT of six strains.

4.3 Model 3 - Prediction of population quantity in different environments

In order to optimize the model, we replace the population quantity with extension rate and supporting resource ratio. We predict population quantity in different environments including arid, semi-arid, temperate, arboreal, and tropical rain forests.

4.3.1 Different environmental condition

In order to find the nonlinear relationship between

decomposition rate and temperature, we regress data by Matlab, data is from Figure9. The temperature and relative humidity in arid, semi-arid, temperate, arboreal, and tropical rain forests are shown in Figure10.

4.3.2 The effect of environments

Fungi index is a parameter that describes the characteristics of the environment, temperature and relative humidity has a non-linear relationship with fungi index

$$\begin{aligned} r_1 &= -0.9955T^2 + 46.414T - 395.97 \\ r_2 &= 4.2826H - 245.99 \end{aligned}$$

Since temperature and relative humidity have different proportions of influence on fungal index, the expression of the fungal index r is as follows:

$$r = 0.54r_1 + 0.46r_2$$

The environment influence the extension rate and supporting resource ratio, the relationship is as follows:

$$\begin{aligned} Er_i &= E_i e^{r_i} \\ S_{ij} &= M(1 - H)S_{ij} \end{aligned}$$

Plugging Equation into the Equation, we obtain

$$\frac{dN_i}{dt} = Er_i N_i \left(1 - \sum_{j=1}^6 M(1 - H)S_{ij} \frac{N_i}{K} \right)$$

4.3.3 The prediction results

We use the ode45 numerical integrator in MATLAB on differential equation to find the population quantity changing trend, the results are shown in figures below. There are three main arguments according to the figures. First of all, it is acknowledged that dominant fungi change with variation of environmental patterns. Second, the fungi with higher growth rate have more activity in the short term while these with higher moisture tolerance show better in the long term. Last, extreme environment can help fungi with excellent but single trait, such as F1 and F6 mentioned before.

4.4 Evaluate the role of biodiversity

Although there are some fungi of bad behaviours in certain environmental conditions, 'heros' always appears and takes responsibility to carry them to improve the whole decomposition rate, which we regard as the biological diversity. More kinds of fungi join in, more flexible adaptation to environment there is, finally, more stable the ecological system is.

5 Sensitivity analysis

Our model takes the interactions and environmental changes into account. It can predict the presence of species in different environments to assess changes in decomposition rates. However, the environment changes uncertainly, our model may be affected. To check the stability of our model, we set the temperature as a cosine function of different periods. The sensitivity of temperature by calculation is obtained, as shown in the following Figure11. We can intuitively find from the figure, when the temperature fluctuates slightly in a certain range, the decomposition rate of fungi fluctuates in a short term, and it tends to be stable with the increase of time.

6 Strengths and weaknesses

6.1 Strengths

· Strength 1:

Relating the decomposition rate to enzyme activity, we find the factors of determining enzyme activity, this simplified the difficulty of the model.

· Strength 2:

We study the dominant population of fungi in different

regions. It is of great significance to study the decomposition of litter in the future. It also has implications for forestry management and soil management.

· Strength 3:

Due to the uncertain change of weather, we conduct sensitivity analysis on the model, which proves that our model is stable and has a wide range of application.

6.2 Weaknesses

We do not consider the effect of topographical factors on the number of fungi, such as altitude.

Fungi and Ecosystems

Everything is everywhere, the environment selects

-M.W.Beijerinck

Do you think that fungi are small? Do you know that mushrooms are one kind of fungi? Let's explore the world of fungi!

· Fungi species

· Working conditions

Just like us human, fungi are actually very picky. Different fungi have their own unique requirements for living and working conditions. The temperature, pH and humidity of the external environment will affect the activity and decomposition rate of the fungus totally. Fungi of good behavior in the tropics, for example, may not be able to do their job in the temperate zone, so we need to know them like knowing ourselves before we can use them.

· Decomposition method

Chemically speaking, fungal degradation is essentially an enzymatic reaction in the way it works. The reason why fungi are so sensitive and harsh to the external environment is because the enzymes in the reaction have distinct activities under variable environmental conditions, resulting in difference of decomposition rates.

· Wastes

Fungi are known to attack the leaves and dead branches that fall off plants and are consist of lignin and cellulose. Cellulose is one of the most widespread and abundant polysaccharides in nature, while lignin is a complex organic polymer, especially in wood and bark, because it imparts rigidity and is resistant to decay. Both of them take an important role in the construction of plant cell walls. With the degradation of fungi, these 'wastes' can be re-absorbed and used by plants, forming the material cycle of the ecosystem.

· The effects of fungi on ecosystems

It is well known that microorganisms take a necessary part in biological systems. They as a disintegrator, will help the producers and consumers of organic matter decomposed into carbon dioxide, water and inorganic salt which can be absorbed by the plant and use to produce new organic material. In this way, material circulation and energy flow can be achieved followed with maintain of the ecological system and dynamic balance.

Fungi are an integral part of microbes. Therefore, fungi play a very important role in material cycle, interspecific relationship, community and ecosystem change. Mycorrhizal fungi, for example, form mycorrhizas in plants. Mycorrhizal fungi promote photosynthesis by increasing the uptake of mineral nutrients, and then transport large amounts of photosynthates to the ground.

The Study of Functional Equivalence Theory in Chinese Tourism Text Translation——A Case Study of Tourism Text Translation of Wuzhen

Jiaqi Wang, Siyao Yang, Yuxuan Shang

Shenyang University, Shenyang 110044, Liaoning, China

Abstract: With the rapid development of tourism in China, more and more tourists choose to visit Wuzhen. Therefore local tourism text translation is becoming more and more important. This article will use Nida's theory of functional equivalence as the basis for an analysis of the method of translating the Chinese language of travel text into English. Examples of tourism text translation of Wuzhen are taken to illustrate the application of Functional Equivalence Theory in the translation of tourism texts. This paper studies the strategy of applying the theory of functional equivalence in the translation of tourism texts in Wuzhen, China.

Keywords: Nida; Functional Equivalence Theory; Tourism text; Translation methods

1 Introduction

1.1 Background of the study

"Functional Equivalence" is the central concept of Naida's theory of functional equivalence. Translation can be seen as a process of reproducing the source language from the semantics to the Corpus using appropriate, natural and equivalent languages. In recent years, the rapid development of tourism in China, the role of tourism text translation in translation has become more and more important. China's tourism market is improving, so it is attracting more and more foreign tourists. As we know, Wuzhen is a 1300 town in the lower reaches of the Yangtze River, one of the country's Five-a scenic spots and a major historical and cultural town. Wuzhen has easy access to many highways and national roads. In 2001, Wuzhen was nominated as UNESCO World Heritage Site. Therefore, Wuzhen has a very long history and it can reflect the Chinese culture, and becomes an exemplification of the translation of tourism text. The author take an example of Wuzhen tourism text translation to study this subject, it will be representative.

1.2 Significance of the study

In recent years, the quality of tourism translation has been greatly improved, but there are still many mistakes in the translation of tourism texts. Therefore, it is very important to study how to improve the translation quality of tourism text. This paper also studies the application of the theory of functional equivalence in the translation of tourism texts. China is better at translating travel texts, which can also attract more foreign visitors to China. It is obvious that the translation of tourism texts has become an important bridge in the relationship between China and foreign countries. However, these travel texts have been translated into English, but the overall quality of the translation of these travel texts is not very good. It not only left a bad impression on foreign tourists, but also hindered the further development of Chinese tourism. Therefore, I think it is very necessary to improve the quality of the translation of tourism text in our country.

2 Chinese tourism test and functional equivalence

2.1 The definition of Chinese tourism text

The translation of some Chinese travel texts has undoubtedly played a very important role. It gives foreign tourists a better understanding of China's tourism culture. Thus attracting more tourists, this has successfully played an important role in promoting tourism resources, establishing the image of scenic spots, carrying out cultural exchanges and promoting the development of the tourism economy. It is also understood to be an advertising style. The tourism literature includes the introduction of tourist attractions, tourism advertisements, tourist signs, folk paintings, historical interpretation and so on. Tourism translation mode not only conveys the source language information, but also pays attention to its own particularity.

2.2 The definition of functional equivalence

In order to reduce the difference between the source language and the target language during the translation, we also use the function equivalence theory. Nida's put forward the theory of functional equivalence, and Nida developed a set of translation theories from reality, which is also an important theory in translation. The core concept of Nida's theory is "functional equivalence". The so-called "functional equivalence" means that the translation should not be a literal rigid correspondence, but a functional equivalence between two languages.

3 The application of functional equivalence in tourism text translation of Wuzhen

3.1 Brief introduction to tourism text translation of Wuzhen

Located in the lower reaches of the Yangtze River, Wuzhen is a 1300 ancient town, one of the country's Five-a scenic spots and a major historical and cultural town. In 2001, Wuzhen was named UNESCO World Heritage Site. At the end of 2006, it was included in the list of candidates for World Cultural Heritage in China. In 2009, Wuzhen was also named the first mainland tourist attraction.

For a long time, translators have compared the translation tradition with the literal translation theory and found that the tradition of translation has little freedom to express his creativity. However, the functions and intentions of the translation of travel texts are very different from those of legal documents, scientific reports, government documents, etc. Wuzhen's tourism text translation is designed by a variety of techniques, in order to preserve the Chinese classical charm and to satisfy the psychological and technical skills of foreign tourists.

3.2 The areas of application of functional equivalence in tourism text translation of Wuzhen

There are many places in Wuzhen's tourism text translation that show the principle of functional equivalence, which is reflected in the translation of tourist attractions. The Shadow play club "Piyongxi" in Wuzhen is very famous. Translation cannot be confined to one word, our Chinese know the meaning, but foreign tourists don't know, if it is carried out in accordance with the literal meaning of the translation is completely misinterpreted the original meaning, so we should not only translate the words, We use the word "Shadow", and the shadow plays are like the shadow of Chinese traditional culture. The four-character phrase with Chinese characteristics reveals the aesthetic value of the Chinese style and focuses on the meaning. In many ancient Chinese literature, some beautiful words, translated into English, become very strange, and without the beauty and artistry of the text itself.

3.3 Strategies of choosing the principle of functional equivalence

3.3.1 Lexical equivalence in characteristic vocabulary of Wuzhen

In this water village, two interesting words are "skin-encased water" and "water-wrapped leather". These two witty phrases refer to drinking tea in a teahouse and taking a bath in the bathtub. It's obvious that the locals like tea. The two words, "skin wraps water" and "water wraps skin", Refers to their tea in the tea house, is the body is full of water and energy mean, if you don't use matching words, translated into skin with water, meaning is strange, foreign tourists are not easy to understand. And the second is to point to Wuzhen people like to take a shower, the shower water is wrapped in the skin, if the literal translation, is wrapped in skin water, so it is very strange, foreigners don't understand. Therefore, it is necessary to consider the history and culture of the original text as well as the local customs and customs, as well as the receptive ability of the translation readers.

3.3.2 Stylistic equivalence in in article genre of tourism text

We will find that the translation works of different genres have different linguistic characteristics. We must master the characteristics of the source and target languages in order to be fluent in both languages, so that translators can create translations that truly reflect the original language. Language styles and language influence factors are different.

"On the Dragon Boat Festival, every household is decorated with colorful lanterns and prepares Zongzi, a special pyramid-shaped dumplings which people eat in the 5th month of the Chinese lunar calendar, which is boiled "We cannot find an equivalent of "Zongzi" in English, so the best method to inform foreigners about this special Chinese food is to paraphrase it.

4 Conclusion

In the process of translation, there is no obvious correspondence between the literal and functional equivalence of different languages. Because it's hard to find a sentence pattern in China that is exactly the same as English. Therefore, the translator converts the deep structure of the source language into the target language of the surface structure, and the translator needs to explain the meaning of the original text so that the reader can accept the translation. According to Naid's theory of translation, the process of processing and translating texts of the translator's own cultural differences is closely linked. Only from the language form to the cultural connotation of the translation, can reproduce the original style and spirit, can translation be called a good work.

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Research on “Innovation and Entrepreneurship” Education for College Students under the Background of “Internet+”

Jiandong Cui

Jiangxi Institute of Fashion Technology, Nanchang 330001, Jiangxi, China

Abstract: With the full launch of the “Internet +” education model, the strategy of “mass entrepreneurship and innovation” has also entered a new stage. Research on the contemporary significance and strategic value of “innovation and entrepreneurship” education under the background of “Internet +”, and try to put forward effective suggestions and feasible strategies through the research of “innovation and entrepreneurship” education for college students. The optimization and development of “innovation and entrepreneurship” education has some enlightenment.

Keywords: “Internet +” education; College students “innovation and entrepreneurship”; Education research

Subject: The “Thirteenth Five-Year Plan” Project of Educational Science in Jiangxi Province, China: “Research on “Double Innovation” Education for College Students from the Perspective of “Internet +”-Taking Private Universities in Jiangxi Province as an Example”, Project Number: 17YB248.

1 Introduction

The implementation of “double innovation” education under the background of “Internet +” is not only the needs of the times in terms of national development, university reform and talent training, but also has the significance of the times at the academic and practical levels, especially local colleges and universities for innovation and entrepreneurship education. The specific implementation and promotion of development have important academic and practical reference value for the implementation of innovation and entrepreneurship education in national institutions of higher learning.

As early as the opening ceremony of the second meeting of the 13th National People’s Congress in 2019, Chinese Premier Li Keqiang pointed out in the “Government Work Report” that the development of the “Internet +” education model should be promoted and the sharing of high-quality resources should be promoted. At the same time, it also emphasizes the all-round development of innovation and entrepreneurship, and requires the “double innovation” to be deepened. For a time, “Internet+” and “Entrepreneurship and Entrepreneurship” education have once again become the subject of discussion in the academic and industry circles.

2 “Internet +” undergraduates’ “Innovation and Entrepreneurship” educational demand

Nowadays, the education reform of colleges and universities across the country continues to deepen, and the implementation of “double innovation” education under the “Internet +” is the key to the employment guidance of college students that the entire country and society attaches great importance to, the “double innovation” education under the “Internet +” It is necessary for the times in terms of national development, university reform and talent training, and has important significance or even strategic value.

(1) The need for national strategies. Since innovation and entrepreneurship education was specifically explained by UNESCO in the 1980s, all countries have actively responded to and carried out the development of innovation and entrepreneurship education. Although my country started late, it has developed rapidly, especially “double entrepreneurship” is written. After entering the “Government Work Report”, my country’s innovation and entrepreneurship education has entered a stage of rapid development. At the same time, the Chinese government has taken a long-term view and introduced the “Internet +” education model into “double innovation” education, which has made the development of my country’s innovation and entrepreneurship education even more powerful and has made breakthrough development. Innovation and entrepreneurship education has been highly valued and supported from the central to the local, from the society to the general public, and is essentially a need for the development of national strategies.

(2) The need for university reform. In recent years, the education reform of colleges and universities across the country is being comprehensively promoted, and college students’ innovation and entrepreneurship education is one of the important ones. On October 8, 2019, the Ministry of Education of China issued “Opinions on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Cultivation”, which emphasized that colleges and universities should deepen the reform of innovation and entrepreneurship education, and required “continue to promote the innovation and entrepreneurship of

national college students Training plan to improve the overall level of the National College Student Innovation and Entrepreneurship Annual Conference, and successfully host the China “Internet +” College Student Innovation and Entrepreneurship Competition”. Innovation and entrepreneurship education under the “Internet+” is essentially the need of my country’s college education reform.

(3) The need for talent training. The “Internet +” and “double innovation” education model is an innovative measure to adapt to higher education in the new era and new environment. It “provides a good entrepreneurial platform for college students, and efficient education work helps to stimulate the personal potential of college students. Assist college students to clarify their personal life development goals and development directions, and promote college students to fully realize their personal values”.^[1] This move should enable students to discover potential opportunities and play their due role in the development of new societies and industries. In essence, it is a need to cultivate specific talents in a new era and a new environment.

3 Analysis on the countermeasures of “Innovation and Entrepreneurship” education for college students under “Internet +”

Comprehensive SWOT analysis of college students’ innovation and entrepreneurship education, combined with the current national and social development trends and based on the government-university-enterprise innovation and entrepreneurship talent training model, the following attempts to explore the feasibility and effectiveness of college students’ innovation and entrepreneurship education under the “Internet +” Strategy.

(1) In terms of student development. Unlike traditional education, where students “look for rice bowls”, the goal of innovation and entrepreneurship education is to cultivate students’ ability to “make rice bowls”. First of all, it is necessary to cultivate students’ awareness of innovation and entrepreneurship in a reasonable and effective manner, and gradually transform “I want to start a business” into “I want to start a business”; secondly, actively carry out various offline entrepreneurship practice projects of “Internet +”, so that students can practice offline Get exercised; again, while educating students on innovation and entrepreneurship knowledge, focus on cultivating students’ innovation and entrepreneurship capabilities, especially innovation and business management capabilities; finally, encourage students to actively participate in various entrepreneurial projects and various competitions, especially those held by the state In the “Internet+” University Student Innovation and Entrepreneurship Competition, we will increase rewards and encourage students to actively participate in it.

(2) In terms of school-enterprise cooperation. First, strengthen school-enterprise cooperation, develop comprehensive, extensive and in-depth cooperation between schools and enterprises, and at the same time actively introduce well-known “Internet+” companies, implement contractual cooperation, and provide students with a good platform for innovation and entrepreneurship; secondly, develop cooperation with related companies The technology research and development work between schools, led by the school, actively transforms scientific research results into technical results, and promotes school-enterprise cooperation to a higher level; finally, actively promotes the resource integration of school-enterprise cooperation, optimizes resource allocation, and builds “enrollment-teaching- Employment-entrepreneurship” collaborative and innovative school-enterprise cooperation education and training model.

(3) In terms of system construction. “The establishment of the innovation and entrepreneurship education system is the proper meaning of perfecting the employment guidance for college students, it is the organic unity of campus learning and social practice, and it is an important channel to exercise students’ professional skills and general abilities.”^[2] First, we must improve the curriculum system of innovation and entrepreneurship education to be scientific, reasonable and effective; second, vigorously introduce relevant faculty, especially the introduction of “double-qualified” teachers; third, strengthen the theoretical research of innovation and entrepreneurship education, and let the theory guide rationally Practice; Finally, the “Internet +” thinking is introduced into the curriculum of innovation and entrepreneurship education, so that students are good at using the “Internet +” thinking while learning relevant knowledge.

4 Conclusion

Under the background of “Internet +”, “double innovation” education for college students is not only the trend of the times, but also the demand of national talent training. “Mass Entrepreneurship, Mass Innovation’ is the new engine of China’s economic growth, and it also ushered in the golden age of college students’ innovation and entrepreneurship: Under the guidance of the “double innovation” concept, the state has invested a lot of resources to cultivate ‘Internet +’ entrepreneurial talents”,^[3] has important time significance and strategic value.

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Communicating in English During English-learning Learning English During English Communicating---Study on the Communication-centered English-teaching Method

Hongmei Chen

Suqian Higher Normal School, Suqian 223800, Jiangsu, China

Abstract: The basic function of language decides the aim of learning it. The purpose of learning a language decides its teaching method. Stages of this teaching method and some factors affecting the result of teaching are introduced.

Keywords: Teaching method; Nonverbal communication; Social position

The basic function of language is communication. The final purpose of students' learning English should be to finish the communication in the practical language environment. People often make mistakes in understanding and practicing about how to reach this purpose. Many people think that to grasp a language means to own the ability to communicate naturally and freely. However, the truth is quite different. During a long time our traditional English-teaching modes have cultivated a number of English-knowing mutes, not the social English talents. Nowadays, the international and national backgrounds of English globalization force us to break our traditional English-teaching method. We must take more practical and more effective teaching method to cultivate students' abilities to communicate with the language knowledge they have got. Thus we should create necessary conditions to realize the communication-centered English-teaching method. According to the different ages, psychological features and English levels of English learners, the communication-centered English-teaching process goes through the following three stages.

1 Elementary stage

At this stage, the English learners are 6-12-year-old primary pupils. Generally speaking, they are at the perceptual stage of cognition, full of strong curiosity and badly interested in new things. According to these special features and the elected teaching contents, teachers can utilize some relevant auxiliary materials, such as videos, pictures etc. to increase students' perceptual knowledge about English and their interest in learning it, which can achieve better teaching result. Teachers also should try their best to create language circumstances so that students can know about and be familiar with the difference of English usage on different occasions. Why we can learn Chinese well is because we see and learn it almost everywhere. We are imperceptibly influenced by Chinese that we constantly see and hear, which gives us great help in learning Chinese well. Identically, those who learn English as a foreign language also need this "help", and what they are in need of is just the English-applying surroundings^[1]. Moreover the English-applying scenes in teaching books are very limited. Therefore it is very necessary to provide for students the chances of scene practice and to make the English-applying circumstances similar to British or American social life. The teaching of listening and speaking can play a big part in helping us. When students are watching or listening to the videos, teachers can give some explanation and analysis at the right moment, realizing the unity of theory and practice. In order to reach the aim of consulting what is taught to students, teachers can guide them to creatively write simple English dialogues on their own initiative and let students act them out.

2 Intermediate stage

At this stage, the learners are 13-18-year-old middle school students. Generally speaking, while they keep their perceptual cognition, they start to have rational knowledge about things and can analyze problems. Thus the main task at the second stage is to cultivate students' ability to use suitable English on different occasions by watching and imitating the English expressions of different people at different spots so as to increase their English knowledge^[2]. For example, on the same occasion, the speaker explains the same thing with completely different expressions to different objects. At this time, teachers should timely explain to students what leads to such differences. Teachers also may guide students to imitate and practice these dialogues of real scene and emphasize some points where students make mistakes easily. At this stage, the teaching of watching, listening and speaking can provide many chances for students to know about the social life of English speaking countries so as to understand English better. At the first stage, sound materials are only auxiliary teaching method. At the intermediate stage, the teaching model of scene conversation including these sound materials are the main teaching means. For example, under the teachers' instructing, students may write some English short plays with richer contents, as a form of classroom practice. Teachers also can divide students into several groups, let each group

imitate the classical dialogues, expressions, action and so on.

3 High stage

At this stage, the learners are the over 20-year-old college or university students or some grown-ups most of whom have higher understanding of English after studying in middle school, but they still need to improve their flexibility of using English. Thus the emphasis of teaching aim at this stage is on making students get used to regarding English as everyday communicating tool like Chinese and strengthening their consciousness and ability to use English in actual life. Some materials such as the original edition of English films recording tapes, TV plays which students are interested in can be spiced into the process of teaching to create original and flexible classroom teaching and enriching teaching contests. It can not only satisfy students' desire for knowledge in limited classroom practice, arousing their studying enthusiasm but also liven the atmosphere of classroom, changing students' position from passive receivers to active ones. Students can naturally realize the features of oral English when they watching. By analyzing the language features of different people with different character and status, on different occasions and to different objects, teachers induce the trait and law of everyday English usage. Meanwhile students can deepen their cognition of English and finally increase their ability to use English more accurately, more appropriately and more colorfully in real language communication. In addition, a key link of learning English at this stage (which also penetrates in the whole process) is to practice again and again. Teachers should encourage students to read some original editions of English plays or masterpieces, English newspaper and magazines, etc., ask them to listen to or watch English programs and to take part in English corner regularly and so on. It can not only increase the chances to learn English but also cultivate students' understanding of English. Students can try to abridge the original edition of English plays, translate Chinese plays, or write English plays by themselves, so as to reach the aim of studying English and communicating with it.

What always runs through the above-mentioned three stages of English teaching is to communicate in English between teachers and students, between students. Students are subjects of studying. Whether language teaching succeeds, to great extent, lies in these multilateral actions rather than teaching materials, teaching methods or language analysis. Language teaching is different from others. The language is not only teaching content but also teaching method. In order to get good result, teachers must let students actively take part in the teaching. In the practical teaching if we can build systematical English teaching from primary school to middle school to university, and coherently cultivate and improve students' ability to use English in actual life, it is very likely to root out the long-standing problems of English teaching in our country.

Another more traditional, older, and convenient communicating form, coexisting with language communication, is nonverbal communication, used widely in our everyday life. People commonly think that it contains posture, facial expression, use of time and space, touch, dress, sound, silence and so on. Nonverbal communication is a silent language and manner. It can show a person's inner world and his or her self-cultivation. Some celebrity ever said, posture language comes from the bottom of your heart and from your self-respect. If you want to better your language, you must strengthen your inner accomplishment, not just imitate rigidly. Dongshi, an ugly woman, knitted her brows in imitation of the famous beauty Xishi, only to make herself uglier. This famous Chinese story tells us that the blind imitation may lead to ridiculous effect. Meanwhile it shows the great importance of using nonverbal language correctly. We also need to pay attention to the nonverbal languages with the same meaning but different expressions. For example, to act out the meaning of the sentence "I'm full", Chinese pat their stomach with one hand or both while Americans put one of hands on the throat with fingers stretching and palm downward. So we can draw a conclusion that it's important and necessary to pay attention to the intercultural differences when we use nonverbal language. We mustn't apply other people's experience mechanically. Especially to those who learn English as a foreign language, if they are able to make use of those nonverbal language rationally, to some extent, it can make up for limit of expressing in language. Therefore it will produce positive function to add some nonverbal communication in our English teaching process.

Learning at network time will, instead of the "school-centered" tradition, faces society and people's life. Communication in English classroom also won't just depend on teacher's books, classroom also won't just depend teacher's books, classrooms, lab or other old teaching facilities, but will be a kind of free and random activity. By communicating in English class, we can break the former closed state between school and society, study and life, and strengthen the link between them. What's more, by watching, rehearsing English short plays and listening to some other materials, students can leap over the time and space to experience the ancients' life and imagine the changes in the future. Meanwhile they can learn from it the social developing and the changing of time. In this open communication, students can gain not only knowledge but also the process of relating the knowledge in books and actual life. Successful communication is real and natural and can touch people's hearts. With the rising of students' ability to use language and with the richness of their language content, classroom teaching can't satisfy students to speak English in actual life. Communicating in actual scene can help students form the habit of using English and thinking in English. It approaches the application and reaching the purpose of learning English.

In practical language communication, people have different controlling rights in conversations because of their different social positions. The following is a good example^[3]:

A: a foreign immigrant B: a native Canadian

One day A and B were working together. B pointed at a man and said to A: "Do you see him?"

A: Yes, why?

B: Don't you know him?

A: No. I don't know him.

B: How come you don't know him? Don't you watch TV? That's Bart Simpson.

This conversation made A feel very sad and she didn't answer B. Until now A doesn't know why this person was so important. As a native Canadian, A controlled this conversation. When she said: "How come you don't know him? Don't you watch TV? That is

Bart Simpson.” She didn’t expect any answer from A, but wanted to end the conversation. As an immigrant, A felt inferior to others. When she was laughed at for not knowing the famous person, Bart Simpson, her self-respect was hurt, so she kept silent and hoped to end the embarrassing dialogue as early as possible. Although perhaps he had wanted to speak more English with B so as to practice her oral English, the controlling right wasn’t in her hand. Let’s assume A isn’t an immigrant but a native Canadian like B. Under this circumstance A perhaps explains that she is indeed not interested in those popular people and never watches that kind of TV programs. If this assumption is tenable, A also has controlling right and their rights are balanced. From this assumption, we can know the great function of “social position” in language communication. It can motivate and prohibit people’s desire to communicate. Therefore in the process of English teaching teachers admit the objective existence of social position, create equal social circumstance for students and encourage them to talk freely, not considering respective social status.

English language is not a mechanical language system. We shouldn’t simply regard it as static grammar structure, but learn it and use it in actual language actions and in complicated association among people. English teachers should emphasize on how to communicate in English in the teaching (i.e. communication-education-centered teaching method). Because the previous teachers didn’t make great enough efforts at this point, the teaching result wasn’t satisfying as expected. English teachers, as the main part of English teaching should constantly raise their knowledge of English. Meanwhile, they should perfect the teaching plan and often organize communication-education-centered teaching activities.

At this present time, different teaching methods of English, like different flowers, have been blossoming in our country, though a more scientific, perfect and riper teaching method system doesn’t yet come into being. Many problems of English teaching need further to be discussed and resolved by English teachers, like how to more effectively dispose those guidance materials, how to make rational use of modern techniques of education to help English teaching and so on. In recent two decades, teaching methods of foreign languages have been constantly introduced, the new replacing the old, and then replaced by the newer. The concrete practice shows that the successful examples which depend on only one teaching method are few. There is no ready theoretical model of teaching. The communicating teaching method mentioned in this essay doesn’t work alone. Only when it is used together with the useful part of other methods, we can get the best teaching result. The tree of life is evergreen. Theory is grey. What we can do is to find a teaching theory and method conforming to the English- teaching law of China so as to cultivate more and better English talent.

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Discuss on the Characteristics of the Color-field Painting's Manifestation Form

Weihua Ma

Master of Shanxi Normal University, xi'an710000, Shanxi, China

Abstract: The Postwar American abstract expressionism artists had generally acknowledged two perspectives: one is that the primitive instincts in human nature, the other is the unconscious mind exists on human beings. These two perspectives are always throughout their art, which tries to explore, reconstruct and create the internal connection. The changes in consciousness causes the transformation of styles. The branches of Action Painting and Color-field Painting are divided in accordance with the discrepancies between the new emerging American abstract expressionism artists in ideals and styles. With led by formalism ideology and in virtue of primitive art and unconscious idea, Color-field Painting seems to present a sublime art in undiscovered realms evoked by a pure structuredness and the color's directness in the two-dimensional space. By rejecting literariness, concreteness and figurativeness and simplifying painting content and painting language, pursuing the color gamut that is color-dominated and complanate, improvising with limitless expansibility and the form of plane composition, a unified spatial area can be created and a self-sufficient, pure and sublime art can be presented.

Keywords: The Color-field Painting's; Expansibility; Composition

1 Expansibility

The works of the color-field artists definitely show the expansibility of painting patterns and graphic forms. Clement Greenberg considered that the abstract expressionism adopted scale-out as the substitution of longitudinal intense hallucination, traditional painting explores the longitudinal space in three-dimensional space, and modern painting searches for "in-depth" space and spiritual space in two-dimensional space. The expansibility of patterns mainly changes the connotation of traditional easel painting language. Paintings no longer deliberately serve for the design of aesthetic concepts and the objective of imitation of literary image, provide the places of thought activities such as thinking, analyzing and organizing for artists, or overthink the painting in physical media. They, however, should provide the direct record and creative space for artists, in the meantime, endow a more direct performance of materials. For instance, those inanimate materials are endued with the meaning of life in the creation of color-field painters, including gouache, blending materials, ink, pencil drawing, etching, watercolor, charcoal, papers, acrylics and brushes besides traditional oil on canvas. These materials' expansibility concept has been innovated in the Jackson Pollock's painting idea, and the generation of rethinking about the artistic creation idea of color-field painting has come into being. Instead of using the traditional paintings form with the system of easel, drawing board paintbrush, Pollock laid the canvas on the ground, chose drawknife, trowel and stick as the drawing tools to carry out the free "dripped" painting that generates a kind of thin or thick fluid effects. As for the work show, Mark Rothko claims that the optimal distance that the viewers appreciate his works is about 45 cm. The spacious and simple environment atmosphere and the required dimmed display lighting are designed to the better feeling of the mystique of the works. This pattern's expansibility more extends the expansibility of painting idea, which gives idea great freedom. And this "freedom" essentially possesses the characteristics of directness and purity. Therefore, the following application of integrated materials increasingly come on stage of painting, meanwhile, constantly impact on the creation forms of "easel" painting.

The expansibility of graphic forms mainly changes the extension of the traditional easel painting space, and its area extends to a wall or a larger area, which can be regarded as a piece of entirely unfolded large scale area picture. The opened area has a tension that breaks the margin of picture without restriction of rules and the greater obstruction of outline margin, surpass the normal visual scope that viewers can sustain, aiming to make viewers be surrounded by the paintings the and participate in the overall environment atmosphere. Nothing but the participation of artists and pictures, the pure space atmosphere formed by the simple composition form, the internal and external connection of the space built by pictures and individuals can attract the viewers to "enter" the mysterious picture and conduct the self-sufficient interaction. This is without considering the spatial relation, occlusion relation and perspective relation of foreground and background in pictures, or even no center or the relationship between primary and secondary painting.

In order to achieve visual metaphor of pictures, Steele firstly commenced on the painting patterns of huge creating paintings, and jointly discussed the infinite visual hallucination brought by oversized paintings with Newman. All Newman's works after 《onement 1》 that belong to huge color-field works with conciseness, purity, uncertainty and expansibility generate a limitless mysterious effect.

In order to keep the infinite graphic atmosphere, on each expanding area color, Newman chose the more approximate color to reduce the striking contrast of colors, and make transition of each partial area color with pastel colors. In the personal interviews, Newman said he never set space relationship. Only getting out of the space can his works have a rich connotation in the real sense, as well as he was grateful that he can gradually be beyond rules. The space in his eyes isn't the volume space given by the horizon in front of his eyes or in behind, but the field space with four boundaries out of his sight that he can feel. It is not equivalent to the concept of the space in building volume, and the architectural space differs from painting space. He pursued the sense for the complete space, created paintings in terms of the whole space, abandoned the partial space to create some abstract images and seek his own personality. From the perspective of the space, we can find that all his works have complete top and bottom that is never separated or even confined and compressed within the specified range of sizes. He created all his works by surpassing the size of paintings and relying on his personal space sense.

Rothko supposed that the purpose of the creation of oversized paintings is to eliminate the restriction of visual margin of the viewers, which makes the viewers join in and more closely experience the certain mysterious power given by color blocks. The extremely huge painting *The UNTITLED* (blue, yellow and green on the red) has a strong tension in silent environment, of which three kinds of rectangular monochrome hazily spread to the margin of the painting without the decoration and limitation of painting frame. The borderless painting frame casts off the control of geometric effect by using geometric rectangle. Indistinct edge line without clear hard edge is an irregular and asymmetrical soft color gamut, which is not limited by the margin of canvas and the maximal size of painting frame, extends outward in all directions, and shows the mysterious effect of the infinite extension area. Besides, the space extension of Rothko's painting is confined to the surrounding space environment, such as the distance between painting and the viewers, the position of the work in the whole exhibition area space on all sides, the exposure intensity of light and the area movement position. It is a very high requirement for works, viewers and the surrounding environment, which mutually serves for the maximum extent of the space and the mysterious atmosphere, makes the viewers experience the power given by the whole calm atmosphere to the greatest extent and the real sense of experience and engagement within the scope of space and feel the work's unique characteristic in the infinite imaginary space.

2 Composition

The reason that the color-field painting artists simplify the shape of objects into geometric figure is undoubtedly to deny the natural shape, inherit the geometrical element that European modern artists has stressed, affirm the pure representations of composition, and explore the geometric painting language and the redesign of "flatness" in abstract painting in the intuitiveness of constitution form. If we say "action painting" emphasizes the representation of painting language, it is that "color-field painting" emphasizes composition of painting language. The feature of geometrical language excludes the superfluous, tedious and external restriction and generalizes the pure painting elements such as color block, line and figure of the objective things, and then further design the styles by organizing, scheduling and conceiving. It emphasizes the composition of painting language, of which reduces visual conflict and complicated thoughts and emotions to a certain degree and more triggers the spiritual interaction and philosophical meditation among creators, works and viewers. And this feature coincides with the sublime bourn of pure thoughts that "color-field painting" pursues.

Cezanne is the first one who generalized the objects in nature into sphere, cylinder and cone, which is an enormous generalization in the surface structure of physical image and constructs picture by geometrical factors in aspects of color, form and space. His research theory opened the door for European modern art. Van Gogh is called the pioneer of "expressionism" in pursuit of the sense of pureness of picture pattern and extreme personalization and the expression of imposed personal affection. With the influence of primitivism and seeking for the origin of life and the mysterious significance, Paul Gauguin adopted the flat painted big color block to form a decoration of the inner power of his work, which reflects a freer and more objective color and the concept of composition. The artist of "color-field painting", Newman pointed out in his own article that the decorative style of color plane from Gauguin has paved the way for the abstract art movement of this century. Richard Diebenkorn has admitted that his creation concept of abstract art is mainly affected by Matisse. The painting elements of pictures has been concisely generalized into a picture consisted of flat area shape, precisely refined sideline, scientific method and the methodic geometric shapes. The ordinary natural scenery and concrete architecture in his pictures absorbed the elements of geometrical shape with the form interweaving together under the organization of geometry, bright color attaching to the beauty of geometrical shape. It is the continuation and development of the simple, delightful and elegant style of Matisse and the transformation of a new design style in geometrical form.

The composition of "color-field painting" is also embodied in the flatness feature of painting language. According to Greenburg, in the expanding plane picture, artists draw creation which both freeing themselves from the restriction of picture frame and placing themselves within the maximum visual margin. In an essay *Painting American Style*, Greenburg indicated, "the closed margin locating in the outside the field of view or the edge of artists who are drawing, in this way, the artist can gradually approach to the frame regarded as the results, rather than yield to the frame that is predetermined." He tried to get rid of the literariness of European paintings and the longitudinal depth exploration in three-dimensional space, stressed the development of American style paintings, strongly advocated the "plane itself" of painting. The subject that color-field artists explore is that how to reflect the spiritual profundity in the composition of plane. The basic component that can be seen in the structural logic of Rothko's works is formation in the huge rectangular plane. In an objective way, there are some rectangular color block combinations that mutually stagger in order in the ambiguous boundary, which generates mismatch of rectangle. Every rectangle's hues produce different level in the same plane, which forms before and after difference and depth and endows plane's flatness with the stability and solemnity. The solemnity of this plane draws attention to feel it and produce an unstable mental state in the tension, push viewers to enter the atmosphere of the picture and experience the picture's depth perception in the terra Incognita. In a subjective way, his works can give you a mystic experience of sensory. The plane composition is not the type of geometric composition from Kandinsky and Mondrian, but a very pure plane form

which seems to be indistinct with the change of flexibility of the edge. Its colors of the color block and the back side cover each other, which makes the background color more expressive and seems to emerge from the back side of the color block. Rothko described this exerted background color as “penetrating power” that is attributed to the mystery of terra Incognita as like God which exists or not. It is unnecessary to deliberately express and be visually seen or defined its divinity. This pure fuzzification plane form and color’s change will result in the stimulus of emotion, so as to give the form of plane composition an emotional power.

3 Conclusion

In conclusion, “color-field painting” constitutes the pure picture with flatness mainly by means of the shapes and colors of color to liberate color. The works is all about the possibility of how to show color, and the exploration of the exceeding spirit in the terra Incognita in virtue of the expansibility and composition of visual style, which guides viewers to “enter” the mysterious power of color, to find, shape and recognize themselves in the infinite space.

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Research on Peer-evaluation in Senior High Schools' Oral English Teaching

Li Zhao

Suqian Higher Normal School, Suqian, 223800, Jiangsu, China

Abstract: Evaluation of the students' speaking is a key stage in oral English teaching. By evaluation students can get positive and necessary information about their speaking, making it possible for them to improve their oral competence. But for a long time, evaluation of students' speaking in oral English class has been neglected or only dominated just by the teacher in middle schools in China, which is one of the main reasons for the students' low level in this aspect. This thesis reports the possibility and effects of peer-evaluation in oral English teaching in Chinese middle schools. The researcher finds that the student's peer-evaluation under the teacher's direction has achieved a lot. This method can greatly motivate the students to be braver and more interested in speaking, which has greatly promoted the students to speak and has great active effects in improving the students' speaking ability, especially on the students who are shy or poor in speaking. It is also found that the students' ability of cooperation and attitudes towards cooperation are well developed by peer evaluation which results in an overall progress of their oral English.

Keywords: Peer-evaluation; Cooperation; Oral competence

1 Statement of the problem

The purpose of middle school English teaching is to improve the students' four skills including listening, speaking, reading and writing. It is very important to keep a balanced development of the above four skills. Both in the old syllabus and the new curriculum there is special criterion for each skill. But it is a pity that the development of the four skills is not balanced. Now most of the students do better in reading, writing and listening but are poor in speaking. They can hardly communicate or express themselves in their own words.

There are many reasons responsible for it, and the teaching method of the spoken language is one of the main reasons, which is often considered to be one of the most difficult skills and has been a headache for the English teacher. In the traditional oral English teaching, after the students' oral presentation, the teacher gave his or her personal comments. On most occasions, it is based on a general impression of how well the students speak. The overall evaluation is often teacher-oriented, which makes the students stand out of the evaluation of their own oral activities^[1]. So the students, the main part of speaking, may think that oral activities have nothing to do with them. There is no doubt that it can make students lose interest in speaking or feel shy to speak. According to the situation of oral English teaching in China and the researches done by the famous linguistics at home and abroad, the researcher tries employing peer-evaluation to engage the students more in the cooperative oral activities and make them involved in the evaluation work. In this thesis, the researcher intends to find out what are the different effects in improving the students' oral competence between the teacher-oriented evaluation and peer-evaluation in oral English teaching.

2 The significance of the study

As one of the basic language skills, oral competence has a particularly important place in English instruction in middle schools. But as described above, there are many problems in oral English teaching in middle schools in China today, although teachers have devoted considerable effort in it. According to the new curriculum, when students are ready to graduate from middle schools, they should have the following abilities: 1) to start a conversation of a certain topic; 2) to transfer the topic; 3) to get in a word; 4) to predict and end the conversation; 5) to express opinions with the help of different tones and intonation. In cognitive aspect, these requirements are not too difficult. What matters is the efficiency of practice. One of the hindrances of this perhaps lies in the teaching method in which teachers give the evaluation directly after the student's oral presentation or performance without the students involving in the evaluation. There is little research on peer-evaluation of students' oral English learning, which is a very important step in oral English teaching. The researcher tries to apply peer evaluation in assessing students' oral performance and expects this study can provide some useful and practical information of evaluation in oral English teaching, as far as to provide some useful suggestions in this area.

The purpose of this paper is to demonstrate how to develop students' active attitudes towards oral English, stimulate students' effective participation in cooperative oral English learning and promote students' development of oral proficiency through peer-assessment

Considering the problems related to the assessment of oral English teaching and learning, the author hopes this thesis can help

teachers make a better understanding of peer-evaluation in oral English teaching and learning and make teachers put it into practice more reasonable. Meanwhile the intention of this paper is as much to heighten the awareness of language assessment procedures and help teachers to be more systematic about the use of assessment procedures.

3 General features of peer evaluation

Peer-evaluation is one of the ways by which students internalize the characteristics of quality work by evaluating the work of their peers. Peer-evaluation is very helpful in building up students' confidence and cooperative spirit^[2]. When students find that they can also offer others valuable comments, their confidence is built up. This, in turn, will help students put more efforts on the work. So it is clear that peer-evaluation in oral English teaching and learning has its own advantages.

Firstly, it offers good opportunities for the learners to get involved in the evaluation of their own performance face-to-face with their peers. In such situations, the speaker can get direct feedback from a large scale of audience rather than just from the teacher only.

Secondly, when the students work in a small group, they really feel relaxed. This can help them to express their thoughts freely without feeling afraid of being exposed in the whole class. It will develop a more positive attitude toward speaking. Intrinsic students and the students who are poor in English can benefit more from this.

Thirdly, the students will develop critical thinking skills. When the students work together to assess each other's oral performance, they are given opportunities to think over to judge and analyze by themselves. So they will be very active to find the mistakes in their peers' performance. This will help them to put great effort in oral English learning. And then it helps reduce the students' dependence on the teacher.

Finally, when the students practice their skills of assessing, they will find it is a recursive work. They will gradually learn to be more careful when organizing oral language. And the peers' mistakes and the shortcomings appeared in their speaking will remind the

4 The nature of speaking in foreign language learning

4.1 Speaking and foreign language learning

Language is referred to as "speakers" of the language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. The aim of language learning is to communicate with the others is a well-accepted concept. So in many cases we have to express our ideas and send information to others by the oral form, which shows that the speaking skills are very important.

4.2 Oral English teaching in Chinese middle schools.

Speaking in foreign language in middle schools is inevitably an institutionalized activity, which only reflects the easy level of the target language. On most occasions, it is just at the beginning stage, but it influences the development and achievement of the language learning a great deal. Important as oral English is, it is, however, not well developed in Chinese middle schools. In the recent years, as the result of the innovation of language teaching, the competence of communicating becomes one of the main aims in English language teaching in middle schools. But it is still a fact that in middle schools many teachers don't pay enough attention to employing effective techniques in oral English teaching and learning. They don't do enough work to motivate the students in speaking and the students don't show enough interest in it, either.

Part of the reason for this is from the assessing method. The teachers haven't got the effective assessing approach in teaching speaking. The researcher has made a survey about the oral English classes in the area where she is an English teacher. It shows that very few teachers (only one out of ten) have tried peer-assessment in teaching oral English. So the researcher thinks that in order to improve the students' oral competence, the assessing method should be improved first and trying effective techniques to promote oral English learning in teaching oral English are what we must do at present.

4.3 The teacher's role of evaluation in oral English teaching

The teacher's role is quite different between the researcher's peer-evaluation and the traditional evaluation. In the traditional method, the teacher dominates the evaluation process, but the students are merely passive receivers. While in peer-evaluation method, the students are not just passive receivers, they themselves joined the work directly and the teacher always acted as organizer, observer and advisor etc, which is quite different from the traditional method.

It is an important part of the teacher's job to motivate learners. In more recent "learner-centered" approaches to language teaching, the teacher's function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance^[3]. In this kind of class, the teacher's role of motivating the speakers is emphasized. And furthermore, peer-evaluation is even more important for the teacher to turn the extrinsic motivation into intrinsic motivation

5 Major findings

The researcher made the experimental study in middle school and found peer-evaluation is efficient in improving the students' oral competence and cooperation in oral English class. In the process of the experiment, some findings were made both expectedly and unexpectedly. The major findings from the research and statistical analysis of the study data are the followings.

1). Peer-evaluation is better in improving the students' cooperation and their awareness of cooperation than teacher-oriented response, as long as it is well organized. Peer evaluation is a good way in improving the students' awareness of cooperation and the ability of cooperating. Each student gets much more advice from peer evaluation than just from the teacher-oriented comments.

2). Peer-evaluation is efficient in motivating students to be interested in oral English. Second language acquisition theory leaves no doubt about the crucial importance of motivation. The study shows that peer-evaluation has great effect in improving the students' interest in oral English.

3). Peer-evaluation is more efficient in promoting the students' oral competence as in cooperative oral English class with peer-evaluation adopted, the students are more active, interested and cooperative, and they have more opportunities to practice their oral

English and learn from their peers.

4).The changes of the learning atmosphere in cooperative oral English class are very obvious. Students become active in class and have discussion with group members. Many group members benefit from peer-evaluation and discussion. Peer-evaluation helped students become less anxious about oral English and cooperation and build up their confidence in cooperative oral activities. They can reflect, evaluate, and adjust their oral English learning process in time.

5). Teachers' instructions and help are useful and necessary when students meet difficulties in cooperative oral activities. Teachers' walking around the class is a great help, especially at the beginning of the experiment, when students are not familiar with the approach of peer-evaluation.

6 Implications of the research

The researcher has noticed the following implications that the teachers who want to employ the method should pay special attention to:

1).Organization is vital in peer evaluation. The experiment finds that there is no doubt that the group work has its own advantage. What matters is the organization, such as the component of the team member, the sitting and the working style, the teacher's way of instruction etc. It is important to have the students accept the technique itself and as far as be interested in it. In order to get a good result, training some students as organizers is rather necessary. Enough examples should be made at the beginning so that all the students have a good understanding of what to do during the procedure.

2).Timely summary and advice is necessary, especially at the beginning of the activity, because the students are not very familiar with the work or the working efficiency is not satisfying. So the researcher thinks that the teacher's advice and suggestions and even comments to their work are much helpful to the activity.

7 Suggestions for future research

Firstly, the number of subjects in the research is not big enough, so in future research, more subjects should be involved as many as possible to increase the validity and reliability of the research. Secondly, the subjects of this experiment are English majors. In future research, the average students should be selected as the subjects and the result may be more representative. Finally, this experiment lasts only one year. In the future research, the experimental time can be prolonged to see whether the students' interest and motivation in cooperative oral English learning will be affected or not in the prolonged time.

8 Conclusion

Evaluation is vital in helping students to improve their speaking skills. It can provide the student useful information of his speaking and give him an outside view of his speaking production. It can also help the students to gain the long-term improvement in their oral competence. So it is important for the teachers to employ an efficient method to help the students gain great progress.

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The Importance of Critical Reading and Language Learning Psychology in Language Learning

Zitong Gao

Jinshan Vocational Technical College, Zhenjiang 212200, Jiangsu, China

Abstract: The object of this paper is the improvement of critical reading and summarizes the research in this field. It can provide strategies and research about critical reading. It is of reference value to language learners and educators. Besides, psychological factors are also one of the important reasons that affect learning efficiency for learners. Through the elaboration of this paper, language learners can know how to better perform critical reading, and educators can give better guidance to students according to their language learning psychology.

Keywords: Critical reading; Language study; Language learning psychology

1 Introduction

It is usually hard for non-native language learners to be critical readers. Language reading can be hard for some learners. Specially, critical reading is including getting accuracy information with high reading speed, summarizing with personal language and comprehensive reading. The following will be a literature review of critical reading. It can provide strategies and research about critical reading. While using well these strategies for reading is not an easy thing, it can improve satisfying and handle hard material with a high reading speed.

The second purpose of this paper is to make educators better use of psychological tools to promote learners to achieve a good learning cycle through the study of learners' psychological feedback. For second language learners, psychological factors is a major part in their learning process. This paper will analyze it from a number of different perspectives. It will focus on readers in psychological changes as well as the importance before reading preparations.

2 Critical reading

Reading is an active process, not a passive one, it is important for readers must engage with text when reading. Main aim of this chapter is to improve critical reading skills and comprehensive reading skills. A critical approach to reading means asking readers why this particular author has written this particular text, what is the text really about, what appears to be the author's main point, which aspects does the author focus on and why? The more self-questioning student do, the more helpful it is for language learning.

Carreres& Noriega-Sánchez(2011) presented the importance of translation in language teaching. They believe that task-based translation could become more useful in both language teaching and learning^[1]. After the research section, they provide recent applications and some practical examples. Their research about translation and language learning. It applies productive ways in language learning methods. This essay can help both reading and writing methods, because translation is a higher level of learning languages. In order to get accurate translation, language learner should explore more language tools, which can improve language ability in a fast speed^[1]. Although this essay could help language learners and provide several theories, it is need more empirical research to support. In general, this paper focus on three important areas, which are process rather than products, learner-centredness and methodological adaptability. As the learner concern, it may work well in both language test result and language learning process.

Axelrod and Cooper (1990) note that critical reading is usually hard for language learners and they provide some useful learning experience^[2]. In reality, reading is still an important issue in language learners, especially in the second language learners. While there are a lot of language learners, only a few of them know how to deal with difficult reading. In this article, the authors give readers some useful suggestions about critical reading. There are nine main recommendations in this chapter, which are previewing, annotating, outlining, summarizing, taking inventory, analysing, identifying basic features, comparing and contrasting and exploring the personal responses^[2]. This article is useful for beginner language learners, because the their difficulties are usually about reading and the improvement of reading speed. Especially in summarizing part, because summarizing means readers can remember and understand the content of essay. Then, it is also useful for advanced language learners, because the strategies can make up for readers' defects. However, the limitations of this essay is that they not consider about the reading habit differences. If there is another research about reading habits, this essay will be more objective. Generally, the reading actively, thoughtfully, critically can improve productivity and it would improve satisfying and confidence to readers. Finally, the nine recommendations can lead readers feel that reading is an interesting thing. In order to achieve this goal, reading critical should be encouraged and used in real study.

J, Larson et al. review an ongoing interdisciplinary research effort designed to understand university students' reading practices and classroom discussions within the context of reading communities. Authors selected both quantitative and qualitative measures to gathering data about college student behaviours and attitudes regarding assigned course readings and classroom discussion when reading communities are used. Authors mainly focusing on to investigates university student behaviours and attitudes related to course readings and classroom discussions when reading communities are used. Also, they attempting to find out to explore how reading communities influence students' perceptions of overall learning. This is a useful and relating article to the reading improvement, as research date shows that reading communities is helpful methods of engaging students in active learning that allowing students to merge their thinking with the content, and to both acquire knowledge and actively use that knowledge in and outside the classroom^[3].

Because this project is an ongoing interdisciplinary effort, more research and data analysis could be done. Using reading communities in other disciplines would provide an opportunity to assess whether reading communities have value in other academic domains.

It is real issues for universities often struggle to ensure students are completing course readings and to engage them in meaningful classroom discussion that promotes critical thinking. Even though Interdisciplinary Reading communities in university is a pilot project but it is useful way to - promote active learning and critical thinking through classroom discussion. Reading communities at campus such as small, peer-led reading discussion groups, literature circles are a practical way, thereby encouraging active reading and learning.

Arleen P. Mariotti review features about five techniques which are helpful in the classroom to help students comprehend and learn. The point from Arleen mentioned that reading is a complex process, Yet, teachers some time feeling surprise when they students come away with little or no comprehension of what they read^[4]. According to the extensive research over the years indicate that there are at least five essential components in classroom which are can be help students comprehend and learn. This view mainly focusing on some useful strategies which are very helpful and practical when student's reading comprehension such as giving background and connecting to students' prior knowledge; providing a strong vocabulary program; setting aside ample opportunity for actual reading and writing in the classroom; allowing time for students to talk about the reading; and incorporating teacher-directed instruction and modelling of reading/thinking strategies^[4]. In addition, it is helpful to improve student critical and comprehensive reading as author mentioned five techniques which are practical and useful improve student comprehensive reading ability. The main limitation of this opinion is the study mainly suggesting some reading skills about text book version, so how to link these methods with flat screen is really need considering as internet becomes main reading resources. The five basic techniques suggested in this article is helpful to improve the ability of comprehensive reading.

3 Scientific psychological intervention

As mentioned above, many articles are analyzed according to how to be critical reading. The scientific psychological intervention will be analyzed and studied in the following paper in different 3 points.

3.1 Explicit knowledge & Implicit knowledge

Reading is a continue process and it is really hard for readers reading actively^[5]. Engaging active reading is an important thing. For second language learners, it is more hard to be a critical reader, because the reading habits and the different language culture. The limitation of vocabulary can also be another reason for non-critical readers. It is the process of the brain where you look the words on the sentences and understand the meaning of them^[5].

There is still other weakness when reader reading essays. First one is the lack of vocabulary. Because of that, it is very hard to know what is the main point. In some situation the meaning could be guess; however, it is impossible to guess the meaning in the every situation. The second one is grammar issue. Grammar is a central part to learning a new language^[6]. Syntactic differences will present difficulties in language learning. This usually happened in the long sentences. Because the long sentences usually have more complex grammar and sentence's structure, it is hard to get the correct meaning. These two barriers will become the core issues, which need to overcome in the next stage.

3.2 Learning style

Most authorities in the field generally agree upon four basic learning styles: auditory learners, visual learners, kinesthetic learners, and tactile learners^[7].

Learners are getting a lot out of lectures, verbal explanations, tapes and oral instruction are generally classed as auditory learners. Before learning a language systematically, most of learners are auditory learners, because this is the most common learning style in second language learners^[7].

However, after a systematic study of a language learning method, auditory learners may changed to a visual learners^[7]. Specific manifestations are as follows : Read silently and make good use of any illustrations that go with the text.

3.3 Emotions and learning

Usually for beginners of a foreign language, they are usually reluctant when local people talk to them, especially for introverted learners. For the relief of negative emotions, it is helpful to also think about specific things that new language skills are applied. Assertiveness is a learned skill. When talents and learning skills are shown, the self-confidence from learners will be increased.

In a virtuous cycle of good mood and confidence, students' learning behavior will be changed. The study plan that was difficult to implement in the past can be completed efficiently in the future. The sense of accomplishment will help students to face difficulties in language learning more actively.

While helping students learn, educators should also give students more positive recognition. When students realize that they are making progress and have a gift for language, they will shift from passive learners to active learners, which called kinesthetic learners. A kinesthetic learner should try to find an academic tutor for help and support. The tutor is not only responsible for providing

a support system to the learner, but the tutor can help the learner set goals, help to make sure the learner is on track, and provide both encouragement and helpful criticism.

4 Conclusion

In conclusion, at the beginning of the paper attempted to point reading, especially in critical reading part. Also the abilities to comprehensive reading are needed in language learning. For improve this skill at first, there are several research and articles above, which helpful in critical and comprehensive reading. These skills including previewing, annotating, outlining, summarizing, taking inventory, analysing, identifying basic features, comparing and contrasting and exploring the personal responses, which are straight connected with language learners. Then, a successful critical reader might relate the articles with their own experiences and understand the cause and effect relationship. But The aim of critical reading is not to find fault, but to assess the strength and weakness of the evidence and the argument. So it is always good to consider what we read not as fact, but as the argument of the writer. This is the first step to engage in critical reading. Although this paper analyses the technical skills well, it still need to explore more about the mentality and reading habits effects. Critical reading can be an essence in language learning, also it takes large part of understanding argument. The ability of critical reading need to be brought to the forefront in language learning. In the last part, some psychological factor can be helpful to improve critical and comprehensive reading such as how can educators use psychological factors to motivate students to learn.

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Mechanism of Neuroinflammation in Traumatic Brain Injury

Sicheng Zhu, Yanzhen Wu, Qimei Lin, Zhe Yang, Yinan Chen, Jiyun Guo

Zhejiang Normal University college of Physical Education and Health Sciences, ZheJiang JinHua 321004, China

Abstract: To understand the interaction between inflammatory factors, blood-brain barrier and immune cells after traumatic brain injury (TBI). We review the recent literatures about inflammation post TBI. Microglia, astrocyte as well as inflammatory cytokines in inflammation are mentioned. In addition, interaction between immune cells through cytokines are mainly elaborated, in order to provide reference for treatment towards to TBI and other symptoms caused by acute brain injury.

Keywords: TBI; Neuroinflammation; Cytokines; Blood-brain barrier

1 Introduction

Traumatic brain injury (TBI) is a major cause of death and disability among children and young adults and has become increasingly prevalent in the elderly [1]. TBI leads to complex pathological processes and Multiple neurodegenerative diseases which Extremely reduce the patient's quality of life [1,2]. This research focus on the mechanism of neuroinflammation caused by changes of BBB, the interaction between immune cells and cytokines in TBI, in order to provide reference for future relevant experiments and provide strategies for treatment.

2 Dysfunction of BBB and Neuroinflammation

BBB tightly regulate the movement of metabolic substances between the blood stream and the brain [3]. BBB disruption is a major risk factor for high mortality and morbidity in TBI patients, occurs within hours following TBI, and intriguingly, persisting in a high proportion of late survivors is considered [4].

Neuroinflammation has a significant pathophysiological role in the development of post-TBI secondary brain damages [5,6]. Trauma could cause a direct damage to BBB, resulting in infusion of a large number of inflammatory molecules as well as the transmigration of effector immune cells into CNS, those which once inside the brain, act on CNS innate cells can induce the BBB dysfunction and neuronal damage [6].

3 Immune cells involving in the formation of neuroinflammation.

Microglia monitors changes of the CNS environment and plays a key role in cerebral pathological changes. Many studies have reported a very close spatiotemporal interaction between BBB dysfunction and microglial activation [7]. Microglial response to BBB dysfunction is an entire part of the innate immune and inflammatory response. This response of microglial cells has been reported to have a profound paracrine effect on the BBB, contributing to its dysfunction [8]. The M1 phenotype is considered inflammatory and is known to produce inflammatory cytokines, chemokines, nitric oxide and reactive oxygen species [9]. As the number of M1 cells increases, the phagocytic ability appears to decrease, and there is increased secretion of inflammatory cytokines, chemokines and other neurotoxic mediators, leading to widespread cellular damage [10].

Astrocytes maintain intimate communication with the cerebral vasculature through astrocytic "end-feet," forming and regulating the BBB. Under pathological insults, astrocytes usually respond by astrocytic hypertrophy and proliferation [11]. Meanwhile, reactive astrocytes produce diverse cytokines, chemokines and factors for tissue damage or repair [11], depending on the temporal and spatial progression of astrocytic reaction, as well as the interaction between astrocytes with multiple cell populations [12].

4 Cytokines involving in the formation of neuroinflammation.

TNF is a transmembrane protein and produced primarily by monocytes [13]. It can lead to activation of transcription factors by various signal channel, causing the upregulation of oxidative stress inducers and TNF- α [14]. In response to injury, TNF- α functions to restore brain homeostasis during acute inflammation, acting as a defensive guard to protect against CNS injury, infection, neurodegeneration and neurotoxicity.

The primary functional properties of IL-1 family members are primarily inflammatory. IL-1 family members play a key role in the inflammation during acute injury [15]. The IL-1 β promotes inflammatory diseases, and its receptor IL-1R1 is distributed throughout the brain [16]. As reported earlier, IL-1 β releases neurotransmitters that mediate some neurological pathologies influencing the behavior through dopamine and serotonin neurotransmitter production [17]. The production of IL-1 β is induced in macrophages by bacterial infections and their products can pass through the endothelium of blood vessels and affect cytokines released by cerebral perivascular

blood vessel macrophages and brain microglia cells^[18]. We also mentioned IL-33, together with IL-1 β , shares the IL-1R3 receptor and deteriorates inflammation^[17]. IL-33 is expressed by several immune cells, is involved in neurological disorders^[17]. IL-33 activates immune cells including microglia and astrocytes, important cells in the mediation of neuroinflammatory states^[19].

5 Discussion

After TBI, the strong external pressure causes the tissue damage of the brain parenchyma, which also leads to the disruption of BBB. Brain parenchymal cells will produce a variety of damage-associated information, which can activate immune cells in the brain for immune response. Microglia, astrocyte and immune cells are involved in the innate immune regulation and can quickly transfer to the damaged area during acute injury. In response to the special environment under the state of injury, the activated immune cells will undergo phenotypic changes, such as M1 type of microglia cells and A1 type of astroglia cells. In order to enhance the phagocytosis of damaged debris and pathogens, immune cells will produce a variety of inflammatory factors, chemokines, free radicals and proteases, to further expand phagocytosis, which may also damage tissues and cells of CNS without any difference, leading to the gradual formation of neuroinflammation^[6].

Within the central nervous system, inflammation is a protective mechanism that restores damaged glial and neuronal cells. However, a long-term or an excessive inflammatory response may inhibit neuronal regeneration and cause cellular injury. There is a mechanism of sharing cytokines among immune cells, which can expand the role cells are playing, enabling them to respond quickly and efficiently under different conditions.

6 Conclusions

All neurodegenerative diseases possess a neuroinflammatory Component. After acute brain injury causes initial shock damage to the brain, it will also lead to more serious secondary damage. The subsequent development of neuroinflammation will result in diverse Neurodegenerative disease.

Understanding the mechanism of interaction of cells, inflammatory cytokines and BBB post injury may provide more ideas for treatment. Reasonable suppression of immune response may reduce the harm caused by secondary injury. Specific treatment methods need to be explored and verified through more experiments and clinical trials.

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The Influencing Factors and Preventive Measures of Computer Network Security Technology

Zhiwei Li¹, Hefeng Liu²

1. Zhengzhou University of Science and Technology, Zhengzhou, Henan, 450000, China

2. Henan Air Cargo Development Co., Ltd., Zhengzhou, Henan, 450000, China

Abstract: Because the application scope of computer network technology is getting wider and wider, the security issue of this technology has gradually attracted the attention of the public. In addition, the openness of computer network technology is relatively strong, and it can be easily and quickly shared on a large scale, so it also determines that the computer network is susceptible to influence and attacks. In order to improve the stability and security of the computer network, it must be aimed at the security of the computer network. The threat factors put forward effective preventive measures.

Keywords: Computer; Network security technology; Influencing factors; Preventive measures

Introduction

On the one hand, computer network technology is very helpful to the improvement of our quality of life, but on the other hand, there are also problems such as being vulnerable to virus intrusion. Therefore, in recent years, there have been frequent incidents of users' privacy being leaked and property infringed. In order to ensure that the important data in the computer and the private information of the user will not be maliciously stolen and leaked, technicians need to conduct in-depth research on the factors that affect the security of the computer network, and actively research and implement effective measures.

1 A brief introduction to computer network security

The meaning of computer network security is to protect the security of computer users' data processing systems with the help of related technologies, and to ensure that computer users' hardware, software, and data will not be maliciously leaked or destroyed. Moreover, the meaning of computer network security will vary from user to user. For example, computer security considered by ordinary users means that personal privacy and confidentiality cannot be stolen by others, and that privacy and confidential information can be effectively protected during the transmission of privacy and confidential information; Network providers believe that computer network security means that the user's information and information transmission process are protected, and there will be no problems such as data loss in the face of sudden natural disasters and wars.

Nowadays, users' computer network security is threatened from many aspects, and most computer network attacks are concealed and latent. If computer users neglect to prevent network security threats, they are likely to be vicious assault. Furthermore, network attacks are also severely destructive and harmful. Once a malicious attack from the outside is successful, the computer is likely to be paralyzed, causing users to suffer serious economic losses due to information leakage and other reasons.

2 Influencing factors of computer network security technology

2.1 Problems in the network system

Because the computer network is not under the management of the government or an organization, any user can browse related information on the Internet with the help of a mobile device. Therefore, personal privacy or important corporate information is likely to be maliciously damaged and leaked. Nowadays, the operating systems used in a wide range of our country have certain problems, and system vulnerabilities give hackers an opportunity. And the reasons for the vulnerabilities may be hardware, software, improper configuration, functional design, and so on. Moreover, the TCP/IP protocol is also one of the important factors that threaten the security of our computer network. The clear mode of transport makes the data of this protocol easy to be intercepted or eavesdropped by others during the transmission process, and the process of modifying the IP address does not require an identity. Authentication, resulting in the information of the agreement being easily intercepted and tampered with by others.

2.2 External threats

The influence of the outside world on computer network security is mainly divided into four aspects: natural threats, hacker attacks, virus intrusion and illegal access. First of all, severe natural disasters and bad weather conditions will cause the failure of mechanical equipment, which will lead to the failure of effective support for computer network security. Furthermore, malicious attacks by hackers will also threaten user information, because the field of computer technology is developing very rapidly, but there is a certain lag in the development of corresponding security technology, so hackers can use more advanced computer technology to

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find system vulnerabilities, and then Conduct surprise attacks on other users' computer network systems. Hacker attacks are the most important factor causing computer user network insecurity. Furthermore, virus intrusion is also an important reason for the leakage of computer user information. Before viruses damage users' computer systems, users generally seldom find viruses lurking in computers, and the concealment, infectiousness, destructiveness, and stress resistance of computer viruses have shown a trend of increasing year by year. Finally, illegal access refers to malicious operations on the computer without the permission of the computer user. Because illegal visitors can ignore the restrictions on their access operations by writing programs and other means, it is likely to cause damage to the personal privacy and important information of computer network users.

3 Precautionary measures for computer network security

3.1 Continuously improve the design of computer systems

Because the systems used by computer users in our country have problems of unreasonable design, professionals should devote themselves to studying the defects of computer systems, and then solve their weaknesses by constantly improving the design of network systems. Among them, technical personnel especially need to establish and improve the control function of network access. If network access can be controlled more effectively, the security of the computer network can be further improved^[1].

Computer professionals need to continuously update and upgrade the operating system to ensure that the security, reliability and integrity of various systems can be continuously improved. Technicians need to ensure that the computer's operating system can effectively control access operations, so as to prevent other personnel from malicious and unauthorized access to the information in the computer. Moreover, the storage protection function is also an important criterion for evaluating the quality of the operating system. An operating system with a high-level storage protection function can ensure that the read and write operations of information occur within the specified range. Finally, complete management capabilities can monitor the access operations of computer data files in real time.

3.2 Continuously improve network security protection

In order to more effectively avoid the impact of external factors on computer network security, first, the staff need to establish a complete server room in accordance with the regulations, and after completion, they need to undergo strict inspections by the public security and fire departments. Waterproof, fireproof and lightning protection equipment of the important equipment department of the computer system needs to be adequately equipped, and the staff also need to conduct regular inspections and maintenance of important equipment.

3.3 Continuously improve the security awareness of computer users and managers

Personal computer users also need to realize the importance of strengthening network security, and strengthen personal network security awareness through active learning. For example, choosing different passwords, updating anti-virus software in time, and scanning the system regularly can all improve the security of personal information. In addition, the security awareness of computer management personnel also needs to be cultivated and improved. Nowadays, the situation of computer network security in my country is still severe. Therefore, management personnel need to continuously improve the security management system and strengthen security management, and continuously improve their professional ethics and network security. Professional management capabilities are dedicated to providing a safer and more reliable network environment for computer users in our country.^[2]

4 Concluding remarks

The construction of a computer network security system requires the joint efforts of managers, technicians, and users. Nowadays, there are still many hidden dangers in computer network security in my country. Therefore, professionals need to conduct in-depth research and comprehensively summarize the factors that threaten computer network security. Committed to perfecting the design of computer systems and improving the level of firewalls, anti-virus and other technologies. The vast number of computer users in our country also need to continuously improve their security awareness and work together to improve the reliability and security of computer networks.

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About the Author:

- 1. Zhiwei Li (June 1984—), male, Bengbu, Anhui, Undergraduate, teacher, lecturer. Research direction: information security.
- 2. Hefeng Liu (November 1975—), male, Zhengzhou, Henan, Postmaster, Aviation Safety Inspector Level 3. Research direction: safety management personnel.

Female Images in Female-Directed Chinese Films.

Siyi Chen

Science and Technology of China Chengdu, Sichuan Province 610066 China

Abstract : This essay takes the representation of females in major Chinese female-directed films since the new period as the research subject. Until the development of Western feminist theory, female images in Chinese films were not studied critically. With the coming of a new period, accompanied by reform and women's liberation movement, the Chinese film industry has created a great number of new female images. These films highlight its charm as a visual media due to the handling of the female image on the screen; in the way filmmakers re-presented with greater awareness the importance of correctly introducing and handling female images on the screen.

Keywords : Female-Directed ; Feminist ; Chinese Films ; Film screen

Feminism, as stated by Beasley (1999: 3), is: 'a range of political movements, ideologies, and social movements that share a common goal: to define, establish, and achieve political, economic, personal, and social equality of sexes'^[1]. The liberation of Chinese women was attributed largely to the social changes in China and the influence of Western feminist movements. The main reason for this change is that Western feminist traditions cannot provide standardised answers to all women's issues in China; these issues are also caused by the differences in internal ethnic culture (Roves, 2010: 3).^[2] It can be concluded that the Chinese feminist movement is an indigenised movement different from Western feminist movements.

Since the liberation of Chinese women is the result of Western feminist influences, the two have commonalities. China experienced wars of all sizes around the 20th century, for example, the May Fourth Movement of 1919, which was a student movement with female participation against Japanese imperialism in 1919 (Rowbotham, 1992: 210).^[3] Although these wars caused various degrees of harm to China, they allowed for more foreign cultures to spread into the country and also helped Chinese women gain power in some respects.^[4] Therefore, 'the literate Chinese citizen, particularly those in urban centres, were treated to a plethora of journals, newspapers and treatise on topics as diverse as free choice in marriage, lesbianism and modern family structures through to the rights of citizens' (Roves, 2010: 54).

Additionally, economic trade and investment by foreign countries brought many challenges and oppression to the feudal societies of early China. For example, 'Christian missionaries established schools and opposed the foot binding that hobbled Chinese women' (Rowbotham, 1992: 207). Christian missionaries in China were instrumental in both promoting women's education in China and facilitating their study abroad, while it laid the foundation for later female liberation in China. These factors have created opportunities for China to encourage many scholars to study abroad. They returned to China to organise a political and social reformation movement that focused on a women's rights to join the army. They were representative of female intellectuals whose self-liberation awareness gradually broke away from feudalism:

'international feminists also looked to China as a location to spread the word on women's rights. Birth control advocate Margaret Sanger visited China in March 1922 and spoke to enthusiastic, large gatherings' (Roves, 2010: 62).

It can be seen that these Western feminist theories empowered Chinese feminism and helped the movement to better integrate into national conditions and social culture to fight for women's rights and interests.

In the 1950s, the first female directors appeared after the founding of New China. For example, Wang Ping's *The Story of Liubao Village* (1957) describes a love story between military squad leader Li Jin and a rural girl in the Liubao area (Chen, 2013: 19). However, the films of female directors in this period often did not counteract mainstream ideologies, and ultimately exacerbated the issue of disregarding the power of women to speak for themselves.

The emergence of feminism in the 1960s not only provided a theoretical impetus for rewriting the history of female cinema but also broke the ceiling that hindered women from joining the film industry. By the mid-1980s, some Western feminist films and feminist film theories had been introduced to China. Under the influence of Western feminist theory and the Chinese women's liberation movement, more and more female workers entered both the film industry and the public eye^[5]. Consequently, expressions of female consciousness in film gradually appeared on screen. Female directors boldly used female narrative discourse to compete with the traditional male narrative discourse, shooting many interpretations of female characters emphasising female consciousness.

In the 1980s, women in the Chinese film industry began to be more widely represented. As a representative female director, Huang Yubin tried to deconstruct the traditional cultural system which focused on male rights, instead exploring women's self-awareness.

Her 1987 film *Ghost Love* was China's first female-directed film (Dai, 1994:43).^[6] This film explains the cultural dilemmas of the modern Chinese woman through the life of a female opera singer, showing the world from her perspective.



Figure 1. Still from the *Ghost Love* (1987)

The film is based on female perspectives and completely defies the stereotypical female image at the time which was to satisfy masculine pleasures.^[7] The film describes a female Peking opera actress, Qiu Yun, who plays a male role on stage to escape the fate of women. In other words, *Ghost Love* is about a woman disguised as a man to express female consciousness as a removable mask. The actress shows disapproval of and submission to the mainstream consciousness while subverting the classic male-dominated culture and discourse. Qiu Yun by dressing as a man. This is an example of Butler's gender performativity theory (Horner, 2000: 1). in practice; gender involves people trying to imitate behaviours and thoughts of femininity or masculinity in order to produce a certain self-consciousness (Horner, 2000: 1)^[8]. Thus, female visual representations in her films are different from male-directed representations based on male desires and the male gaze. Yuqin's portrayals of women often depict those who find it hard to choose between career and family conflicts. These film themes from the unique perspective of women express the life of women's characters, real emotions and desires, and expectations of the future, which can help give women more positive images.

Li Yu is a female director, representative at the end of the 20th century and the beginning of the 21st century in China. Her 2005 film *Dam Street* is a social family ethics story (Meng, 2012: 10)^[9]. It tells the story of heroine Yang Xiaoyun, who is suffering from an accidental pregnancy during her teenage years in the 1880s. When she marries she realises that she has become controlled by others; she decides to leave her hometown and dissolve her marriage. Although Yang Xiaoyun does not have the right to speak in love and marriage, her female consciousness grows gradually. Additionally, Yang Xiaoyun has been singing songs at the stage under the sight of people, at the beginning of that period, she would abuse softly to show her dissatisfaction while left numbly at last, which shows the tiny mental process of the change from humiliation to numb when the female was being watched.

The film avoids the aforementioned discourse trap of women being seen as an object while calmly demonstrating the realities of the objectification of women by transforming traditional cinematography. It also shows the relationship between seeing and being seen in a patriarchal society (Lu, 2017: 11)^[10]. Simultaneously, *Dam Street* focuses on social realities and women's consciousness, describing women's living conditions and inner emotional entanglements (even women who exist on the edge of society) from multiple angles.

The Western feminist movement has given female directors a radical creative perspective. It has enabled examination of gender and social culture from a female standpoint and emphasises women's personal experiences to establish equal cultural relationships between men and women. Irrespective of the director, films of the 1980s and 1990s did not completely break through the patriarchal zeitgeist. However, their films reflected the position of women and their collective consciousness, allowing women to have more possibilities and space to express themselves.

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Study on the Basic Theories for Pre-school Education Security

Leiming Wang

Universiti Teknologi Malaysia, Malaysia, 81310

Abstract: This paper aims to find out the strengths and weaknesses of the existing studies based on existential literatures and events to conclude the basic features of the pre-school education security: high public closeness, weak subjectivity, irreversibility, asymmetry, high elusiveness, and a basic theoretical model is designed accordingly. Furthermore, centering upon the construction of a secure pre-school system, some measures have been suggested as follows: strengthen the supervision system and create a comprehensive security mechanism.

Keywords: Pre-school Education; Security; Pre-school Education Security; Comprehensive

Preschool education is the foundation of basic education, and preschool education security is the foundation of overall education security. The preschool education system with kindergarten as the main form is the basic carrier of the current preschool education system in China. The main study and living hours of preschool children are basically spent in fixed and closed high-density groups except in the family. It can be said that the quality of kindergarten education directly determines the future life foundation of individual children, and even it is no exaggeration to say that it directly determines the overall national quality and the future of a nation. However, at present, our country has not perfected the independent preschool education legislation system, has not the specialized protection law about the preschool child safety, also has not aimed at the preschool education safety theory question thorough systematic research. These seriously affect and restrict the overall healthy development of preschool education. This paper starts with the analysis of the basic outline of preschool education safety, deeply analyzes the basic orientation of preschool education safety, and puts forward the basic theoretical research outline of preschool education safety.^[1] It provides a preliminary reference path for the theoretical development and practical operation of preschool education safety in China.

1 Safety basic theory and pre-school education safety model

Security refers to the state in which things are safe from threat and in a stable and controllable situation. Security is the most basic guarantee for the development of anything.^[2] In theory, security is divided into two categories: traditional security, which generally refers to traditional issues such as political security and military security, and refers mostly to the state; the latter usually refers to other forms of security other than traditional security, and generally refers to new security risks arising from scientific and technological progress and social development, such as traffic security, AIDS, perverted crime, terrorism, child trafficking, arms smuggling, cyber addiction, environmental pollution, moral decay, faith loss, borderline crime, political and economic corruption, etc. The security risk is potential, uncertain and chaotic, which is difficult to predict before it is transformed into a real security event, but it can greatly reduce the probability of occurrence and improve the stability and controllability of the system through a strict and scientific prevention mechanism.

2 Development and safety characteristics of preschool education

Lu Yugang, director of the Department of Basic Education of the Ministry of Education, once said deeply :” Preschool education involves all aspects, very complex, is not only an educational problem, but also a social problem .” The institutionalized preschool education in China began with the promulgation of Guimao school system in 1904. The value orientation of preschool education in different development periods is very different. The value orientation of preschool education is a kind of tendency that people show when choosing educational content and carrying out^[3] educational plan based on the general view and understanding of preschool education. It affects people’s preschool education concept, behavior habits and emotional characteristics to a certain extent. The century-old history of the value orientation of preschool education in China enlightens us that preschool education must first pay attention to the harmonious development of children’s individual physical and mental health. The values of knowledge orientation and social orientation must give way to the values of individual development orientation of children^[1] This article fully agrees with the above views. That is, the value base of the development of preschool education is the individual of children, the value goal is to realize the full and comprehensive personality development of every child, and the value guarantee is to create and maintain a safe and controllable macro, meso and micro security environment, which provides a comprehensive growth environment and system platform for children to grow up with good rule of law environment, rich humanistic environment and timely and controllable risks.

Through the analysis of the literature at home and abroad and the preliminary investigation and analysis of the distribution,

composition, management, facilities, personnel and mechanism of preschool education institutions in China, it is easy to see that there are great safety gaps and hidden dangers in preschool education in our country, both in physics and mechanism.^[4] The security problems in the field of preschool education have both common and individual characteristics, but the difference is still relatively large. Even within the education system, there is a fundamental difference between the safety of preschool education and the safety of other levels and types of education systems, such as secondary schools or vocational colleges. These differences are the objects we need to study and summarize in depth and propose solutions in practice. Generally speaking, the characteristics of preschool education safety can be summarized and sorted out from the following dimensions:

2.1 “strong public closure”

Preschool children receive care and education in closed kindergartens or similar institutions, covering almost all the time of the child outside the family environment. This period of time for most parents are in the state of work, belong to the “helpless” uncontrollable limit of time. There is generally no very special or urgent cause or situation, parents can not contact their children, so they can not get the specific situation of children in the garden. Even if closed-circuit monitoring systems are installed in some kindergartens, they are empty because of blind areas of monitoring, children’s lack of accurate memory, recognition and retelling ability, and the lack and inadequacy of intervention and rescue. Therefore, for parents and the public, kindergartens are public space institutions, but for children themselves, such institutions are real closed spaces. This dual feature can be characterized as “public closed space feature “, referred to as” public closed “. It is this kind of pre-school educational institution’s “public closure” characteristic that has buried the hidden danger for some threats, dangers and injuries.

2.2 “Weak subjectivity”

Compared with the characteristics of “strong public closure” in preschool education institutions, children themselves show a high degree of “weak subjectivity “, which belongs to the main body of children rather than other subjects. In the sequence of all educational objects, children’s safety autonomy ability is the lowest, while safety dependence will is the highest. This kind of binary subject combination characteristic with huge spacing puts forward very high requirements for the moral accomplishment, self-control ability, professional accomplishment and comprehensive ability of preschool teachers and auxiliary staff. It is no exaggeration to say that the moral expectation and requirement of teachers are the highest among all occupations in which the object of work is human; among the moral expectations and requirements of teachers, The moral expectation and requirement of preschool teachers is undoubtedly the highest. At the same time, this “weak subjectivity” feature further derived from the “strong vulnerability” characteristics. This characteristic determines that children can not effectively face and resolve all kinds of risks and hazards from inside and outside the campus, both physically and intellectually.

2.3 “Irreversibility”

There is a saying in China: three years old, seven years old. What is the meaning of the number that appears in this saying? In short, it summarizes the general law of children’s psychological development and the decisive role of external education and influence on a person’s psychology and behavior. From the psychological characteristics and personality tendency of the 3-year-old child, we can see the embryonic form of the child’s psychological and personality image in adolescence, and from the 7-year-old child, we can roughly judge his achievements and achievements after middle age. Therefore, this age period coincides with the period of preschool education. We believe that in this critical period of life, it is more important not only to guide and shape positively, but also to resist and eliminate negative effects and injuries. Because the various effects of this period, both positive and negative, especially negative and negative, are irreversible. According to some survey and statistical analysis, it can be found that most of the problem teenagers and adult offenders have defects and problems in psychological and behavioral habits. Most of these problems can be traced back to the negative effects of their early childhood and adolescence, including families, society and schools. If scientifically speaking, the real culprit is the person who exerts negative influence and harm on these criminals during their growth. Unfortunately, law and science do not have enough technology to identify and determine these causal relationships. Therefore, from this point of view, efforts to create and maintain a sunny, happy, positive growth environment for children’s physical and mental development has the most fundamental significance and value.

3 Conclusion

Children’s safety is the core issue in educational safety, which will directly affect the development of children’s physical and mental health, the happiness of millions of families and the future of the whole nation. However, a wide range of traditional and non-traditional security incidents targeting children and preschool institutions continue to emerge. Therefore, we should strengthen the basic theoretical research on the safety of preschool education, construct a professional preschool education safety governance mechanism covering legislation, education and comprehensive social governance, and lay a solid foundation for the healthy development of preschool education in the future.

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Research on the Practice System of Foreign Language "Integration of Production and Teaching" in Application Oriented Universities

Shanshan Yu

Fuzhou University of International Study and Trade ,Fuzhou, Fujian 350202 China

Abstract: With the improvement of China's opening to the outside world and the optimization of international trade environment, foreign trade majors' demand for foreign language learning is also increasing. In order to further improve the quality of foreign language teaching in application-oriented universities, this paper studies the practice system of "combination of production and teaching" in foreign language teaching, and uses fuzzy algorithm to optimize its evaluation index and evaluation method, so as to build a more scientific and reasonable practice system of "combination of production and teaching".

Keywords: Integration of production and education; Integration of production and education; Teaching practice

1 The practice system of "integration of production and teaching" in college foreign languages

1.1 Optimization of the "integration of production and teaching" teaching structure of college foreign languages

Under the background of the combination of industry and education, through the continuous communication between enterprises and schools, the foreign language major provides talents for enterprises and serves the local economy, and puts forward a more scientific, reasonable and practical goal of talent training. Enterprises can participate in the talent training process to avoid the disconnect between university education and social talent needs. In the aspect of ability cultivation, the improvement of foreign language major students' professional ability is not simply the superposition of foreign language skills, but the expansion of knowledge and the mastery of industrial knowledge and national policies suitable for economic development. To find out problems, sum up experience and solve practical problems is an effective way to improve the innovative ability of foreign language majors, and to cultivate cross-cultural ability is a practical link in interpersonal communication.

At present, my domestic teaching combination has the following problems: The absence of government, shortage of funds, cooperation mode of a single, lack of cooperation, enterprise participation is not enough, double the talent team construction lag, the quality guarantee system and the appraisal mechanism is not perfect, enterprise enthusiasm is not high, the lack of administrative levels and deepness, difficulty of resources integration, and produce a single teaching mode, policy support system is not sound, the combination of production and education of steam. The collaborative mode is single, and the collaborative content is scattered. There are misunderstandings about who to collaborate with. School-enterprise cooperation funds are difficult to guarantee the lagging construction of "double-qualified" teachers. Lack of quality assurance system and evaluation system.^[1]

1.2 An evaluation system for the integration of production and teaching in college foreign language teaching

This paper puts forward the overall design of the comprehensive evaluation system of the combination of industry and education, classifies the subjects participating in the evaluation, and carries out the comprehensive evaluation from the two levels of schools and enterprises. University evaluation and enterprise evaluation are two first-level indexes in the comprehensive evaluation index system, including 6 second-level indexes and 25 third-level indexes respectively. The selection and design of these indicators should not only consider the relationship between schools and enterprises, but also consider the trinity of input, process and benefit, so that the index system can better reflect the effect of the combination of industry and education, which is convenient for the reference of subsequent researchers.

Through the combination of production and education determine the interests of stakeholders in the process of requirements, responsibility, and behavior analysis, and combined with the result of expert interview, determine the components of the performance evaluation index, and then according to the combination of production and education in the process of determining the interests of the stakeholder requirements, responsibility, and behavior, constructed the performance evaluation system for the application of the combination of production and education of the undergraduate colleges. Factor analysis is used to screen out the evaluation indexes that are not suitable for undergraduate universities.^[2]

1.3 Optimization of the practice system of integration of production and teaching of college foreign languages

With the change of the times, the understanding of the expression in the education field is deepening. With the change of the times, the concept of the integration of production and teaching of college foreign language has been deepening in the academic circles. The change of policy also endows the combination of industry and education with new era connotation. Adhere to the direction of school running, grasp the trend of market development, comply with the needs of market and industrial development, and implement the combination of production and education. The report, entitled "student-centered education system", highlights the importance of the relationship between universities, students and employers, and proposes ways to make the UK the best university and business partnership in the world. The combination of production and education should be market-oriented, student-centered, school-based, school enterprise cooperation as a link, market-based, and vocational education experience based.

Colleges and universities are higher education institutions mainly for training applied talents. The integration of production and education is the mode of running schools. The integration of production and education in applied undergraduate colleges is to train undergraduates with theoretical knowledge and practical ability. Through improving the graduation standard of students, students are encouraged to take the vocational qualification examination, so that the graduation certificate and vocational certificate can be connected. Through the popularization of students' knowledge of career planning, students plan their own career development, update their knowledge and skills according to the needs of their posts, and realize the docking between lifelong learning and effective learning.

2 Analysis of experimental results

By means of questionnaire survey, interview and literature review, the practical application effect of the practical teaching system proposed in this paper is analyzed, and the variables involved in the research hypothesis are measured. Through the collection of questionnaires by Eview6.0 software, this paper analyzes the dynamic situation of the subject of the combination of industry and education in applied colleges and universities, and analyzes the influence of education concept, benefit acquisition, resource allocation, system construction and other aspects on the subject of the combination of industry and education. In order to improve the effectiveness and objectivity of the questionnaire, the questionnaire in the appendix of this study contains the purpose and variables of the survey, and the questionnaire preparation process also includes the purpose and variables of the survey. According to the analysis results, the review experts and readers are recognized.

		N	mean value	standard deviation
Share the benefits equally		242	2.3027	.65952
Vitality score		242	2.0397	.65670

	Model	Nonstandard coefficient		Standard coefficient	t	Sig.
		B	Standard error	Trial version		
1	Share the benefits equally	.518	.057	.505	9.067	.000
	constant	.846	.137		6.182	.000

It should be pointed out that deepening the combination of production and education in application-oriented universities is not conducive to school management. The research shows that 63.1% of school administrators believe that the deepening of the integration of industry and education in applied universities cannot significantly improve students' material, spiritual and social satisfaction. The deepening of the combination of industry and education in application-oriented colleges and universities has also increased the responsibilities and burdens for administrators of many schools. In other words, when the interests of school administrators are positively correlated with the power of integration of industry and education, the limited interests of school administrators will weaken their power of integration of industry and education.^[3]

3 Conclusion

Application-oriented universities should adhere to the local, oriented to the university, combined with the needs and characteristics of regional economic development, through school-enterprise cooperation, select professional development models to promote the integration of industry and education. At the same time, we should strengthen the construction of teachers, guide students to pay attention to the national conditions, actively participate in social practice, cultivate their sense of social responsibility, innovative spirit and cross-cultural communication ability, cultivate them to establish socialist core values, and become high-quality personnel serving the national rejuvenation and the rise of a great power.

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Study on Cai Yuanpei's and Xiao Youmei's Music Aesthetic Education Friendship and its Time Value

Zhen Yang

School of Education, Zhengzhou University, Zhengzhou 450001, Henan Province, China

Abstract: After the May 4th movement, Cai Yuanpei actively advocated the joint efforts of returned students such as Xiao Youmei, which led to the exploratory development of music education in modern China. As two important roles in the development history of modern Chinese music education, Cai Yuanpei and Xiao Youmei share the same idea of music aesthetic education and music education-all embracing. On the basis of the music in line with Chinese feelings, the essence of Chinese and western music should be accumulated and integrated, and the cultivation mode of music aesthetic education will have a far-reaching impact on China's music education. By analyzing the musical friendship between Cai Yuanpei and Xiao Youmei, we can see the development process of the thought and practice of music aesthetic education in modern China, and express our gratitude for the unyielding belief of our predecessors in the development of China's music education. At the same time, we can point out the direction for the development of modern music aesthetic education.

Keywords: Music education; Music aesthetic education; Time value

China's conscious music behavior can be traced back to the Neolithic Age of the primitive society, and music education behavior came into being with the emergence of music behavior. With the development of human society, music education is also moving towards self-consciousness step by step. A brief history of Chinese music education holds that "music education in a broad sense comes into being with the emergence of music. As "one of the earliest art forms", music has a very high status in the political and social life in ancient China. "Ritual music system" is a combination of music and state power. Before that, Chengjun^[1], the earliest music education institution in China, came into being. The traditional feudal music education has always occupied the mainstream position in ancient China, which is largely due to the imperceptible educational function of music^[2]

1 Aesthetic education is the inevitable requirement of the development of the times

The influence of modern music aesthetic education is not only limited to that time, but also enlightens today's life. The formation of Cai Yuanpei's view of music aesthetic education is based on his aesthetic thought. He once expounded the function of aesthetic education. "We should urgently advocate aesthetic education, beautify life, and make people's nature and spirit depend on beauty."^[4] Cai Yuanpei saw the characteristics of aesthetic social function from the perspective of art, and realized the value between art and human spirit, which was mediated by music. Xiao Youmei often mentioned the aesthetic education and social function of music in his Speech about China's new music movement. And she mentioned that we should also pay attention to the historical value of traditional music and the ideological trend of the times^[5] This is consistent with Cai Yuanpei's educational philosophy. In Cai Yuanpei's eyes, music art should contain the general law and world outlook of life and society, which can promote people's thinking expressed in music, understand the meaning of life, move people's hearts, and play the function of social education. These are related to our traditional music education.

As the old saying goes: rise in poetry, stand in ceremony, become in music. To infiltrate aesthetic education into music education is an important channel to improve individual noble character. Cai Yuanpei and Xiao Youmei's thought of music aesthetic education is guided by the idea of combining Chinese and Western music, which aims to absorb the advantages of western music and revive the brilliance of Chinese music with its essence. At present, our country advocates quality education, focusing on the cultivation of students' core literacy, in order to cultivate individuals who can better adapt to the trend of world development in the future. Music aesthetic education is to focus on the whole person and promote the sound development of individual body and mind. We should adhere to the principle of attaching equal importance to aesthetic education and moral education and its relevance, consolidate the improvement of moral education quality with the functional characteristics of aesthetic education, and start from the cultivation of aesthetic consciousness to enhance their aesthetic artistic accomplishment. Through the aesthetic activity of music education, on the basis of adhering to the principle of artistry, we can cultivate compound music talents with healthy aesthetic taste. It is also one of the best practice forms of music aesthetic activities to put the educational thought of aesthetic theory into the teaching content of music education.

2 The integration of Chinese and Western is the eclecticism of music aesthetic education

Western music culture has a positive influence on Modern Chinese music. Xiao Youmei's central idea in music education is to carry out the policy of "all ages, at home and abroad, all embracing", advocate "all ages, at home and abroad music should be learned"^[6], and adopt the western scientific teaching system and method^[7], just as he put forward the idea of "mainly teaching Western music theory and technology, but also not ignoring the teaching and arrangement of national music"^[8], In the practice of music education, we always adhere to the idea of "middle school as the body, West as the teacher"^[9] It is consistent with Cai Yuanpei's school running policy of "all embracing" that the progress of Western phonology should be put into the cause of Chinese music education. Its fundamental starting point is to learn from western music to transform national music, rather than turning national music into western music.^[10] Cai Yuanpei's attitude of integrating the strong points of all nationalities, holding the concept of openness and tolerance, and his mutual harmony with Chinese traditional music is to express the artistic flavor of his oriental music with the reference of western music.

The aesthetic category between "harmony" and "purification" was put forward in the embryonic period of western music aesthetics. After that, both the aesthetic proposition of "the unity of beauty and goodness" and Hegel's "one body and two sides" were put forward on the basis of paying attention to the music form itself and the "emotion theory" throughout the history of western music aesthetics. Western music aesthetics has always attached importance to the role of beauty in music, and attached importance to the combination with music theory. The great sound is hard to hear. The ancient Chinese music has special characteristics in its perceptual music. Through the harmonious beauty between sensibility and rationality in music aesthetic education, the purpose is to improve the structure system of music education with its aesthetic value, so that the aesthetic sentiment can realize the music pursuit of enlightening truth with beauty in art training, and play the role of its potential aesthetic concept. In music education, we should show the spirit of charm and humanistic guidance in line with the aesthetic form of our country. Both Chinese and Western music aesthetic education contain the idea of "emotional education". Only when it is inclusive and pluralistic, and combined with the development needs of the times, can it meet the training objectives of aesthetic education in China.

3 Aesthetic education is an important part of music aesthetic education

The ideas of Cai Yuanpei and Xiao Youmei at that time promoted the education and music circles to pay attention to music aesthetic education, and the education policy of music majors was also inclusive. The curriculum reference was made to the system of Western Conservatory of music, and the content of national music was added at the same time, so that there were regulations on music lessons from primary school to middle school and universities at that time, Cai Yuanpei has also mentioned children's music education, "music, choose simple, quiet and fine, ..., should have appropriate tonal attitude, can be a model for children."^[11] The view is that children's music education needs to be cultivated on the basis of aesthetic education. At the same time, in order to meet the needs of teaching, Xiao Youmei published *Jin Le Chu Ji* and *Xin Ge Chu Ji*^[12], which were promoted under the influence of Cai Yuanpei's aesthetic education concept. On the other hand, the conservatory founded by Cai Yuanpei and Xiao Youmei made a great contribution to the popularization of music education at that time. These trained talents also became the continuation of Cai Yuanpei's music aesthetic education. It was under this inclusive idea that they were cultivated with the values of aesthetic education through the advanced western music teaching concept, it provides practice for exploring the development of music education in China.

One of the costs of music education is to cultivate the ability to listen to and understand art music^[13]. The education under music aesthetic education needs the support of music aesthetic theory. In order to improve the level of music quality education, we should pay attention to the development of music aesthetics while improving students' music aesthetic ability. Only by deepening the reform mode of music aesthetic education in Colleges and universities and improving the quality of aesthetic education can we strengthen the cultivation of professional talents. Combined with the teaching content of music aesthetic education, we can inject the era style of Chinese aesthetic education spirit, give play to the joint training role of aesthetic education practice in colleges and universities, and improve the teaching mechanism of music aesthetic education while innovating the training mode. To carry out a variety of music aesthetic teaching practice activities, on the basis of cultivating students' deep understanding of music art, we should create a campus culture full of aesthetic style. Combined with other "three educations" and according to the students' personalized music perception and appreciation, the ability to understand music aesthetics can realize the cultivation of innovative, applied and compound music talents.

4 Music Aesthetic Education is an Eternal Subject of Music Education

The influence of Cai Yuanpei and Xiao Youmei's music aesthetic education ideas on later generations is reflected in the cultivation of continuing talents on the one hand, and on the curriculum teaching of music teaching on the other hand. The discipline construction and curriculum setting of contemporary Conservatory of music and other schools all continue the idea of music aesthetic education. Just as Xiao Youmei's idea of "inclusiveness" is the expansion of Yuanpei's idea of "inclusiveness", he integrates the connotation of western advanced music into Chinese traditional music on the basis of inclusiveness, and on the basis of music conforming to Chinese feelings. It is the idea of the lasting development of Chinese music to integrate the essence of Chinese and Western music. In Xiao Youmei's *Mo Bao*, it is said that "when learning music, besides technique, one should always pay attention to its genre and expression in order to appreciate the overall true spirit"^[14]. This concept of music learning is still a philosophy that has been used up to now.

In the aesthetic process, music works are defined and appreciated through aesthetic communication according to experience and understanding. The implementation of music aesthetic education is an essential link in China's music education system, which plays a vital role in cultivating music talents with comprehensive quality. The development of music teaching mode in Colleges and Universities may not meet the development needs of the innovation era. To adapt to the music aesthetics of the new era, we need to explore new aesthetic standards, conform to the aesthetic cultivation standards, and build a new music aesthetic education mode by integrating the art system. In the teaching process of continuous practice, we need to do a good job in teaching evaluation of music

aesthetic education, pay attention to the Scientificity of teaching mode, create more educational scenarios through the development of innovative teaching mode, so as to enhance the role of music aesthetic education in China, adapt to the transformation of modern music teaching mode in Colleges and universities, and inject new vitality into aesthetic education activities.

5 Conclusion

It is with the efforts of Cai Yuanpei, Xiao Youmei and other sages that the music education in our country can develop rapidly. Therefore, the music aesthetic education of Cai Yuanpei and Xiao Youmei not only belongs to their era, but also is used in this era. This educational idea of music aesthetic education has been playing a subtle role. The influence on contemporary music is also self-evident, and this kind of influence will grow with each passing day.

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Victim Emily: A Rose for Emily from the Perspective of New Historicism

Fan Zhang

Beijing Forestry University, Haidian District, 100083, Beijing, China

Abstract: A Rose for Emily, written by William Faulkner, has recently received various interpretations, but few scholars focus on new historicism analysis, exploring the integration of literature and history. This paper will try to back up the heroine's victim identity with new historicism analysis, interpreting the relationship between Miss Emily and the old class division and the patriarchal society. In this way the paper provides a clear picture of American history in the post-Civil War period and the historical value of this novel.

Keywords: New historicism; Miss Emily; Class structure; Patriarchal society

1 Introduction

William Faulkner, one of the most influential American novelists, was born in an old southern family and created a series of typical southern characters in his Yoknapatawpha saga. A Rose for Emily was a short story happened in Jefferson, showing Miss Emily's conflicts with the "new" South, who was a relic of southern aristocratic. Since the short story published, scholars have made various interpretations on its narrative features, symbolism, female characters, etc.^[1] Most articles analyzed the cause of this tragedy, but few scholars make a clear link between Emily herself and the history at that time.

New historicism emphasizes the interaction between literature and reality. All historical records are polished with special languages and the author's analysis, and literature works in reverse make great influence on the history development. Therefore, readers could not only know the history better based on the textual analysis, but also think further which even influence the social development.

Miss Emily was an image reflecting the history of the old South and the status quo of southern aristocrats. In other words, she on the one hand was a victim of the old class division and the patriarchal society; on the other hand, Faulkner used Emily to evoke social attention towards the southern conditions, especially southern females.

2 Miss Emily and the Class Division

Miss Emily was a traditional southern lady grown up in a white, rich, and privileged family. At the beginning of the story, Faulkner introduced Emily as a "fallen monument", who was "a tradition, a duty, and a care"^[2]. In other words, Miss Emily was created as a symbol of the old South, which gave readers chances to know more about the traditional upper class.

In this fictional southern town, Emily lived in an old-fashioned and most conspicuous house, which even attracted townspeople to look around when she died, showing her noble status in the old South. For townspeople, this noble building is psychologically distant and mysterious in daily life, which indicated the great differences between noble class and the bottom before the Civil War. Meanwhile, Emily's behavior and experience also showed the power of upper class at that time. As an old lady, Emily always carried her head high enough and ignored the new laws at her will. She refused to pay taxes or explain her purpose of buying drugs only because her noble status. Obviously, landed gentry in the old South had supreme power to master the society, and common people can never ask anything about them. This strict class division in particular reflected in Emily's love story. Miss Emily was an old maid living with only one servant. Under this circumstance, people should have blessed her when she fell in love with a young man, but they de facto called her as "poor Emily" because the man was a northern worker, who cannot marry with southern noble ladies as tradition suggested.

From these descriptions, readers could know more about the real states of the old Southern after the Civil War. Faulkner showed a clear picture of the old class divisions and Emily was one of the victims under the strict rules. Emily's adjustment failure and sufferings because of the great social changes retold southern life in the reconstruction stage. Owing to the Civil War, Lincoln's administration broke up the gap between classes; however, without well-prepared settlements, the post-war South was in a mess, leading to numerous psychological problems and serious dislocation between the spiritual and real world in the southerner's hearts. Hence, the author created Miss Emily, a victim of this tradition-newness conflict, to remind Americans to take care of the southern conditions.

3 Miss Emily and the Patriarchal Society

Miss Emily was a traditional southern lady living under the great "protection" from men around. Faulkner described two men that

influenced and even controlled the heroine's life, which was a true portrayal of the cruel patriarchal society.

In her childhood, it was her father that dominated her life, especially marriage in the novel. For townspeople, what impressed them was that Emily's father always stood before her with a horsewhip, trying to drive away all the admirers, because "none of the young men were quite good enough for Miss Emily and such"^[3]. This behavior undoubtedly blocked Emily's communication with others and gradually changed her into an image of a noble lady from a woman alive, which was a beginning of her miserable life. What directly led to her tragedy was love experience. Although it was an underappreciated love because of Homer's low status, Miss Emily was the blaming target, which indicated in the male-dominated society, men were protectors and providers while women were the keepers of morality^[4]. In addition, Homer was dominant in this sexual relation, who decided the end of love. Miss Emily was a representative of women in the patriarchal society who were men's accessories without self-will and self-decision-making rights.

Under this patriarchal circumstance, Miss Emily's extreme resistance reminded readers to pay attention on women rights. She was brave enough to break the rules and fell in love with a northerner; however, due to the unchangeable traditional beliefs, this rebellion was doomed to failure, which resulted in the later cruel and mad behavior. Scholars have different opinions on this madness, but given to the patriarchal conditions, Miss Emily could do nothing but fight in the crazy way to express her anger and helplessness with the society. As Diane Roberts commented, Miss Emily shook not only the integrity of the spinster, but also the entire foundation of Southern history and class.

The author added rebellious color to this victim of patriarchal system, which may be a response to the popular female movements in the early twentieth, focusing on the conflict between female consciousness and patriarchal culture in the long history.

4 Miss Emily and William Faulkner

William Faulkner was a typical southern aristocrat who had witnessed the decline of the old South. His deep love and nostalgia resulted in a series of works that showed the southern life in the reconstruction stage, among which *A Rose for Emily* was one of the most famous short story to represent the struggle of southerners after the Civil War. Through this fictional text, readers could know more about the psychological problems existing in the South. It was the collision between traditional rules and new rising ideas that led to the great psychological gap. People had already been used to living according to the old rules, that is, noble families has supreme power to dominate the life of common people while townspeople can never step in the aristocrats' behaviors; However, it seems that something should be changed because of the Civil War, which advocated the equal rights. Nevertheless, the administration did not take concrete measures, leading to the conflict in the story: Emily and townspeople still believed her as a noble lady by default, and they asked Emily to behave nobly while the war gave the equal status for both Emily and townspeople. It was a true portrayal of southern conditions.

In addition, Faulkner described this story with his own words, endowing history with personal feelings and great wishes. On the one hand, he expressed his deep love for this land through Miss Emily. For Emily, the author set a miserable ending, but he still offered a rose to this poor victim, which was once explained by himself, "here was a woman who had had a tragedy, and irrevocable tragedy and nothing could be done about it, and I pitied her and this was a salute...to a woman you would hand a rose"^[5]. Faulkner never blamed anyone in this town and they all are victims of this environment after war, which showed his love for this land. On the other hand, he was clear about the southern problems and evils in the past. Therefore, he revealed the cruel traditions and rules through Emily's tragedy. Miss Emily was a victim during the great changes, and also a symbol of the decline of the old South and the birth of a new civilization. He mercilessly showed the conditions after the war, reminding readers to pay more attention on the southern problems. What's more, the author designed the unusual rebellion for Emily, which is an appeal to the female movement in the 1930s.

5 Conclusion

Miss Emily was a victim of class divisions. She had been regarded as noble class since she was born, and she strictly followed the noble traditions and rules throughout her life. However, the Civil War broke the traditions overnight without any suitable measures for southerners, resulting in the great gap in this aristocrat's mind. The story led readers to know more about the real southern conditions in this reconstruction period, which showed the sufferings and struggles of the old nobles under the new circumstances.

In addition, Miss Emily was also a victim of patriarchal society. Both the father's "protection" and Homer's abandon were results of the patriarchal system, and it was also these men that directly caused Emily's tragedy, revealing the cruelty and inequality of patriarchal society.

This short story showed the real southern conditions after the Civil War, from which readers could dig out the psychological state of southerners in the great changes. At the same time, William Faulkner made use of Emily to express his love for the land and the reflection on the old traditions, appealing people to focus on the post-war South as well as the feminism movement. The story undoubtedly played a great role in historicity of text and textuality of history. It was a creation that integrated the history and literature, showing readers the real history as well as the author's emotions and time significance.

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The Value Orientation of School-based Educational Research

Liheng Liu, Lifei Huang

Chongqing Jiangjin Middle School, Jiangjin 402260, Chongqing, China

Abstract: School-based educational research (SER) is a new teaching and research method which complements each other with the advancement of curriculum reform. Existed studies focus on how to conduct and promote SER, while less on the essential definition of it, and lack a clear positioning of its value. Based on the realistic dilemma, this paper first analyzes the value orientation of SER, so as to improve teachers' curriculum leadership.

Keywords: School-based educational research; Value orientation; Path optimization

School-based educational research (SER) is an important feature of China's basic education and an essential driving force to develop the high-quality education. It plays a key role in implementing new courses and teaching materials, promoting teacher professional development, and promoting the leap-forward development of schools. In the new era, facing the new situation, tasks and requirements of comprehensively developing quality education, promoting high-quality development of education, and advancing the reform of education methods, SER is incapable of adapting to the development of curriculum and textbooks with experience accumulation. Moreover, the challenges such as weak curriculum understanding and leadership of teachers, poor effective integration between education and teaching, relative separation between education, teaching and research, lack of systematization and structure, and contempt for professional academic attributes are constantly highlighted. This requires us to adhere to the unification of problem-oriented and goal-oriented, and further clarify the value orientation of SER. Further, it is necessary to embody SER's professional and applied attributes, comprehensively implement the Party's educational guidelines and policies, effectively promote the transformation of teaching and research, and comprehensively develop students' core literacy. Finally, we can implement the fundamental task of fostering virtue through education.

What is the essential definition of SER? There are different opinions at home and abroad. "Teaching research theory", which is an explanation of SER, describes the research activities conducted by teachers aiming at the problems found in the teaching process. "Education teaching research theory", represents research activities aimed at school education and teaching, student development guidance, etc. To give full play to the role of SER, we need to re-examine its concept and clarify the value orientation.

1 SER is supposed to demonstrate the value direction of fostering virtue through education

Since the 18th National Congress of the Communist Party of China, the guiding ideology of fostering virtue through education has been deeply rooted in the hearts of the people, the curriculum reform has been accelerated, and the construction of teaching materials has been fully implemented. To implement the fundamental task of moral education requires us to integrate moral education, discipline education, labor and comprehensive practical activities in schools, and to form a systematic and normal system. This requires SER to shift from purely focusing on textbooks and teaching methods to all-round comprehensive education methods. Furthermore, it is necessary to change from research discipline teaching to discipline education, so as to demonstrate the value direction of moral education. This requires us to reverse the unscientific orientation in SER and overcome the stubborn problem of only scores, to avoid narrowing the understanding of education quality, mistakenly equating education quality with academic quality, and not equating education quality analysis with score analysis. Moreover, this requires us to pay attention to students' core literacy in SER, and cultivate their correct values, necessary characters and core abilities to meet the needs of lifelong and social development.

For example, Jiangjin Middle School in Chongqing has the SER characteristics of "inheriting red genes and cultivating bloody youth". The school gives full play to the glorious revolutionary tradition of Marshal Nie Rongzhen's alma mater, condenses the "spirit of Commander Nie", creates a national defense education resources and environment, develops characteristic school-based courses, develops a national defense education school-based curriculum system, and fully penetrates revolutionary traditional education in subject teaching. In contact with the places where Marshal Nie Rongzhen studied, fought and worked, the school persisted in carrying out national large-scale moral education practice activities for more than 20 years, and condensed the pursuit of core values of national defense education. Every year, many students of the school are admitted to the air force pilots and national defense military academies, and are awarded the high-quality student base of the army, navy and air force universities represented by National University of Defense Technology, the national aviation characteristic school, which won the honorary title of "National Defense Education Demonstration

School for Primary and Middle Schools”, and was awarded the first batch of SER bases for ordinary high schools in Chongqing.

2 SER is supposed to reflect professional and applied attributes

In November 2019, the Ministry of Education issued the “Suggestions on Strengthening and Improving Basic Education Teaching and Research Work in the New Era”, which clearly pointed out that basic education teaching and research work in the new era should provide strong professional support for “cultivating new people who are responsible for national rejuvenation”. SER has strong professional attributes and based on the actual application attributes of the school, which requires us to change the top-down command and task-based administrative force promotion, change the “bureaucracy” management model (principal-teaching department or academic affairs), and attach importance to the fundamental role of SER in school education and teaching reform. This requires the school to constantly improve the modern management system, build a special platform, and play the professional role of the teaching and research group, so that the teaching and research team leader can not only be the organizer of SER activities, but also a professional development leader, curriculum implementation planner, and student development instructor. Further, there is essential for improving the SER operation mechanism, avoiding the “bureaucratic” administrative management model, and avoiding the random, and fragmented teaching and research activities. Besides, it is necessary to create a professional academic atmosphere can recognize the professional value of SER and consciously incorporate it into the structural system of education and teaching work. Finally, teachers are supposed to strengthen their research awareness, realize that “student guidance requires research”, “preparation is research”, “proposition is research”, etc., and realize that “research” is everywhere and everywhere, so that education and teaching can be truly combined with research, and various problems encountered in the process of school education and teaching can be truly solved.

Chongqing Jiangjin Middle School is committed to the transformation and upgrading of SER, and implements projects such as “Blue Project”, “Famous Teacher Studio”, school-based micro-projects, student development tutor system, “Jinzhong” big forum and other projects. It organizes teachers to keep study and insist on teaching all the year round. Specifically, teachers are suggested to work as the model “teaching and research every week, competition every month, appraisal and commendation every year”. The principal takes the lead in participating in competitions and teaching activities, vigorously promotes scientific research “practical combat”, encourages and supports teachers to reform teaching methods, and form the special teaching style and characteristics.

3 SER needs to effectively implement national major theme education

The “Ordinary High School Curriculum Program (2017 Edition, Revised in 2020)” updated the education and teaching content according to national development and the needs of the times. “The curriculum contents include the internship of socialism with Chinese characteristics in the new era, the organic integration of socialist core values, and the educational contents of Chinese excellent traditional culture, revolutionary culture and advanced socialist culture”. The main points of the guidelines of the Textbook Bureau of the Ministry of Education in 2020 include the development and introduction of labor education and other major topics of education. It can be seen that carrying out SER activities are supposed to actively implement national major theme education, combining school reality and subject characteristics, conforming to students’ psychological characteristics, clarifying school objectives and overall tasks, exploring the implementation methods, and realizing the systematic and effective implementation of major theme education normalization, to guide students to cultivate cultural deposits, strengthen national consciousness, and enhance the “four self-confidence.”

4 Conclusion

To improve the quality of SER in the new era, while accurately grasp the value orientation of SER, we need to improve teachers’ curriculum leadership, innovate SER work methods, and build a SER community.

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Resiliency of Business Organizations in the Tourism Industry of Wuhan, China During the Covid-19 Pandemic

Yuqiu Du

Cavite state university, Gansu Lanzhou, 730000, China

Abstract: The COVID-19 outbreak which pushed the public actors to seek out customized solutions a dusted for local development. Especially for the city of Wuhan, The present paper investigates the role played by the public administration in rebuilding and supporting the tourist sector in Bukovina which has been severely affected by the restrictions imposed by pandemic. The study used a mixed research method: quantitative analysis and qualitative research (interviews). This paper mentioned many major crisis events before, because the harm, impact and scale of effect to the tourism industry by the current pandemic is very obvious and every government is implementing various programs and strategies to mitigate it. In this study, the effectiveness of such initiatives will be evaluated and the capability of tourism businesses to rebound from this crisis will likewise be assessed. The results show that the types of governance applied by the county and local administration will have a decisive impact upon the recovery of the tourism sector.

Keywords: Resilience; Governance; Tourism company; COVID-19

1 Introduction

Following the declaration by the World Health Organization (WHO) on 31 January 2020 that the novel coronavirus outbreak is a public health emergency of international concern and has been upgraded to the highest level of "severe"; A warning was issued on 9 March that the threat of a global pandemic had become a reality. Countries around the world have successively declared a state of emergency, and some countries have begun to adopt the strategy of "isolation" -- blocking cities and traffic, closing shopping malls and other large public facilities, closing schools, restricting the entry and exit of people and goods and so on. These measures have had a huge impact on the major economies of the world. China was the first country where COVID-19 began a large-scale outbreak, and its economy has been hit hard, especially in Hubei province, the epicenter of the outbreak. In terms of data, China's GDP in the first quarter of 2020, the worst-hit period of the epidemic, decreased by 6.8% year on year. The GDP in the second and third quarters increased by 3.2% and 4.9% year on year, but lower than the growth rate of 6%-7% in previous years. Affected by the epidemic, the short-term demand for domestic demand and supply have dropped sharply, resulting in a 14.3% drop in the manufacturing PMI and a 24.5% drop in the non-manufacturing business activity index in February 2020 compared with January. Among them, the demand for transportation, tourism, accommodation and catering, residential services and other consumer industries has dropped significantly. This has brought no small fluctuation to China's macro and micro economy.

2 Materials and methods

In presenting the prevailing conditions obtained from the venue of this study, the descriptive survey method was used. Among all other methods of research, this method was used because the researcher found it to be most fitting to resolve the truth. The descriptive Normative Survey research is essentially a method of quantitative description of the general characteristics of the group. It is directed toward ascertaining the prevailing conditions.

The participants of the study shall be owners or managers of travel and tours companies in Wuhan, China. The number of participants will be determined using the Slovin's formula:

$$n = \frac{N}{1 + (N) (e)^2}$$

Where: n = sample size N = total population e = margin of error

There are total 274 tourism companies in Wuhan city, and according to this formula, I get a final sample size n=163. so I will select 163 tourism companies in Wuhan city as my survey sample size.

The researcher utilized a survey questionnaire to collect needed data. The questionnaire is self-developed and it was used for the collection of information pertaining to the characteristics of travel and tours companies, the effect of the pandemic to them and the strategies they implemented to address the negative effect of the pandemic and how effective are these strategies and the programs of the government in helping them recover from the crisis.

3 Results and discussion

3.1 Conclusion

Based on the findings of the study, the following conclusions were arrived at:

(1) The typical respondent in the study were mostly male, married, about 30-50 years old, a bachelor's degree holder who served in his present position for at least four years.

(2) Most of the tourism companies in Wuhan are new established within 2 years, which specialize in specific areas of business. All the companies had a physical offline business before the outbreak, which had served at least 2,000 tourists in 2019 and went back to work after second half of year of 2020. Most businesses are small-scale and profitable before the epidemic.

(3) From the aspect of revenue from tourism, all the tourism enterprises have changed from the profits before the epidemic to the debts after the epidemic, and even went bankrupt. From the aspect of outbound and inbound tourism, during the epidemic period, according to the national policy, all outbound and inbound tourism projects were stopped. From the aspect of number of companies in the industry and number of people employed in the industry, due to the impact of COVID-19, nearly half of the tourism companies in Wuhan have closed down, and tourism industry has reduced by 2/3.

(4) Influence to the travel and tours companies in Wuhan by the pandemic. From the aspect of profit, more than half of the enterprises lost more than 10% compared with 2019. From the aspect of operation, all tourism enterprises are transformed from team tourism business to online business. From the aspect of manpower, a large number of enterprises have laid off staff, and the overall number of tourism employees has been reduced by two-thirds.

(5) The intervention programs initiated by Wuhan's government to fight the effect of global pandemic to the tourism industry. In order to deal with COVID-19, on the basis of the preferential tax policies for tourism enterprises issued by the State Council during the epidemic period and the temporary withdrawal of the deposit for tourism service quality issued by the Ministry of culture and tourism, a series of supporting policies are timely issued in terms of financing, labor, subsidies and insurance.

(6) The effectiveness of these interventions in helping the industry recover. The government's policy support of the combination of inclusive and differentiated has alleviated the financial pressure of tourism enterprises, reduced the cost and layoff risk of tourism enterprises. From the May Day holiday and spring holiday tourism related data can be seen that these measures and strategies have a positive effect on the recovery of tourism economy.

(7) Strategies implemented by travel and tours companies in Wuhan. The government has launched many measures to deal with COVID-19, many of which are adopted by major travel agencies. It can be seen from the sample statistics that the government's response measures are still highly adopted by major enterprises.

3.2 Recommendations

Previous government and major tourism companies have made a significant recovery in the tourism economy, but there are other areas where it could be further improved:

(1) Ticket change. Tickets are the cornerstone of many scenic spots. For a long time, the revenue structure of a large number of traditional scenic spots in China is single, and the main source of revenue is tickets, cableway, vehicle transportation and other basic projects. Scenic spots are increasingly dependent on tickets. According to statistics, these projects account for 70% - 80% of the total revenue, and the gross profit rate reaches 80% - 90%, which is the core of the profits of such scenic spots.

(2) Product transformation. The core problem of "ticket dependence" is that in the past, scenic spots mainly adhered to the single mode of "scenic spot tourism", with few secondary consumer products, which led to the main revenue figure being ticket revenue and single revenue structure. This is especially true in mountain scenic spots.

(3) Service transformation. This transformation not only takes place in scenic spots, but also a wave sweeping every corner of social development digital. The total consumption of online travel has reached trillions. With such a huge consumer market, it is imperative for scenic spots to grasp the trend.

(4) Change thinking. For scenic spots, the first thing to bear the brunt is to break the original cognitive boundary of "scenic spot thinking" and turn to "cultural tourism destination thinking". Only after the change of thinking, can the scenic spot walk into the good night of culture and tourism more leisurely.

(5) No web celebrity worship. After getting rid of the interference of some fleeting tourism projects, on the road to the ideal product planning, the scenic spot needs to be side by side with the local culture. For different scenic spots, there are differences in product planning. In natural landscape scenic spots, we can build experiential products and leisure products through the mountain as the core, so as to make it become a community and a destination.

(6) The delight living. Scenic spots from the determination of what style, to build a product framework, and then on the details of the continuous carving, and to meet the needs of the emerging customers with The Times, not as simple and direct as in the past. Along with the trend of brigade fusion development, state-owned capital, private capital is bound to full access to the transformation of the construction of the industry, the future of the scenic area as an important bearing, the tour industry of inevitable earth-shaking changes, is become insects, or incarnate the dragon, was still content, quality, operation, and brand.

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Translation Teaching Based on Language Big Data

Ying Xu

Zhejiang Yuexiu University, Shaoxing, Zhejiang 312000

Abstract: With the continuous development of information technology, China has officially entered the information age. Big data information technology has changed people's lifestyles and promoted the transformation and upgrading of various industries. In the era of language big data, the requirements for translators have also been improved. To train translation talents to adapt to the development of the times, colleges and universities should update the concept of translation talents training in time, actively explore the relationship between language big data and translation, actively adjust the translation teaching mode, realize intelligent teaching, build a new translation teaching system, enhance students' translation skills and train talents with higher professional level for the society. This paper will discuss the concept of big data, the influence of language big data on translation teaching, the existing problems in translation teaching and the translation teaching strategies based on language big data.

Keywords: Language big Data; Translation Teaching; Teaching Strategy

Introduction

Under the background of big data, the language service market is experiencing explosive growth, especially with translation technologies advancing by leaps and bounds in the era of big data. The combination of artificial intelligence and language service has spawned a brand-new era of language big data. With the development of language big data, translation education needs to keep up with the pace of the big data era in order to adapt to the society, serving the society and creating the value of translation, which will inevitably bring about profound changes in translation teaching. Professor Liu Heping from Beijing Language and Culture University believes that the language service industry has undergone earth-shaking changes under the impetus of science and technology, and classroom teaching in colleges and universities, as the main position for training language service professionals, should be reformed accordingly, and the training mode and teaching mode of language service professionals should be changed according to the development trend of the times and the changes of social needs.

1 The concept of big data

With the continuous development of information technology in China, big data and cloud computing technology have been widely used. As a major branch of information technology, big data technology mainly refers to data groups with functions beyond traditional database software, which are responsible for storing, capturing and analyzing massive data. People use cloud computing and big data technology to cross-reuse, integrate and share massive related data, and finally form valuable knowledge service capabilities and intellectual resources to provide effective services for people. Generally speaking, big data technology has the ability to collect and analyze information. Through the analysis of big data technology, people can find effective information in massive information, and then continuously improve the efficiency of people's study and work, and help people make correct decisions. In addition, big data technology can also provide online learning through the operation of online terminals, so that students' learning behavior will no longer be constrained and restricted by conditions such as time and place. Teaching and interaction with teachers can happen online on the network platform, thus changing the traditional learning mode. The foundation of big data technology is intelligent analysis and speech processing. Through the integration of artificial intelligence and big data technology, people can effectively improve students' translation ability, cultivate students' good technical thinking and provide them with more efficient learning methods.

2 The influence of language big data on translation teaching

2.1 Enriching teaching resources

Big data technology and network environment can provide more teaching resources for translation teaching, while rich teaching resources can further ensure the order of teaching activities and provide students with technical teaching technology and teaching environment. Traditional translation teaching resources generally come from textbooks and teachers, including hardware resources in classrooms. However, these resources are very limited, and will be restricted by practical conditions. However, in the era of big data, the network platform can provide teachers and students with massive teaching resources and information resources, such as the corresponding network teaching platform, massive open online course platform, teaching forum, corpus and other resources.

Compared with traditional teaching resources, these teaching resources are not only featured by strong interactivity and timeliness, but also can provide diversified and visualized real language materials for students and teachers. For students, the big-data-based teaching resources can enrich their learning content, thus enhancing students' interest in translation courses and promoting the reform and development of translation teaching.^[1]

2.2 Digitalizing teaching

Different from traditional teaching mode, using big data technology can make full use of teaching resources online, realize the sharing of teaching resources and break through the limitation of learning resources. Traditional translation professionals are usually only familiar with the discourse system of a certain professional field (such as economics, politics, medicine, etc.). In the era of big data, the language service industry relies on the high-speed Internet, background computing technology and cloud storage, and builds a large number of bilingual/multilingual corpora to provide information query systems and searches for practitioners in the language service industry. Computer-aided translation systems and Internet translation software can not only perform local calculations in a certain field, but also efficiently provide translators with terms of a certain professional that they are not familiar with. In addition, language data technology also provides a unique perspective and tool for translation research and teaching. The language database electronizes representative corpora, provides massive data support for teaching, and enables users to quickly retrieve and extract corpora and make relevant statistics. For example, researchers not only use the descriptive function of the corpus of interpretation and translation to describe translation phenomena and the complex factors involved, but also use the corpus to analyze, explain and verify translation rules, and also use the corpus to discuss common problems in translation, or to study translation language features, translator style, translation norms, translation teaching, translation quality evaluation, etc. (Wang Kefei, Qin Hongwu, 2015; Zhu Yubin, Chen Jianlin, 2015; Li Dechao and Wang Kefei, 2011). The direct application of these studies to translation teaching will greatly promote the reform of translation teaching. The types of language databases most relevant to translation are: parallel language databases for comparison and reference of translation examples, comparable language databases for studying the universality of translation, learner language databases for learning and teaching translation and interpretation (Olohan, 2004), and translation language databases specially containing translations.

In translation practice and teaching, student translators can use language database to stimulate their thinking, query, compare and refer to bilingual and multilingual terminology expressions and translation examples in language database. However, most language databases play the role of "dictionaries". Only when translators observe and summarize the phenomena and laws of language use, actively carry out Data-Driven Learning, and comprehend the translation methods of mature translators can the accuracy and fluency of translations be improved (Laviosa, 2002), and the role of language databases can be truly brought into play. The combination of language database, modern educational technology and translation technology has great potential development and utilization value. Big data mining and analysis technology can enhance the efficiency of language learning (Yu, 2015), which provides unprecedented opportunities for learners, and greatly improves the efficiency of translation learning through language learning media, artificial intelligence, big data technology and other rapidly emerging technologies.

2.3 Interactive teaching evaluation

As a necessary link in curriculum teaching, Teaching evaluation is a process in which teachers and students reasonably evaluate students' learning achievements and teachers' teaching according to the general features and rules for teaching as well as scientific indicators for teaching evaluation. In the traditional teaching process of translation course for English majors in colleges and universities, teachers will make teaching evaluation according to students' translation achievements. For students, this is a one-way evaluation model. Students can only be provided with an evaluation result, with no chance to communicate with teachers, making it difficult to learn and understand in-depth knowledge, not to mention making progress through reflecting. Fortunately, the application of big data technology can bring change to this situation. Through online platform, teachers can monitor students' learning tracks and be provided with data of language inputs. Students' learning performance is no longer limited to subjective judgment, but can be given objective and visualized evaluation through data analysis conducted automatically. Teachers can communicate with students through online discussion, so as to shorten the distance between them. In addition, teachers can interact with students through various online social activities (Olohan, 2004).

3 Problems with present translation teaching

3.1 Backward teaching mode

As far as the current situation is concerned, the translation teaching currently used in colleges and universities in China relatively lags behind and is out of date to some extent. Teachers have not innovated their teaching theories in time. At present, there still exists a serious problem of one-way output. Many teachers are not aware of students' dominant position in the teaching classroom, resulting in many students' becoming passive recipients of knowledge. What's worse, the textbooks used in college translation teaching are relatively traditional and away from college students' life, which does not meet the needs of the times. Secondly, because of the large number of students in the current class, it is difficult for teachers to carry out differentiated teaching, resulting in the negligence of students' personalized development. Finally, the limited class hours for translation courses in many universities makes it difficult for teachers to conduct high-quality translation teaching practice.

3.2 Less interaction

Translation teaching itself is to highlight the practical language output. Teachers should value the cultivation and promotion of students' communication skills through enhancement of the interaction between teachers and students. However, as far as the current situation is concerned, in many translation classes of colleges and universities, teachers take the initiative to fully control students' learning progress and even learning methods. As a result, the communication and interaction between teachers and students, between students and students is reduced, which will eventually lead to students' losing their real and comparable language output environment

and gradually losing their interest in translation learning.

3.3 Lack of timely evaluation and feedback

No matter what subject is taught, teachers' evaluation of students' performance is very important. Thus, students can reveal their problems with learning in time so as to promote their own learning progress by fully reflecting on their learning with teachers' evaluation and feedback. For translation courses, the quality of students' translation works can directly reflect the students' understanding, mastery and application of translation skills. However, due to the larger size of classes and the large amount of translation work completed, it is difficult for teachers to evaluate and give feedback timely on students' translation works. As a result, this subjective evaluation will affect students' enthusiasm about practice, and makes it difficult for them to get accurate and direct feedback from the evaluation, thus making it less possible for them to improve their translation proficiency (Yu, 2015).

4 Translation teaching strategies based on language big data

4.1 To establish an online language data teaching platform

Big data technology and information network technology have been fully applied to language teaching through corpora and other forms. For translation teaching, teachers should also make full use of big data technology and network teaching resources by establishing an online language data teaching platform and constantly improving the network teaching system. To be specific, teachers should constantly improve the interactive platform between teachers and students, and use network technology to set units like introductory guidance, translation theories and library of translation materials on the platform. At the same time, they should also add to the platform functions such as performance evaluation as well as teaching and learning reflection, so that students can make their own assessment online, which helps cultivate students' autonomous learning and improve their learning quality. Secondly, teachers should also make full use of information technologies to build an interactive communication channel for students, through which they can perform online communication, make mutual evaluation on homework or even online automatic evaluation, as well as share resources or push notifications of interesting topics and learning materials to them. Finally, teachers should also provide opportunities for students to communicate with professional translators out of campus. It can be initiated by some leading universities to co-establish an interactive platform integrating the providers of translation materials, teachers and students, so that students can communicate with the original authors, interact with teachers and other students in real time, realizing mutual learning and promotion. Students can improve their translation ability through better translation experience, and improve the efficiency of translation teaching (Li & Wang, 2011).

4.2 To reform and innovate teaching methods

Influenced by the traditional teaching mode, the translation teaching in many colleges and universities still stays in the pure text, which can no longer meet the needs of the current social development. Students trained in this way can hardly meet the requirements of the society in the future. Therefore, today's teachers should update their teaching concepts, reform and innovate their teaching methods in time, transforming the traditional translation teaching style into the mode that focuses on practical needs and services, so as to promote the cultivation of translation professionalism. First of all, teachers should initiatively master the technology of translation teaching and research by using corpus. The research on Corpus-based language analysis and teaching with big data has broken through the limitations of traditional researchers or educators' sense of language, focusing on language use in the real situations with the return to observation and learning of language facts. Traditional language teaching seldom records students' questions on learning while Big data makes it possible to collect, analyze and utilize students' questions in the form of pictures, words posted, and chats with each other. All these construct a new language learning database with students as the center. Secondly, teachers need to understand and learn how to make and use big data analysis. Big data analysis technology not only has the potential to help improve language teaching tools and innovate teaching methods, but also can further promote the application of personalized big data to language learning so as to improve the effectiveness of language learning. By analyzing big data of language, personal learning performance and learning progress can be tracked. Continuous feedback for students' language learning can be provided timely as an effective analysis tool for personalized language learning to make students more aware of their learning process and shortcomings. In addition, teachers should guide students to give their attention to language data processing technology in order to infiltrate practical problems and needs into translation teaching and learning, like text processing technology, translation technology and corpus use, for students' social development and adaptability (Wang & Qin, 2015).

(1) To improve technical literacy

In the era of language big data, in order to improve the quality of translation teaching, teachers should not only improve their professional quality, but also reserve knowledge of language big data utilization, artificial intelligence and translation technology, improve teaching assessment system, strengthen teachers' interpretation and translation skills, and continuously expand teachers' knowledge on translation. In addition, teachers should take the initiative to improve their information technology, participate in the construction of online learning platform, and continuously improve the quality of translation teaching.

5 Conclusion

To sum up, translation teaching based on language big data requires teachers to master big data technology, innovate teaching methods by establishing language data teaching platform, to cultivate students' technical awareness as well as the awareness and ability to make data analysis and utilization, for improving translation teaching, and training compound translation professionals for the society.

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The Study of the Relationship Between Listening Learning Strategies and College English Listening Comprehension——A Case Study of Zhanjiang University of Science and Technology

Yunshu Zhao

Zhanjiang University of Science and Technology

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1 Introduction

Among the four basic language skills, listening takes up the most significant position, and listening is an intricate and active procedure of interpretation where listeners connect what they hear with what they have already known. However, the current situation is even though most Chinese college English students have already made great efforts to improve their listening ability, they have only acquired a little effect.

Many studies have focused on how listening strategies, how learners could master and develop learning strategies. Therefore, it is necessary, urgent, and feasible for both language instructors and learners to explore effective listening learning strategies. Basing on the background of learning strategies' theory and practice, this small-scale research aims to provide statistical information or experimental support to understand the students' listening process, the importance of listening strategies in strengthening listening ability, and give out some tentative suggestions for listening teaching.

2 Literature Review

Basing on Rost(2005:155), listening strategies mean that the skills listeners adopted to understand the meaning of income utterance and for language use or communication. He further pointed out the category of different listening strategies, as the table is shown:

Meta- cognitive	Self-planning: Advance planning; While-listening and after-listening planning Self-monitoring Self-evaluation Selective and Directed attention
Cognitive	Inferencing; Rehearsal or Repeating; Summarizing; Elaboration; Translation; Note-taking; Predicting; Transfer; Imagery
Socio -Affective	Cooperation; Lowering Anxiety; Self-encouragement; Motivation; Asking for clarification

3 Research Questions

The study mainly aims at investigating the effect of applied listening strategies between non-English majors and English majors in the experiment for bettering and accelerating listening comprehension of college English students. The research results attempt to engage in obtaining responses serving the following questions:

1. What listening strategies do non-English majors intend to use in the listening comprehension process?
2. What listening strategies do English majors intend to use in the listening comprehension process?
3. What are the differences in listening strategies between non-English majors and English majors applied? Are they have different effects?

3.1 Participants

The participants involved in the research are selected from two classes of second-year students in Cunjin College. One class is from the Department of Culture and Media, majoring in Teaching Chinese as a Second Language and the other is from the Department of Foreign language, majoring in English. They are altogether 61 students who will participate in this study, with one class of 30 students and the other of 31. They were 52 females and 7 males, age between 19-20 years old. They both have been taken the listening course for the past year, and are of similar English proficiency levels. Altogether there are 61 questionnaires are collected from the website, and both of them are valid.

3.2 Instrument

The instruments mainly consist of two parts: questionnaires, and SPSS software for data statistical analysis. To collect data of general situation of two different majors' listening strategies, the questionnaires are designed based on the model proposed by O'Malley

& Chamot(1990), Wen Qiufang(1996), Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi (2001) and make some modification to match and suit the real conditions of listening strategies before use. Two classes are asked to finish the same questionnaire.

The questionnaire on the students' use of listening strategies is designed in Chinese version for total understanding of the asked questions and consists of 40 questions, in which the first 10 items are open questions which are designed to obtain the students' personal information and the facing problems of listening study. While the other 30 questions primarily focus on students' recognition of listening comprehension, each of which represents one strategy category: meta-cognitive strategies (from 11 to 20), cognitive strategies (from 21 to 30), and social/affective strategies (from 31 to 40). All of the 30 strategy items are valued on a five-point Likert scale, in which 1 point stands for Never or rarely true of me, 2 stands for Usually not true of me, 3 stands for Sometimes true of me, 4 stands for Usually true of me and 5 stands for Completely or almost completely true of me. Based on their use of listening strategies in the real listening process, students from the two classes to be sure to choose a number representing the corresponding statement from among the five statements, where the higher the score is, the higher the strategies are used frequently for statistical convenience.

The second instrument is employed to collect data in this research is the follow-up interview. Fifteen interviewees are from two different classes voluntarily were participated in the interview and they were interviewed after finishing the questionnaire. There are no such specific questions for the students to ask, which mainly focus on students' understanding of listening strategies, feeling towards and specific strategies, and existing problems in listening learning. To make the interviewee feel free and relax, they are expected to answer the questions in Chinese. According to Arafat (2012), the interview helps to triangulate the information coming from the questionnaire and provides opportunities for learners to report in their own words. In this case, the interview is helpful for the researcher to obtain more data about whether the strategies are consciously used or not, the reason and how they deal with them when doing listening strategies

3.3 Data collection and data analysis

61 students are willing to participate in the study and are asked to finish the questionnaire through their phones during the class. All the valid data information is placed into the Statistical Package for Social Science (SPSS 18.0) and processed to give the quantitative answers to the research questions. Moreover, the reliability of the questionnaire is analyzed through the Descriptive Analysis process. Table 1 below shows the result of the reliability of the applied questionnaire, which presents the Alpha coefficients are 0.922, 0.909(>0.7), so according to the statistic standard, the questionnaire is reliable.

Questionnaires	Alpha coefficients
Questionnaires for English Majors	0.922
Questionnaires for Non-English Majors	0.909

(Table 1: The reliability of two questionnaires)

4 Findings and discussions

In this part, the main problems students face, the analysis and discussions of the questionnaire data and interview, and measure rate usage concerned will be expounded in detail.

The overview of listening strategies use

Basing on Oxford(1990), strategies can be divided into three frequency levels: high level(the mean between 3.5 to 5.0), medium level (the mean between 2.5 to 3.4), and low level (the mean of 2.4 or lower). This measurement means that the higher the mean is, the more frequent and common the strategies will be used.

As for the research questions of "What listening strategies do non-English and English majors intend to use in the listening comprehension process?", the mean and the standard deviation (SD) will be used and analyzed here. Of all the participants listing the listening strategies, the following table presents the overall situation:

Rank	Type of Listening Strategies	Mean	SD
3	Metacognitive strategies	3.055	1.020
2	Cognitive strategies	3.350	1.072
1	Social/ Affective strategies	3.438	0.856
	Total	3.281	0.982

The table above clearly presents the overall mean and SD of students' listening comprehension strategies, which include the English and Non-English majors. The mean of total strategies is 3.281, between 2.5 and 3.4, which means that for the participants involved in this research, the frequency levels of using listening strategies during their learning process is medium. Among the whole main categories, it can be seen the mean of social/ affective strategies is 3.438, which shows that Social/ Affective strategies are the most frequently used strategies in this questionnaire. While it is clear to find that the mean is still below 3.5, that is to say, the students didn't fully reach the high level within this strategy. The mean of Metacognitive strategies is 3.055, which means the students less frequently used this kind of metacognitive strategy. In the follow-up interview, many students even reported that they have no ideas of the concept of metacognitive and do not mention using this kind of strategy.

The standard deviation, providing the information on how heterogeneous and homogeneous participants are concerning their use of listening strategies, is the most commonly and frequently used measure of variability. The more the scores deviate from the mean, the larger the standard deviation will be or vice versa, that is to say, the smaller the standard deviation is, the nearer the scores will be to the mean. As the table shows, the standard deviation of the cognitive strategies is 1.072, which is the largest of the three comparatively. It also means that the attitudes of students towards these particular categories are not similar. Many students reported that they may use different cognitive strategies in different listening materials and situations. It largely depends on the difficulty of the listening materials and the learner's personal autonomy proficiency.

4.1 The use of meta-cognitive strategies in listening

Meta-cognitive means the process by which learners make good use of meta-cognitive knowledge and strategies to monitor and regulate their learning. Specific to the listening comprehension process, it means the skills and particular strategies the learners used to organize and arrange the listening procedure and also monitor and evaluate the listening performance, to have a better understanding of their learning proficiency, formulate a suitable plan and supervisory control. Meta-cognitive Strategies in Listening can be divided into three main categories: Planning, Monitoring, and Evaluating. The table below reveals the results of sub-strategies use between the two majors from mean scores and standard deviations.

Subcategories	English Majors Mean SD		Non-English Majors Mean SD	
Advanced Organization	3.483	0.911	3.330	1.155
Self-monitoring	3.276	0.996	3.067	1.081
Self- evaluation	2.966	0.865	2.533	0.893
Selective Attention	2.931	1.033	3.000	1.050
Self- Management	3.207	0.978	2.767	1.006
Total	3.172	0.955	2.939	1.085

The result indicates that English majors(mean:3.172) employ more metacognitive strategies than non-English majors, while there are no extinct differences between to groups. As for the specific categories, most students report that they are inclined to use strategies of the advanced organization, which the mean are 3.483 and 3.330 respectively. The follow-up interview suggests most students look for chances to practice listening in class or out of class; most of the English class students inform that they are likely to download the listening materials through Internet and report that the listening materials during the classroom are medium-level but not authentic or out-dated. While for the non-English interviewees, they said that they only focus on the listening materials and exercises in the classroom and hardly access to the out-classroom materials. But students’ self-evaluation skills of their listening comprehension are comparatively weak. They could find out the errors but fail to seek solutions to those mistakes.

What’s more, it can be found that the use of“ self-management” is significantly different between the two groups, in which English majors are likely to have a high degree of autonomy during the listening process. Many English majors (6 out of 10) reported that the reason for listening plan and self-management is to make the preparation for the TEM-4 in the following months, which the great marks in the listening test are their main goal and motivation.

By contrast, it can be concluded that non-English majors could employ “selective attention” a lot more than English-major class students to build better emotion for listening. Before listening, they often put their attention to connect new information with previous knowledge and context to prepare to guess or to predict meaning. And the mean of the use of “Self- evaluation” for both groups is lower than 3, which indicates that both students fail to evaluate and adjust the effectiveness of listening comprehension objectives and the use of strategies. The interview further points out the problems of evaluation which is there is no such standard and measurement for them to check whether their plan effective or not.

Many factors are affecting the meta-cognitive strategies, both extrinsic factors including family education, school culture, and teacher’s teaching instruction and intrinsic factors involving motivation, various learning styles, and self-recognition.

Of these factors, the teacher’s guidance and learning opportunities or attribution have a great impact on these factors, and the language teacher should carefully consider how to help the students understand the concept and importance of meta-cognitive and improve their meta-strategies awareness.

4.2 The use of cognitive strategies in listening

The meta-cognitive strategies emphasize advanced planning, arranging, and evaluating, which are not directly involved in the while-listening process. Unlike meta-cognitive strategies, Cognitive Strategies are closely related to specific language tasks and skills. The following table presents mean scores, standard deviations, and t-value between the two groups.

Subcategories	English Majors Mean SD		Non-English Majors Mean SD	
Note-taking	3.276	0.996	3.900	0.923
Translation	3.345	0.897	3.867	0.776
Inference	3.310	1.004	3.367	0.999
Prediction	3.448	1.213	3.267	1.202
Imagery	3.000	1.069	3.200	1.324
Elaboration	3.379	1.049	3.167	1.053
Analysis	3.655	1.111	3.600	1.248
Total	3.310	1.058	3.391	1.086

The results of this part show that the total mean of both groups is 3.310 and 3.391 respectively, between 2.5 and 3.4, which indicates that in this investigation students sometimes use listening strategies that are at a medium level. They could select suitable and appropriate listening strategies and employ them consciously during listening exercises. The use analysis skill of both groups in the high-frequent level (the mean are 3.655 and 3.600), which means they could apply those logical words(First, Second...) for understanding the content and structure of a listening selection. By contrast, the imagery skill is the least frequently used one. Students found that difficult to form visual imagery after catching the information. Another evident finding is that non-English majors(total mean=3.391) were found that are more likely to use cognitive strategies during listening comprehension than English majors.

Specifically, the note-taking skill is the widely used one for the non-English groups. Some interviewers from this group reported that they would write down some numbers, names, or places during the listening test which are quite useful for them to focus on what the speakers said, to review the main ideas of the materials, while none of the students in English group mention note-taking skill in the interview. Another interesting finding is that this group of students often use translation skills and rely on their mother language in listening. One possible explanation is that it is closely related to their majors (Teaching Chinese as a Second Language). Translating or transferring some vocabularies or sentences into Chinese and then comprehended the meaning becomes the habit and gives them a sense of confidence. But one student said sometimes it wastes a lot of time to translate the words and missed a lot of important points in the following part. So in the actual listening classroom, the teacher should pay attention to help the students know it would be proper to use the translation skill after the listening exercise. As for the English majors, the most common use strategy is Prediction, followed by Elaboration. During listening, they often employ elaboration to connect new information with previous knowledge and inference to guess the meaning or to predict.

In the language classroom, meta-cognitive and cognitive strategies are closely correlated to each other. Therefore, one good method for improvement of the meta-cognitive strategies are to make students take notes about listening learning process, which could not only strengthen the awareness of using strategies for students, but also lead students to know how to take notes about listening learning the process from teachers.

4.3 The use of affective/social strategies in listening

Two different affective factors have a positive impact on listening learning: one is related to student's individuality, which includes motivation, self-confidence, and anxiety; the other is the emotional communication between students and the interaction between students and teachers. The following table presents mean scores, standard deviations of Affective/Social Strategies between the two groups.

Subcategories	English Majors Mean SD		Non-English Majors Mean SD	
Motivation	4.517	0.688	4.433	0.728
Self-encouragement	3.759	0.830	4.233	0.935
Cooperation	2.033	0.844	1.934	0.780
Reducing Anxiety	3.345	0.936	3.267	1.112
Total	3.412	0.824	3.465	0.888

Generally speaking, it can be seen that the mean of total social/affective strategies is 3.412 and 3.465, between 3.4 and 4.4, which indicates that in this participated students use this kind of strategies which is in high-frequency level.

Among these subcategories, it is clear to find that the motivation strategies is the most usually use one. Activating the students' motivation is the main factor to achieve their own language performance. There are three types of motivations for practicing listening according to the one-by-one interviews: (1) individual development: "the motivation of listening for me is to pass the exam and get useful certification", "Good listening skills may help in finding the better jobs"; (2) Intrinsic interest: "Listening class is useful and interesting"; (3) Going abroad: "I need to have better listening comprehension skill because I want to study abroad." Those who have positive motivations and study goals towards listening learning may promote their learning efficiency and performance.

And the differences are shown from cooperation and self-encouragement. Students majors in Chinese are inclined to use the "self-encouragement" strategy more frequently, but English students are inclined to employ "cooperation" more often. But on the whole, the mean of cooperation strategy is the lowest. One possible reason is that they are not performed and practiced well in finishing the listening tasks in groups. On the other hand, students still hold the idea that listening practice should be separated and individual tasks and there is no need to work in groups. The reason for this result may be that under the long-term influence of exam-orientated listening teaching, it is indeed a high demand for the students to finish or communicate or clarify the listening tasks in different teams. The teacher's guidance on how to set listening tasks in groups is vital for improving the situation.

In terms of how to relieve the anxiety during listening, the students reported various ways to deal with it. One way to reduce is through so-called "lightning speed and material" exercises, that is to find some easy and interesting materials to listen to at first or to slow down the speed recording in order to understand each word and sentence carefully.

5 Conclusion

5.1 Summary of the study

From the statistic analyzed and collected from 60 participants, combined with the follow-up interview, the research focuses on the listening strategies in English listening learning and the main findings can be summarized as follow:

As for the students, whether of English majors or Non-English majors, the most difficult problem confronted is the vocabulary and idiom, followed by speech rate and intonation, unable to concentrate. In listening, those barriers not only hinder comprehension but also make it difficult to develop their own listening strategy.

Generally speaking, in this specific study, students make use of listening strategies to support themselves to improve listening ability only at a medium level. Among the three major listening strategies, students use affective and social strategies most. They tend to use cognitive strategies occasionally, but they employ metacognitive strategies the least.

There exists much difference between English majors and Non-English when listening strategies are used. In meta-cognitive strategies, it is shown that they tend to use the advanced organization for English majors while non-English majors are inclined to use selective attention. In cognitive strategies, the English majors frequently use prediction, elaboration, and analysis, and the other group employs translation more often, which may closely related to their major study. In social/affective strategies, the differences are shown from motivation and reducing anxiety. Students in English-major class are inclined to use "motivation" strategy more

frequently, but non-English-major students are inclined to employ “self-encouragement” more often.

5.2 Implication

(1)Improve students’ listening vocabulary. Most participants always give attention effort to the form and meaning but give less attention not to the pronunciation when learning vocabularies. Therefore, it is effective for the teachers to foster the competence habit of learning vocabulary such as provide specific sections of words and sentence dictation before listening, as well as mastery of the pronunciation of vocabulary such as asking them to repeat the words and sentences of the materials.

(2)Developing students’ awareness of using listening strategies. It can be seen that our participants are not aware of the importance of using listening strategies. Therefore, in the listening class, teachers should deliver lectures on language learning strategies to see clearly what a strategy is, what function it is, and how it can be used in listening, when it should be used and why it should be used to enhance their efforts in listening, which later will lead students in their listening.

(3)Create more opportunities for the students to reflect and use the strategies. Teachers should let the learners make discussions after lectures, which could make students share their learning strategies and experiences with others. The students should practice, understand and practice consciously at first and subconsciously develop their own strategies in various situations.

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Research on Proper and Appropriate Physical Exercise to Prevent Teachers' Negative Emotions

Shuang Zhao

School of Physical Education and Health, Shanghai Business School; Shanghai, 201400

Abstract: The physical education teacher plays an important role in the whole physical education teaching activities, the physical education teacher's emotion, the psychology will affect the student's performance, but at present, the physical education teacher in the teaching, the life negative emotion is more significant, which shows that the physical education teacher has some psychological problems. Completed on time in order to better in the sports teaching body and health curriculum teaching goal, task to ensure students can complete sports, sports teachers need timely find their own problems, pay attention to adjust their mood, actively adopt various methods to keep a good mood, with a good attitude to face the students.

Keywords: Sports; Prevention and control; The teacher; Negative emotions

1 The introduction

Emotion refers to a person's reaction to the relationship between external things and self-needs, and an attitude reaction to external objective things. The expression of emotion will have a certain emotional color, sometimes positive, sometimes negative. This kind of personal subjective experience is emotion. For physical education teachers, positive emotions can maintain a good relationship between teachers and students, promote students to complete physical exercise in time, and promote teachers to successfully complete the teaching work. However, at present, the negative emotion of physical education teachers is obvious, which seriously affects the smooth development of physical education teaching activities, so it is necessary for schools to prevent the negative emotion of physical education teachers effectively through timely and appropriate physical exercise.

2 First, physical education teacher negative emotion causes

2.1 The influence of traditional educational concepts

The traditional physical education only pays attention to the training of students' physical ability and constitution. In the daily physical education, teachers only train students' physical skills, which leads to the students' belief that physical education is only a subject to exercise the strength of limbs and muscles. Therefore, there is a lack of recognition and trust between teachers and students. Most schools in conducting physical education teaching activities, under the influence of exam-oriented education, knowledge, practice, attaching too much importance to other subjects teaching, and often take sports teachers' teaching time, to a certain extent, lead to physical education teachers, physical education teachers to decline, prone to discontent in sports teachers. The unreasonable physical education curriculum and the neglect of physical education discipline directly lead to the situation that physical education teachers are slack, lazy and irresponsible in teaching^[1].

2.2 Physical education teachers own professional quality is not high

Currently, too many physical education teachers pay attention to their own sports skills of ascension, to own thought quality, behavior consciousness, professional quality, not value, in the life, teaching met upset things, often exposing yourself bad mood in the classroom, the student to vent their bad mood, through abuse, corporal punishment, alienated from the student to vent. Some teachers are too serious even before they start to teach, which leads to the whole teaching atmosphere is tense and full of oppression. Students can directly feel the indifference of teachers from their expressions and words. This status quo will lead to physical education teachers emotional disorders, instability, psychological problems, not only will affect the normal physical education teaching activities, but also lead to the relationship between teachers and students fossized.

3 Second, measures to prevent and cure teachers' negative emotions

3.1 Attach importance to the role of physical exercise in relieving anxiety, and stimulate the interest of physical education teachers in participating in physical activities

General sports teachers when meeting the negative life events, and produced some negative emotions, are often through the work, and rest, or other means to transfer their attention, defuse negative emotions, and this method can't effectively solve, so the teachers can timely deal with their negative emotions through sports. Studies have found that physical exercise has antidepressant effects, and scholars have found that physical exercise can treat psychological diseases through practical studies. Therefore, physical

education teachers can eliminate their negative emotions by participating in a variety of sports activities,so that they can divert their attention and focus on exercise.Timely adjustment of negative emotions to bring about some mental problems such as disturbance,irritability,depression.Exercise can improve people's mood by regulating physiological muscle energy and relieving emotional tension through physiological functions^[2].

3.2 Timely exercise,grasp the best period of emotional regulation

The solution of any problem has a fixed processing time,so physical education teachers exercise in real time,grasp the best period of emotional regulation.Physical education teachers in teaching,it is easy to produce negative emotions,so the emotional accumulation is also long-term formation,in order to effectively regulate emotions,eliminate negative emotions,it is necessary for physical education teachers to pay more attention to their own emotional initial state.And adopt appropriate methods to adjust their emotions in time,so as to promote themselves in the later more and more negative events can constantly resist their negative emotions,to avoid the production of mental diseases.In this regard,teachers need to grasp the best period of emotion regulation from these aspects.First,establish a scientific concept of sports.Only with a positive concept of sports,physical education teachers can calm down and actively deal with the unpleasant events.The concept of physical education also needs to be changed in time and constantly changes with social development and cognitive awareness,so as to arouse the happiness of physical education teachers.Second,exercise should be timely.When teachers encounter some bad events,if they still have negative emotions in the later stage,they need to adjust their negative emotions through physical exercises in time to avoid their behavior deviation.Teachers also need to reflect on whether their methods to deal with negative emotions are scientific in time,so as to let themselves be relieved in time^[3].

3.3 Appropriate exercise to resolve negative emotions in time

First of all,teachers need to choose exercise items appropriately.Many physical education teachers'negative emotions are mainly caused by the characteristics of sports projects themselves,such as the richness,interest,training function,exercise intensity,exercise duration,etc.,so physical education teachers need to choose sports projects according to their own strengths and teaching objects.If your personality is intense and too conceit,you need to choose some gentle and slow projects,such as Tai Chi,yoga and other small exercise intensity,you can adjust the breath of the project.When the physical education teacher suddenly produce negative emotions,you can choose boxing,running,football and basketball and other sports with high intensity,you can vent your emotions.In addition,physical education teachers in the choice of sports projects,but also need to choose according to their own physical conditions,personal height,body shape,physical strength and so on will be affected by the movement,so physical education teachers need to choose their own suitable for the operation of the project,according to their real needs,do not try to be brave.And physical education teachers can also choose their favorite sports according to their own interests and hobbies.Choosing sports on the basis of interests and hobbies can stimulate their own vitality and potential,so as to maintain a certain degree of excitement,which can reduce the incidence of negative emotions.For example,tall people can choose basketball or football,while short people can choose table tennis.Secondly,teachers need to keep a moderate amount of exercise.As is known to all,sports is hard,and requires a certain strength,is the summer and winter sports,in particular,you also need to bear the impact of the weather,as a result,teachers also need to constantly improve their endurance during the daily training,proper planning and training time for oneself,avoid counterproductive,affect their way of life.Finally,the physical education teachers need to keep the appropriate exercise intensity,can let a person in a certain intensity,maintain a high degree of centralism to keep enough energy,to get a feel for the thrill of sports bring,mood letting a person is cheerful,relax,for physical education teachers,appropriate exercise intensity can timely catharsis of negative emotion,let oneself mood is comfortable,Let the sad things disappear,so as to return to the positive moment.

4 Conclusion

In short,tasks and activities are a long-term process,which need to be carried out in real time.For sports,it is more necessary to carry out physical exercise in a timely and appropriate manner,so as to achieve a certain effect.Therefore,physical education teachers need to actively reflect on their own life,work,take the initiative to control their emotions,understand emotions which influence on themselves,to learn to properly carry out sports,rich in his career at the same time,also can let yourself get more happiness and a sense of accomplishment,eventually get self-confidence,active life.

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A Study on the Relationship between Social Support Alexithymia and Mobile Paddiction in College Students

Shaoqi Zeng, Lei Yu, Shanji Sui, Jing Lin, Hongwei Lu, Weiqiang Lin

Minnan University of Technology, Shishi 362700, China

Abstract: **Objective:**To conduct a quantitative study on the relationship among social support, alexithymia and mobile phone addiction tendency of college students. **Methods:**Questionnaire survey was conducted among 330 college students in a university in Fujian Province by using the College Students' Mobile Phone Addiction Inventory(MPATS), the MSPSS and the Toronto Affective Disorder Inventory(TAS-20). **Results:**The total score and various factors of social support were significantly negatively correlated with alexithymia and mobile phone addiction tendency. There was a significant positive correlation between alexithymia and mobile phone addiction tendency. Alexithymia played a partial mediating role in the relationship between social support and mobile phone addiction. **Conclusion:**Social support of college students can influence the tendency of mobile phone addiction through the partial mediating effect of alexithymia.

Keywords: Mobile phone addiction; College students; Social support; Alexithymia

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1 The introduction

Cell phone addiction is a psychological and behavioral tendency of individuals who are physically and psychologically uncomfortable due to excessive use of cell phones and who know that it is harmful to them but cannot control it. Studies have shown that the lack of social support is an influential factor in the development of behavioral addiction problems such as cell phone addiction in individuals. The results of Guo Ying et al^[1], on the other hand, confirmed that there was a high negative correlation between social support and cell phone addiction among Chinese college students and that social support was a valid variable for predicting cell phone addiction. Social support refers to the behavior of groups in social networks that help individuals with some kind of practical material or spiritual expression. Negative emotions such as loneliness that arise when interpersonal interactions among individuals in real life cannot be satisfied will drive them to rely on cell phones as a medium to seek interpersonal support, i.e., people with low social support are prone to obtain their interpersonal needs that are difficult to obtain in real life through the network social function of cell phones, which will inevitably lead to undesirable behaviors such as excessive cell phone use over time. Other related studies have also found that individuals with weak social support develop a stronger tendency to exhibit cell phone network addiction. Therefore, this study hypothesizes that social support may be an important predictor of the emergence and development of cell phone addiction.

Narrative affective disorder is a psychological developmental disorder related to emotional expression, which refers to an individual's inability to recognize, distinguish, and appropriately express certain emotions in ourselves or others. Ren Yanfei^[2] found that social support acts as a buffer for the development of psychiatric disorders and has a good inhibitory effect on psychotic symptoms, that is, individuals with more social support will have correspondingly fewer psychotic symptoms. This indirectly clarifies that social support is an important source of susceptibility for incurring narrative disorders. Moreover, related studies have confirmed that social support has a significant negative predictive effect on affective disorders. On the other hand, the findings of Hou Riying et al^[3] revealed that the severity of narrative disorder is one of the predictors of cell phone internet addiction, i.e., people with difficulties in expressing their inner feelings and emotional experiences are more likely to use cell phones as a medium to satisfy their psychological needs. Cell phone communication is more comfortable and comfortable, and cell phone as a communication channel can significantly reduce their discomfort and difficulties in interpersonal interaction in real environment. Therefore, college students who have deficits in identifying and describing emotions have a high probability of relying on cell phones to reduce communicative discomfort. Therefore, it is possible that narrative affective disorder mediates the relationship between social support and cell phone addiction and acts as a pivot-like crosstalk.

To summarize, this study attempted to quantitatively examine the interrelationship between social support, affective disorders and cell phone addiction among college students, to understand the interrelationship between the three and the mechanism of affective disorders in order to provide theoretical support for the prevention and intervention of individual cell phone addiction symptoms.

2 Objects and methods

2.1 Objects

Using the convenience sampling method,330 college students in a university in Fujian were measured by questionnairestar,and 321 valid questionnaires were returned.Among them,169 were male students and 152 were female students with an average age of 20.28±1.56 years.

2.2 Research tools

(1)The Multidimensional Scaleof Perceived Social Support, MSPSS.The Chinese version of the Appreciative Social Support Scale developed by Zimet et al was used,consisting of 12 items divided into three dimensions:friend support,family support,and other support,and scored on a 7 point scale(from”1=strongly disagree”to”7=strongly agree”).”The scores reflect the level of social support felt and perceived by the individual.The Cronbach's alpha for the full scale in this study was 0.917.

(2)Toronto Alexithymia Scale-Chinese version, TAS-20.The Chinese version of the TAS-20 was established by Ant Jingyao et al,with 20 items,consisting of three factors:inability to describe emotions,inability to discriminate emotions and extrapolative thinking,using a 5-point scale from 1(completely disagree)to 5(completely agree),where questions 4,5,10,18 and 19 are reverse scoring questions,and the higher the total score the more severe the impairment in describing emotions.The Cronbach’s alpha for the full scale in this study was 0.814.

(3)Mobile Phone Addiction Tendency Scale, MPATS.Xiong Jie et al.compiled a total of 16 items,including four dimensions of social comfort,withdrawal symptoms,salient behavior,and mood change,with a 5-level score ranging from 1(very inconsistent)to 5(very consistent).The higher the total score,the more obvious the tendency of individual mobile phone addiction.The Cronbach’s alpha of the whole scale in this study was 0.896.

2.3 Data processing

SPSS21.0 and AMOS21.0 software were used for statistical analysis of the collected questionnaire data.

3 Results and analysis

3.1 Basic situation of college students’mobile phone addiction tendency

The Mobile Phone Addiction Tendency Scale(MPATS)for college students was used to determine whether individuals had a tendency to become addicted to cell phones.The data analysis showed that the MPATS scores of 321 college students were normally distributed,with a minimum score of 16 and a maximum score of 73,and a mean score of(44.2±9.6).the overall mean of the 16 items was 44.2,and the standard deviation S was 9.6.Through frequency analysis,14.3%of college students are cell phone addicts,72.3%are cell phone dependent,and 14.3%are non-mobile phone addicts.This shows that 86.6%of college students are dependent on cell phones.

3.2 Correlation analysis of social support,alexithymia and mobile phone addiction tendency of college students

As can be seen from Table 1,the total score of social support and various factors of college students are significantly negatively correlated with alexithymia and mobile phone addiction tendency.There was a significant positive correlation between alexithymia and mobile phone addiction tendency.

Tab.1 Correlation analysis of social support,alexithymia and mobile phone addiction tendency

M	SD	1	2	3	4	5	6		
1	Social support	54.73	10.51	1					
2	Family support	18.45	4.15	0.872**	1				
3	Friends support	18.36	3.85	0.875**	0.611**	1			
4	Other support	17.92	3.89	0.905**	0.684**	0.724**	1		
5	Alexithymia	53.19	8.01	-0.285**	-0.240**	-0.249**	-0.268**	1	
6	Mobile phone addiction	44.20	9.62	-0.278**	-0.314**	-0.187**	-0.231**	0.302**	1

Note: ****P*<0.001, ***P*<0.01, **P*<0.05, the same as below.

3.3 Analysis of the mediating role of alexithymia

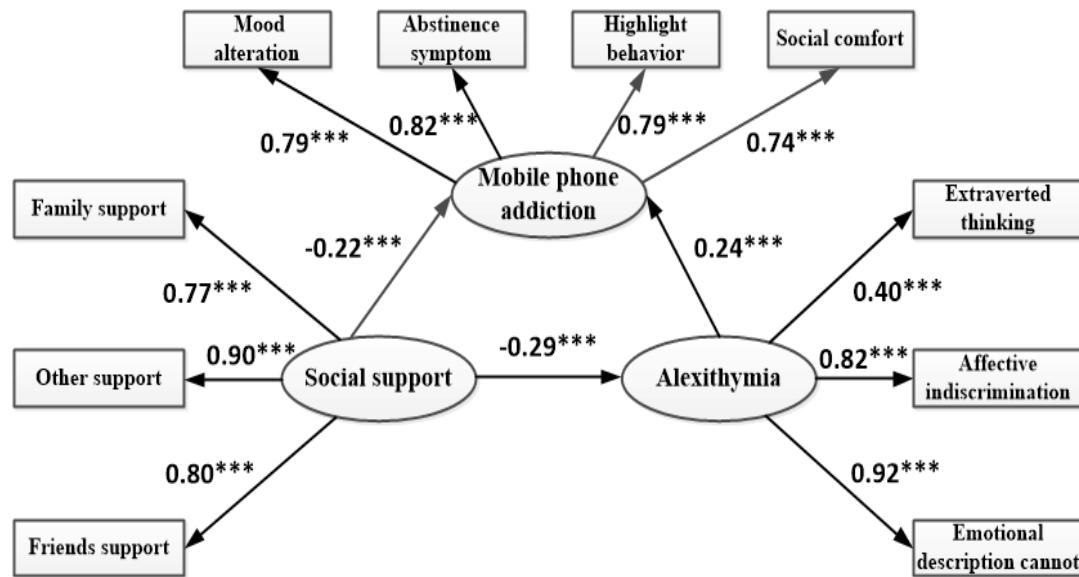
According to the analysis,there is a significant correlation between social support,alexithymia and mobile phone addiction tendency,and the mechanism of these three factors can be further explored.Taking social support as the independent variable,the tendency of mobile phone addiction as the dependent variable,and alexithymia as the mediating variable,a mediating effect model was established(see Figure 1).The fitting indexes of the model were shown in Table 2,which showed that alexithymia played a partial mediating role in the relationship between social support and the tendency of mobile phone addiction.

Tab.2 Model fitting index of social support alexithymia and mobile phone addiction tendency

MODEL	X ² /df	SRMR	GFI	NFI	IFI	CFI	RMSEA
Fitting index	2.59	0.06	0.95	0.95	0.97	0.95	0.07

A bias-corrected nonparametric percentile sampling method was selected to calibrate the mediating role of narrative impairment in the relationship between social support and the propensity for cell phone addiction.The results show that,the confidence intervals for all three pathways did not include 0 and p was less than 0.05,indicating that all three effects reached significant levels.The total effect of individual social support to cell phone addiction tendency was-0.25,and the proportion of the indirect effect to the total effect was 0.24,which means that 24%of the effect of individual social support to cell phone addiction tendency was achieved through the variable of narrative impairment.The above results again confirmed that the relationship between individual social support and cell phone addiction tendency was partially mediated by affective disorder.

Fig.1 Model diagram of the relationship between social support,alexithymia and mobile phone addiction tendency



4 Discuss

The results of correlation analysis confirmed that individual social support has a negative predictive effect on the tendency of cell phone addiction. The lower the subjective support of individuals, the more likely they are to become addicted to cell phones. The frequency of individual Internet use has a negative predictive effect on social interactions. The more frequently an individual uses the Internet, the less real social interaction he or she has, and the more socially detached he or she feels. Therefore, college students with the tendency of cell phone network addiction tend to fall into a bad cycle: lacking support in real social life, they turn to the virtual world of the Internet mediated by cell phones for psychological comfort, and lack of normal interpersonal interaction and communication makes the lack of social support in reality more serious, and they become more and more dependent on the virtual world of the Internet, which eventually leads to cell phone network addiction. In addition, social support can reduce the frequency of cell phone use by individuals. This suggests that it is of great significance to guide college students to construct their own social support system. If individuals have better interpersonal support in their normal academic life, they will be more willing to actively seek help and adopt positive coping methods when they encounter stressful events, rather than escaping from reality through the virtual online world.

Meanwhile, the results of this study further suggest that affective disorders play a part in mediating the relationship between social support and cell phone addiction tendency, which means that not only does social support directly affect cell phone addiction tendency behavior, but also affective disorders can indirectly affect cell phone addiction tendency. Research confirms that the more support an individual receives, the less likely they are to develop mental health problems. Social support protects individuals and acts as a buffer against stress, and is essential for maintaining a basic positive emotional experience. A good emotional state is an important cornerstone for individuals to express their emotions; therefore, a low level of social support may be a trigger for students' affective disorders and may also be an important risk factor for their psychological and behavioral problems. In addition, the analysis of the relationship between narrative disorders and cell phone addiction tendency showed a significant positive prediction of the former on the latter, which is similar to the findings of Xu, Guang et al^[4]. People with narrative disorders usually lack imagination and have difficulty recognizing changes in emotions, have poor emotional understanding, and are therefore more likely to be self-absorbed, and their interpersonal relationships, emotional expression, learning ability, social adjustment, and somatization symptoms are thus affected. Good interpersonal interactions cannot be achieved without communication and appropriate emotional expression, and individuals with narrative disorders are usually unable to express their emotions appropriately in interpersonal interactions, and they tend to express their emotions more through the online world, which undoubtedly increases the risk of cell phone addiction. Therefore, the effect of social support on the tendency of cell phone addiction can be partly realized through the mediating effect of narrative disorder.

This reveals that, on the one hand, college teachers can strengthen physical and mental health education for college students through courses related to mental health education to help them form a sound personality and psychology; at the same time, schools should actively carry out dormitory- and class-based group activities to strengthen communication and contact among individuals, thus helping them to have better interpersonal relationships and social support. On the other hand, through emotional expression training, college students can develop their empathy ability, improve their feelings and understanding of others, and help them build a harmonious social network. When individuals have better social support system and know how to express their emotions reasonably, it means that their internal and external psychological mechanisms are relatively stable and healthy, and the occurrence of a series of psychological behavioral problems such as cell phone addiction will be reduced accordingly.

About author:

Shaoqi Zeng(1996-), male, born in Jinjiang, Fujian Province. Research interest: Mental health education.

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Rethinking on the Work of Primary and Middle School's Legal Vice President

Hexiao Yin

East China University of Political Science and Law, Shanghai 201620 China

Abstract: The establishment of primary and middle school's legal vice-principal is intended to promote 'the law into campus' program. As the program has been running for nearly 2 years, some problems have in the process has been located: it is found that there are obscures in program plaining and class settings are not suitable for students at their ages. To answer these issues, in this paper, by comparing the work of legal vice president in china and related citizenship education in UK, and combining the skills the front-line legal worker can offer and the need from schools, it is suggested that the clarify and refine the construction of legal education systems is vital to build an adaptability course for students.

Keywords: Legal vice president; Legal education; Primary and middle school

1 Introduction

The idea of establishment of the legal vice president of primary and middle school was originated in 2016, which was found in order to implement the central government's deployment of further deepening the prevention of juvenile crimes and rectification of school violence. The Supreme People's Procuratorate and the Ministry of Education jointly launched a 'law into campus' program, later, in order to form a long-term mechanism, it was decided to fix this activity in the form of setting a 'legal Vice President' in 2019. Aiming at 'improve the awareness and ability of young students to abide by the law, build up self-protection skills and thus effectively promote campus safety.^[1] The legal vice presidents are mainly selected from front line prosecutors, courts and public security personnel and senior lawyers.

2 The role of legal vice president

Though the purpose of the program is given, the needs for the legal vice president still have different interpretations. From primary and middle schools' point of view, Taking the work content of legal vice principals in some cities include Kunming, Chongqing, and Haozhou for example,^[2] in order to achieve the goal, legal vice presidents should mainly focus on publicizing legal knowledge, maintaining the safety environment on campus include surrounding areas, and help teacher with transforming problem students' misbehavior.

Some other places do have another different way of understanding the job of legal vice president. Provinces like Liaoning, set the main purpose of legal vice president as to make up for the lack of law education for school students.^[3] Thus in these areas, class are trend to organized around students and mainly designed to teach them how the law going to protect them and why they have to obey the law.

3 Working formats

So far most of the current implementation methods are still quite traditional: mainly with lectures, pictures, film and TVs, sometimes with a small number of supplementary seminars in small classes. Due to the limited amount of class hours, most lectures are hold in form of large classes, such as by grade or even the whole school, the number of the listeners for one lecture can up to one thousand. In some regions, mainly gathered in relatively large cities, the teaching goes in a rather kids-friendly way: sitcoms, question and answer, and other interactive games, which was said welcomed and loved by students to a greater extent.

4 Discussions

Rethinking on the program organization. Teaching requirement for lower age students is not an easy job. Firstly, the topic of governance and law is a rather adult-world-word, experts in this area also not that used to explain what they familiar with to students in lower grades. Actually, in most western countries, the legal education does not really carry out until middle school stage. Secondly, the lack of teaching training. Current lectures and classroom formats are a huge challenge for front-line judicial personnel who are not good at teaching, not to mention a rather flexible classroom. Usually, a qualified primary school teacher in China requires a four-year study and special test, that means skills is necessary in dealing with lower grades students, include class design.

Also, there lack of specific data or questionnaire that can reflect students' feeling or comment about the legal education class, schools and organizations mainly focus on the number of lectures and hours that legal vice presidents give to students. Currently all the feedback from students' perspective is given by their teachers and without data, and in the form of teachers' description about kids'

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behavior after classes.^[4]

Ambiguities in teaching orientation. Generally speaking, the issue of ambiguities in teaching orientation has aroused researchers' attention. Selected from practical department, if not clarify what should be done by vice legal presidents, then the problem of work stagnation caused by "don't know what to do" will easily occur. For example, in different cities, local governments have differences in understanding of how to achieve "prevention of juvenile crimes and rectification of school violence", some believe that the results should be reflected on the improvement of the overall stability and safety of the campus. While another understands it as to cultivate and form students' personal concept of the rule of law and understanding of governance and social order. Though these differences do not necessarily have to be attributed as definite right or wrong, but they do play an important role in guiding the class design.

5 Overseas' experience ----taking UK as an example

In primary schools' stage, the class is called citizenship education, which setting is quite similar to what is in China's legal education in terms of teaching format but more meticulous: the whole national curriculum is divided into 4 stages by grade, course is to give students a basic understanding about what kind of right they have. By different semester, they have different core courses, these class are designed on basic citizenship rights to help them understand what they can do and what kind of right they have.^[5]

Compared to the legal education in China, UK have a more detailed schedule, include form responsible activity and critical and debate about the political questions.

In UK middle schools, relevant programs called 'Experts in Schools'. which is to 'help young people understand the UK legal system, to increase their access to the legal profession and to develop vital employability skills.'^[6] Experts they choice are from law firms, barrister chambers and in-house legal teams, which is somehow alike of China's, though putted under different systems, it still can be found that primary and middle school uses different teaching method: primary schools' emphasis more on introduce students with current situation in a way that kids can also understand, while middle school emphasis more on help students to build their own understanding under this topic and form a related life plan.

6 Suggestions

Legal education should aim at combining protection and prevention. In the work tasks deployed, it is mentioned that a stable circumstance on campus should be achieved by improving the awareness and ability of self-conscious on law-abiding and self-protection. The whole program should include two aspects, namely, teach student how to protect themselves by using the law, and educate them how to abide by the law to be a good citizen.

Expecting outcomes should be given more detail and organize way. The process can be divided into several steps, the first step is to establish their individual legal concepts as the foundation, include what is law, what does the law means to the society and why should citizens need to obey the law, these theories can be given in a rather kid-friendly way but should be explained in systematically. Then the necessities of abiding the law, in this stage, case study and discussions can be used to arouse students' interests. Because according to study, self-agreement is an important way in achieving the target, and would largely influence their activity and last for long.^[7] Within each step, students should be encouraged to think and express independently, and each different understanding should be understood and friendly taken, it is not only a good chance to really get to young kids, but also a way to help students to form a self-awareness about legal and social order.

Clarify work objectives and implementation methods. No matter to require the legal vice president to keep the campus a stable mode or transfer of legal knowledge into schools' teaching system, a supporting curriculum teaching plan is needed. It is not say teachers are forced to exactly follow outline, if legal teacher have their own special ideas, they should be supported to integrate them into the whole plan.

7 Conclusions

In China, legal vice president is given the double expectation of bring education and justice knowledge into campus. In the exploration of bring law into campus, different attempts have been carried out. However, we must also realize that there still has a long way to go to optimize the mechanism. By comparing the carry out situation in UK, this paper gives a series of suggestions in redirect the program plan into different levels, to specific the working protocols, and to optimize the teaching skills.

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Progress in the Teaching Mode Reform for Noise Control Engineering Under Collaborative Innovation

Jing Sun¹, Tingting Shen¹, Chen Wang¹, Nan Lu², Hui Liu², Xikui Wang³, Xiuli Ge¹

1. School of Environmental Science and Engineering, Qilu University of Technology (Shandong Academy of Sciences), Jinan, Shandong, 250353, PR China

2. Graduate Office, Qilu University of Technology (Shandong Academy of Sciences), Jinan, Shandong, 250353, PR China

3. College of Environmental Science and Engineering, Shandong Agriculture and Engineering University, Jinan, Shandong, 251100, PR China

Abstract: This work considers the characteristics of the Noise Control Engineering course of the Environmental Science and Engineering major. Specifically, the progress of the course reform in the context of collaborative innovation is discussed from the aspects of teaching mode improvement, interdisciplinary training, course teaching team construction, and updating of teaching materials and teaching content. Moreover, this work explores the construction of future courses and provides new ideas for the follow-up training of high-quality environmental engineering professionals.

Keywords: Noise control engineering; Collaborative innovation; Teaching mode; Interdisciplinary training

Introduction

Cultivating applied and compound technical talents that meet the needs of social development and industry calls for the reform of the training system and the construction of curriculum programs around collaborative innovation. The Noise Control Engineering course is one of the important professional courses under the Environmental Engineering and Environmental Science programs in colleges and universities [1]. The course mainly focuses on basic knowledge about noise and vibration pollution and effective treatment measures and programs. Its aim is to teach fundamental acoustic theories, experimental skills, and environmental noise control techniques to students so that they can master the design principles and methods of environmental noise testing and control engineering. Noise control engineering is the most important aspect of environmental physical pollution control engineering, and it maintains an important position in the teaching system of environmental disciplines.[2]

1 Teaching status and existing problems of noise pollution control engineering

Traditional classroom teaching ignores the diversity of talents in collaborative innovation training. With regard to the teaching methods for Noise Control Engineering, most colleges and universities still regard the teaching of existing knowledge as the main goal, and most of them adopt a single classroom teaching method. From the perspective of curriculum content, the center of the system is still the traditional theoretical subject knowledge. Universities' concept of building a "broad foundation" has not been thoroughly implemented, and the cross-linking of curriculum content and the extension of knowledge have been ignored. Such closed curriculum system and fixed mode lead to a single knowledge structure of trained talents; moreover, these talents lack adequate sensitivity and ability to grasp the new problems and new directions of the discipline, they exhibit weak social practice skills and are thus out of touch with the frontier of the discipline and the production line, and they are increasingly unable to meet the needs of collaborative development strategy [3,4].

The single-course teacher responsibility system deviates from the diversity of the collaborative innovation training of talents. At present, the dominant teaching mode in the Noise Control Engineering course is still a single "point-to-many" course teacher responsibility system. One or several teachers guide multiple students, and they cannot always grasp the level of knowledge of each student. At the same time, students' thinking can easily be led into a local and closed state, whereas holistic and open thinking that is required in innovation cannot be effectively trained[5]. Under current policies, an atmosphere that is conducive to collaborative innovation cannot be easily formed. Hence, students are hindered from absorbing new ideas on a large scale and achieving significant development on a higher platform.[5]

The course lacks practical teaching links. Noise Control Engineering is a practical course, and the teaching links, such as practical experiments, are important for students to deeply understand the course content and exercise their design skill for noise control technology. At present, few engineering examples are available for teachers. At the same time, few schools set up special internship and practice links in the curriculum. Therefore, arranging comprehensive and systematic practice for students to deepen their understanding of noise pollution control is difficult. The training of qualified pollution control engineers also presents challenges.

2 Progress in the reform of the teaching model of Noise Control Engineering under the

background of collaborative innovation

The essential connotation of collaborative innovation is an innovative organization model constructed through the large-span integration for the realization of major technological innovation.

The reform of the curriculum teaching model opens up the line of communication with students.

Fundamentally changing the current teaching defects of the Noise Control Engineering curriculum system calls for the reform of its teaching methods and models. Among the many teaching modes, CDIO, that is, conceive, design, implement, and operate, is an education mode that is highly suitable for engineering courses. CDIO mainly cultivates technical knowledge and reasoning ability, professional skills and ethics, interpersonal communication and collaborative capabilities, and the entire CDIO domain^[6,7]. The CDIO mode has been developing in China for over 10 years, and it has gradually become one of the important and influential reform actions in the field of higher engineering education in the country. Some colleges and universities have extended the concept of CDIO to various fields of teaching reform, but most of them are still limited to mechanical, electrical, chemical, and civil majors^[8]. Chengdu University of Information Technology proposed the KSR-CDIO talent training model, with a focus on the key words "demand," "students," "practice," "curriculum," and "environment," to reform the engineering teaching model and train students' ability in the context of actual engineering by increasing comprehensive group projects. Shantou University combined CDIO and KIP to gradually form an engineering education mode with project-driven activities as the essential feature and three-level projects as the formal feature; the proposed model also exhibits clear levels, a reasonable structure, and integrated curriculum design^[9]. Tang Xiaomin et al. constructed a noise control engineering teaching link, teaching mode, practical content, and assessment and evaluation systems on the basis of CDIO; improved students' knowledge of actual engineering time and innovation; and cultivated their overall skill through connections with actual engineering cases and projects^[10]. The reform of the above education model has greatly mobilized students' interest in learning.

Considering the engineering characteristics of noise pollution in a physical pollution control project, Zhang Jialei et al. used the results-oriented "outcome-based education" teaching model to implement teaching reforms from the three aspects of course content, course teaching methods, and assessment system; the model improves the teaching effects in the classroom^[11].

It breaks through the barriers between disciplines and promotes interdisciplinary collaborative innovation.

Although Noise Control Engineering is a professional course for environmental disciplines, the nature of the course determines the need for support from many disciplines. For example, the knowledge of university-level physics, physical chemistry, and advanced mathematics is a bridge that connects university-level physics and environmental pollution control disciplines. Knowledge production, knowledge dissemination, and knowledge transfer can be carried out through the integration of resources, formation of multidisciplinary teams, and practice in the management system and operation mechanism of collaborative innovation to cultivate engineering practice talents. The Collaborative Innovation Center of Yangtze River Delta Region Green Pharmaceuticals collaborated with Zhejiang University of Technology as the lead unit and with Zhejiang University and Shanghai Institute of Pharmaceutical Industry as the collaborative units to build an interdisciplinary education platform, open interdisciplinary courses, and form interdisciplinary research and teaching groups; the developed platform involves mutually hired teachers and sharing of courses and laboratory resources^[12]. This model builds benign interaction mechanisms between "teaching" and "learning," "in class" and "out of class," "theory" and "practice," and "online and offline"; the model is conducive to improving the results of practical education. It also realizes the intersection and cooperation between disciplines in the form of innovative practice to help students participate in actual environmental protection engineering projects. Through actual combat training, students can master the skills of engineering implementation and process innovation. Such an approach is conducive to the cultivation of practical talents.

It breaks through the single-teacher responsibility system and builds a multidisciplinary teaching team for collaborative training.

Research shows that the team operation model can maximize the intelligence of organization members and the advantages of different disciplines and then ultimately produce the wisdom value-added effect of $1 + 1 > 2$. The construction of a team structure system for the noise pollution control engineering courses helps realize micro-flat guidance methods^[13]. On the basis of the intersectional characteristics of environmental science and engineering, instructors are grouped according to professional expertise, level of professional title, sources of teachers, and age range. At the same time, multiple combinations are equipped with curriculum guidance teams according to the training needs of students. Through a multi-teacher curriculum team structure system, students can receive mutual guidance from multiple teachers in the teacher team. This mode thus eliminates the stereotypes of the single-teacher responsibility system among curriculum teachers. Students' horizons of knowledge can be broadened to promote technological innovation. According to the personalities and training needs of different students, multiple combinations of instructor teams are formed.

3 Conclusions

Therefore, the needs of environment-related industries and enterprises for high-quality applied talents in the field of environmental protection industry can be satisfied by improving the teaching mode, promoting interdisciplinary collaborative innovation, building a course team jointly, improving the use of teaching materials, updating teaching content, and conducting research on collaborative innovation training modes for engineering talents on the basis of noise control engineering course construction. The results should provide support for the diversified training of environmental talents.

Fund topics:

1. Qilu University of Technology (Shandong Academy of Sciences) Key Project of School-level Teaching and Research Project in 2019-Research on the Teaching Reform of Noise Control Engineering Course Based on CDIO and OBE under the Background of New Engineering 2019zd13
2. 2020 Shandong Province Graduate Education Quality Course Construction Project- Technology of Pollutant Separation and

3. 2016 Special Project of Shandong Graduate Education Innovation Plan-The innovation and practice of the model innovation and practice of the joint training of postgraduates by the deep integration of science and education under the background of supply-side reforms-Taking Qilu University of Technology and Shandong Academy of Sciences as the research object SDYZ1601

4. General Teaching and Research Project of Qilu University of Technology of 2020-Teaching Reform and Exploration of Integration of Science and Education Based on the Background of "Double First-class" Construction-Take the cross-advantaged characteristic course "Environmental Chemistry" as an example 2020kjzx07

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Collision and Fusion of Chinese and Western Cultures: An Analysis of Space-Time Treatment in the Peking Opera Version of *Les Misérables*

Tao Chen

National Academy of Chinese Arts Beijing 100073

Abstract: The Peking opera version of *Les Misérables* is based on the novel of the same name by French Romantic writer Victor Hugo. The difficulty in adapting such an epic masterpiece into a Peking opera for stage is conceivable, but through abundant use of creative thinking and through bold creation on the aesthetic principle of opera imagism (xieyi), the creators have come up with a great adaptation that captures the quintessence of the original novel. Through an analysis of space-time treatment in the Peking opera version of *Les Misérables*, this paper examines imagistic space-time treatment in traditional Chinese opera to explore the possibilities of adapting and transplanting Western classics into traditional Chinese opera.

Keywords: *Les Misérables*; Imagism; Space-time; Collision; Fusion

1 Novel theme and stage adaptation

Victor Hugo, the author of the novel *Les Misérables*, was a representative of the French Romantic writers, a leading figure in the French Romantic movement of the early 19th century, and a prominent novelist of bourgeois democracy in the history of French literature. Living through almost all the major events in 19th-century France, Hugo wrote a great number of poems, novels, plays, prose pieces, literary reviews and political essays and was considered as an influential figure in France. It took Hugo more than 30 years to produce *Les Misérables*, which was conceived in 1828, written in 1845 and completed in 1861 as a literary masterpiece that best embodies Hugo's literary techniques and thoughts. With Jean Valjean's rough, miserable life as the main thread, the novel exposes the miserable fate of laborers and denounces the capitalist system resulting in the situation.

Jean Valjean is depicted not just in sympathy for the underclass or in criticism of reality, but Hugo also uses this character as the embodiment of his humanitarianism. The power of humanitarianism, under the author's pen, is so huge that Valjean turns from a convict into a benevolent mayor and that even the ruthless police inspector Javert yields to morality and ends his own life in a mental breakdown. Moralizing and reforming society seems to be Hugo's only approach to society. In his view, acute class contradictions are actually a matter of morality, so moralizing is able to eliminate social evils and resolve all social contradictions. This is obviously a utopian Reformist proposition, reflecting the limitations of the author's bourgeois worldview. The character Jean Valjean, created by Hugo's bourgeois humanitarian moralizing, seems unreal, and some of his changes seem also illogical, just to serve author's self-expression need, which are precisely the limitations of this great work.

Les Misérables is a realistic novel with a Romantic flavor. The author presents a vast panorama of French social life through dramatic historical events and stormy mass struggles that create a strong sense of history. The dramatization of the plot, the recurrence of accidents and coincidences, the use of contrast and the exaggerated description of characters give the novel a distinct Romantic flavor.

Les Misérables is a huge story, covering almost all facets and all strata of French society at the time. The difficulty in adapting such a huge story into a script, notably an opera script, is conceivable. A traditional Chinese opera script is generally in a dot-line structure, with a beginning and an end, with a main event and thread running through its sequential development. Given that the script capacity is limited by opera acting modes, the content of the novel cannot be completely contained but selectively reproduced in the opera.

For the creators of the Peking opera version of *Les Misérables*, how to present this classic work on stage and how to interpret it in a modern context is an issue that demands deliberation. Instead of deconstructing the original novel, the creators have retained the quintessence of the novel and even reinforced the theme of the novel. The opera pivots around Jean Valjean's difficult, legendary and glorious life. The main conflict is between Valjean and Javert, interspersed with Valjean's conflict with Marius and Cosette, with Fantine and with Thénardier and Madame Thénardier and Marius's conflict with Thénardier. The script has structurally weakened the novel's historical setting, social formation and social classes, but much ink has been spilled on the complicated thoughts and feelings of the characters at critical moments. A few important events of the novel are selected as the main plot of the script: the bishop's

forgiveness; the rescue of Fantine on the street; the rescue of little Cosette; the release of Javert in the barricade battle; the rescue of Marius on the battlefield; the marriage between Marius and Cosette; Thénardier's racketeering and Marius's enlightenment; Javert's suicide.

The script, faithful to the original novel, seeks to express the profound theme of the novel in an opera narrative. The power of moralizing is amplified and emphasized in the opera. From Bishop Myriel moralizing Valjean to Valjean moralizing Javert and Marius, goodness and selflessness are ubiquitous in the opera. With much ink spilled on the thoughts and feelings of those living in *Les Misérables*, the script attempts to portray Valjean, an idealized character in the novel, as a real, flesh-and-blood person.

2 General treatment principles

The use of opera to present foreign classics on Chinese stage is commonplace. From Hebei Bangzi *Thebes* and *Medea* (adapted from ancient Greek myths) to Peking opera *The Kingdom of Desire* (adapted by Taiwan Peking Opera Troupe from William Shakespeare's *Macbeth*) and Peking opera *The Tragedy of Prince Zi Dan* (adapted by Shanghai Peking Opera Troupe from William Shakespeare's *Hamlet*) to Sichuan opera *Madame Macbeth* (adapted from William Shakespeare's *Macbeth*), a multitude of adaptations of Western masterpieces have appeared on opera stage. The appearance of these adaptations is of great significance to the communication and collision between Chinese and Western cultures. All the works mentioned above share one thing in common: telling foreign stories in the form of traditional Chinese opera. Thick-soled boots and python-patterned pleated robes mark the traditional or improved appearance of actors in traditional Chinese opera. In some operas, the names of the characters in the original work are retained. In some other operas, foreign stories are transplanted to Chinese stage and the names of the characters are also changed to Chinese ones, with the whole story set in China, with only the core conflict and idea of the original work retained, so that the audience without knowledge of the original work will take it as traditional Chinese opera. To present foreign classics in either mode, we may draw heavily on stylized acting in traditional opera, making "foreigners" live on opera stage in the form of Chinese characters.

Nevertheless, neither of the acting modes was adopted for script creation of the Peking opera version of *Les Misérables*. The creators chose a difficult and challenging path: while the story, plot, characters and location of the original novel are retained and the costumes remain largely the same as in 19th-century France, proper changes are made and decorative features of opera are mixed into the script. The difficulty of this path is that the actors must break with the technical mode of traditional opera to create a new stylized acting mode in their performance, not only fathoming and extracting the external movements of French people living in the 19th century, but also stylizing, rhythmizing and dancing these movements. In one word, the final performance should be a blend of physical features of French people and stylized characteristics of Chinese opera, so that the audience can not only find the trace of French people living at the time but also enjoy the unique dance charm of traditional Chinese opera in the performance of the actors. Without any frame of reference, every movement of the actors on stage needs to be explored, so the creators must take pains to innovate a new acting mode under strict stylizing and dancing opera norms.

At the core of aesthetic pursuit of traditional Chinese opera lies imagism. In traditional Chinese opera, "vivid imagism centers on the treatment of virtual and real and of space and time in terms of artistic expression".¹

The core pursuit of imagism is also embodied in the overall treatment of the Peking opera version of *Les Misérables* from script structure to stage presentation. The choice of costumes, the design of lighting and setting, the performance of actors, the use of music and the collaboration of dancers are in consistent pursuit of the vivid imagistic aesthetic that essentially characterizes traditional Chinese opera.

3 Scene-by-scene analysis of space-time treatment

Space-time treatment in the Peking opera version of *Les Misérable* follows the aesthetic principle of imagistic space-time. Amidst challenges, the creators engaged in painstaking exploration to display the quintessence of the epic novel on stage in a distinctive opera form. In response to new demands on opera art in the new era, the creators have blazed a trail through bold innovation.

The switch of stage space-time in traditional Chinese opera is achieved by the actors' performance: all the changes and developments in space and time are performed by the actors' body movements, singing and dancing. Imagistic space-time requires empty acting space for the spirit of stylized acting to flow out, and the performance of actors is the undoubted agent of creation. In the modern aesthetic environment, the mere pursuit of performance seems unable to satisfy the diverse needs of audiences, since modern audiences want to gain more information when they enter the theater. While ensuring the actors' performance is still at the center of opera, the creators must see that stage art (setting, lighting, costumes, etc.) carries more information to satisfy the needs of audiences. Stage art must be creative to create a strong visual impact on stage, but this isn't in blind pursuit of a big-budget production, of course.

In telling an epic story like *Les Misérable*, the creators must give the audience a strong visual impact as the curtain rises to hold their attention in the first few minutes; otherwise, the play cannot unfold smoothly and the audience cannot sit and watch attentively.

The prologue of *Les Misérable* shows a group of prisoners suffering and laboring to a somber accompaniment. The dancers struggle painfully in the messy quarry, chiseling, shoving, or carrying...while they have to ensure the prison guard's merciless whipping. "We see poverty swallowing goodness and hear hunger consuming morality. Why is there such suffering? Who can tell the difference between here and hell?"² The prisoners have nowhere to complain about their sufferings, nowhere to plead their grievances, but only live helplessly in a miserable world. In such a big scene, all the prisoners are played by actors of the dance team, not wearing tattered clothes, holding an iron rod or carrying a real rock, but a series of body performances, accompanied by somber music and backing vocals, backdropped by dim lighting and setting, are used to portray a group of poor souls living in a miserable world, touching the hearts of the audience with their deep sufferings. All these effects are presented through the virtual performance of the actors. Instead of pursuing lifelike details, the creators decided to present spiritual miserableness in a virtual form and present emotional realness through the use of opera imagism, striking a deep chord with the audience.

Space-time treatment in traditional Chinese opera is "employing the actors' virtual movements and explanatory lines to imply the

changes in space and time, on which opera artists have already established an agreement with the audience and gain great freedom in space-time by dint of this agreement.”⁷³ It is precisely by dint of this agreement with the audience that a lot of splendid moments are created by space-time treatment in traditional Chinese opera.

In the first scene of *Les Misérable*, Valjean is released from prison. He returns to the outside world after 19 years as a prisoner, with thunders and lightnings descending upon his head. All the way, he stumbles amid the glances; he is shunned and spurned because he used to be a prisoner for stealing a loaf of bread for a starving child. “No one answers a knock on the door; no one pities a beggar. Coldshoulders everywhere; a cold heart here.”⁷⁴ Valjean is forced to stay in a dog’s kennel, but even the dog drives him out, so he storms into a house and the kind-hearted bishop Myriel takes him in, leading him onto a sunlit path ever after.

The dancers play a pivotal role in this scene. When Valjean comes on stage, two groups of extras, sixteen in all, enter from behind the entrance and the exit, forming a semicircle on the stage. When Valjean begs for shelter, they all turn their backs on him as he approaches each of them: no one wants to be with an ex-prisoner and no one wants to show the slightest mercy. At this time, the extras form a new semicircle, showing their backs to the audience, excluding Valjean from the crowd. When Valjean tries to explain, the crowd forms a circle again around him, accusing him with words: “A victim of his own crime deserves no pity; you shall bear crime and hard labor for the rest of your life”. Valjean breaks out and resorts to the dog’s kennel. The crowd then forms a door in a chorus of “Danger, danger, fasten the latch”, and Valjean, kicked out by the dog, breaks open the door into the house of Bishop Myriel. In this series of smooth stage movements, the dancers show the audience all the changes and developments in space and time through a variety of formations and appearances in collaboration with Valjean’s performance. With a series of virtual movements and a few explanatory lines, the dancers switch roles between strangers from the streets, residents in the small town, and the door of the bishop’s house; stage space-time changes from a wild suburb to a cold town to a bishop’s warm house. The triple role switch of the dancers and the triple change of stage space-time take place in a few minutes, yet without causing any doubt in the audience. With the mind changing with the stage and moving with the actors, the audience is convinced by the triple roles of the dancers and the three “real” space-times. The Peking opera version of *Les Misérable* has presented imagistic stage space-times by dint of an agreement established by opera artists with the audience.

Such presumptive treatment is common in traditional Chinese opera, and the audience is also accustomed to this narrative mode. In many traditional operas, we often see a child still in infancy in the previous scene grow up into a handsome man in the next scene only through a few simple explanations. It is not surprising that Jean Valjean transforms from a hard laborer in the first scene to a benevolent mayor in the second scene. Such treatment spares the limited acting time for important events to be depicted and for the inner world to be expressed of the main characters in front of difficulties.

In the first two scenes of *Les Misérable*, the form of dance is extensively used and the dancers play a big role in switching stage space-time and rendering character emotions. The use of dancers is a continuation of the aesthetic spirit of traditional Chinese opera and an exploration of a new technique of stage performance. The dancers are the extras, the onlookers, the spokespeople for the scriptwriter and the director, and the inner voices of the main characters. Such multiple identities give the director more space for expression. When they are the extras, they enrich stage scenes and make stage setting more visually impactful; when they convey emotions for the scriptwriter and the director, the audience gains a more intuitive understanding of the theme and gist of the opera; when they become the inner voices of the main characters as well as the onlookers, the audience gets multiple perspectives of the inner world of the main characters, thus seeing a group of well-rounded characters.

In the next few scenes, especially the one with the sewers, the creators made use of the dance team to go deeper into stage performance space.

Marius is seriously wounded in the barricade battle and Valjean has to carry him through the centuries-old labyrinth of sewers of Paris. In the novel, Hugo describes at great length the sewers of Paris that run for sixty leagues (according to statistics in 1832), detailing the 10 centuries of history of the sewers, the complex structure of the sewers and the dangers lurking. Hugo notes that the stench from the sewers permeates the skies over Paris: “The air taken from above a dung-heap, as has been scientifically proved, is purer than the air taken from above Paris...”; “for ten centuries, the cess-pool has been the disease of Paris. The sewer is the blemish which Paris has in her blood.... The occupation of sewermen was formerly almost as perilous, and almost as repugnant to the people, as the occupation of knacker, which was so long held in horror and handed over to the executioner.”⁷⁵ It is under such appalling conditions that Valjean carries unconscious Marius. “As in the ocean, the diver may disappear there.”⁷⁶ The hardship of Valjean safely carrying Marius out of the sewers is hence conceivable.

In this scene, the creators devised a series of body movements to demonstrate the hardship of Valjean walking with Marius on his back and the shift of space in the sewers. Smooth, imagistic space-time treatment is accomplished through the various formations of dancers, with the full aid of “instantaneity”, a concept in the virtual space-time aesthetics of traditional Chinese opera.

After losing the barricade battle, Valjean, carrying wounded Marius on his back, traverses the stage from the exit to the entrance on the second-floor platform in the accompaniment of “Escape from the sieges and bullets, only to enter a pit of hell”. At this time, the long steps leading to downstage of the second-floor platform in the entrance have been moved onto the golden ratio point of the stage, and black-cloaked dancers come straight from the entrance to the golden ratio point, lining up at the bottom of the steps with their cloaks up and their faces to the audience. Valjean, carrying wounded Marius on his back, appears at the bottom of the steps, greeted by a path of light made by stage lighting. A sequence of arrangements gives the audience an image of entering the deepest part of the sewers. By the path of light, Valjean with Marius on his back makes his way to the exit through a series of body tricks, including back-to-back rolls, somersaults and spins. In stage treatment, we can see all these tricks are performed by Valjean carrying Marius. In the normal sense, unconscious Marius won’t be able to move, let alone to perform any trick. In this scene, however, the creators have already presented the audience with Valjean really carrying Marius, so all stage techniques are designed surrounding the specific movement of Valjean carrying or supporting Marius. When Valjean performs a spin with Marius on his back, it shows the

hardship of Valjean supporting unconscious Marius and trudging through the sewers; “spin” simply exaggerates and beautifies the movement of “support”. At this point, the audience is not only convinced that Marius is unconscious, but also fascinated by the beauty of stylized movements of opera, as a result of the sublimation of “carry” and “support” and the presentation of the art of life in stylized movements unique to traditional Chinese opera.

In the novel *Les Misérables*, there is a passage about Valjean walking through the sewers with Marius on his back:

The water came up to his arm-pits; he felt that he was sinking; it was only with difficulty that he could move in the depth of ooze which he had now reached. The density, which was his support, was also an obstacle. He still held Marius on high, and with an unheard-of expenditure of force, he advanced still; but he was sinking. He had only his head above the water now and his two arms holding up Marius. In the old paintings of the deluge there is a mother holding her child thus.⁷⁷

What a touching sight! Valjean trudges on, carrying Marius through the perilous sewers like a mother holding her child. On the stage, there is no actual mud, water or sinuous sewers, all of which are performed by the actors. The dancers change their formation constantly to show the unpredictable sewers and the perilous mud and water. The actors playing Valjean and Marius employ a series of dance movements and techniques to show Valjean’s hard struggle with Marius on his back. Dividing, integrating or intersecting, the actors present to the audience a perfect image of struggle for survival through their rich body language, dance formations and stylized techniques. Valjean, with all his tenacity, at last emerges from the perilous, sinuous sewers. Valjean is bound to succeed for God cannot bear to have such a great soul annihilated in such a hellish corner.

The stench of water, the devouring quicksand, the twists and turns of the sewers, the trudge of Valjean.... All these are clearly presented before the audience by a series of arrangements and dances by the actors on a small stage. While we are gripped by Valjean’s fate, we are also amazed at the expressiveness of opera.

Opera “takes the limited space and time on stage as unfixed, free, flowing space and time. The stage is dead, but in the performance of opera, it is here if we say so; it is there if we say it is there.”⁷⁸ Based on this principle, the Peking opera version of *Les Misérables* has accomplished lots of delicate space-time treatment.

4 Innovation in space-time treatment

In *A Historical Survey of Chinese Theatrical Culture*, Yu Qiuyu wrote a passage on the charm of Chinese theatrical culture:

The imagistic style of Chinese theatrical culture transcends the external realness to extract the essence and transcends the facial expression and appearance to reveal the deep emotion, thus exhibiting a unique unity in the forest of world theatrical culture: unity of spirit and form with an emphasis on spirit and unity of idea and conception with an emphasis on idea. Just as Qi Baishi’s paintings feature fish with water, Chinese plays feature spirit with form, idea with conception. Spirit and idea are like splendid clouds roaming over the skies, free and unrestrained, closely complemented by form and conception. Together, they drive the audience’s thoughts and emotions to ripple with them. This is where the core unique artistic charm of Chinese theatrical culture lies.⁹

Opera is a highly integrated art that “features spirit with form to unify spirit and form and features idea with conception to unify virtual and real”. Inheriting the aesthetic spirit of opera imagism and developing new methods of expression are the top priority for contemporary Chinese opera creators. Opera needs development and, more importantly, innovation. We must delve into the precious legacy left by the older generation of opera artists, and on the basis of extending the imagistic aesthetic of traditional Chinese opera, we must create new stage vocabulary and technology for contemporary and future audiences.

The stage of opera needs creation, which needs to be based upon understanding of the imagistic aesthetic principle, since art without creation is lifeless. In the foreword to *Stan Lai’s Creatology*, Yu Qiuyu wrote a passage about creativity:

A theatre without creativity is an exhausting quagmire to the eye and ear; works without creativity are a pile of familiar yet unapproachable cultural garbage; life without creativity is a series of repeated years made up of imitation, boredom and loss.¹⁰

For thousands of years, traditional Chinese opera has lived to this day through constant creation and innovation, which are the inner vitality of its existence. The imagistic aesthetic spirit of opera drives creators to constant creation; the rich stylized expression of opera offers creators a variety of means; the ethereal stage presentation principle of opera gives creators infinite possibilities. In opera, “the flexibility of space-time treatment allows opera to deftly render the limitation of stage into the extensivity of art...” The physical space of stage performance is finite, but the artistic space created on opera stage is infinite, so the finite stage space can bear the infinite expression and vitality of opera. This is like viewing a picture where the painted part is indescribably brilliant while the empty space is also magnificently conceived!

In the Peking opera version of *Les Misérables*, not only the quintessence of Hugo’s original novel is retained, but the essential aesthetic spirit of Chinese opera also runs throughout the play. While characters with Western features sing traditional Chinese Peking opera, a new unique stylized acting mode is also established. In the process of appreciating the beauty of traditional Peking opera, the audience can also be inspired by the plot and characters of the original novel. In this adaptation, Chinese opera and Western literature resonate harmoniously to generate a wonderful melody; Eastern and Western cultures collide, blend and complement each other. This is an important exploration for adapting and transplanting Western classics into traditional Chinese opera.

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Tourism English Translation in Shanxi Province from the Intercultural Communication Perspective

Jingle Zhang

School of Chinese Language & Literature Zhengzhou University(Zhengzhou 450001)

Abstract: With the rapid development of my country's social economy, the number of foreign tourists has also increased year by year. At present, tourism English translation in China occupies a small proportion in the field of translation studies, and there are many non-standard phenomena in Tourism English translation. This paper aims to study the English translation of tourist attractions in Shanxi from the perspective of cross-cultural communication. By analyzing the names of scenic spots and the textual and functional characteristics of foreign publicity materials, the root causes of problems such as inconsistencies and mistranslations in English translation are explained. It also puts forward suggestions for further standardization of the English translation of scenic spots and foreign publicity materials in Shanxi Province, in order to promote the development of Shanxi's tourism industry.

Keywords: Cross-cultural Communication; Translation Methods; English Translation of Scenic Spot Signs

1 Introduction

Tourism translation industry in China started relatively late, is not a very mature industry. So far, the development of this industry still has a lot of deficiencies, and there is a shortage of personnel, unable to meet the needs of the market. Therefore, in the future development, the tourism English translation industry also needs a large number of translation talents. According to the existing materials collected, two research questions are summarized:

Question 1. What are the problems in the translation of some scenic spots in Shanxi province?

Question 2. How to solve these problems?

2 Findings of Shanxi tourism translation

Shanxi is rich in tourism resources, according to its nature, there are natural tourism resources and humanistic tourism resources. According to the analysis of the literature and data, the errors found are classified into three categories: functional translation errors, cultural translation errors and linguistic translation errors

(1) Functional Translation Errors. Looking forward to the meaning of the text, the connotation of the deep meaning cannot be grasped. For example, a scenic spot in Taiyuan Jinci, Water Mirror platform, is literally translated as "Water Mirror Stage" by the translator. Water mirror platform is originally a stage, "water mirror(水镜)" from the name of "Han Shu-Han an Guo Zhuan," the famous sentence "clear water mirror, cannot escape", meaning that good, evil, faithful and adulterers all know. We know that the characters in Chinese drama are facial, no matter good people or bad people, the audience is clear as soon as the actors appear. From the architectural point of view, water mirror platform reflects the hall, platform, building, pavilion four styles. This is extremely rare in China, so the word "water" and "mirror" here have a deeper meaning, so it should be translated as "Limpid Stage".

(2) Cultural Translation Errors. "National key Cultural relics Protection Unit", many publications and tourist tour brochures translate it as "A Key Pres and ervation Unit of Cultural Relics", this kind of translation is not very accurate. In fact, the levels of cultural relics protection units in China are divided into six levels: cultural relics protection sites at the district level, the county level, the municipal level, the provincial level and the national level. Each level of cultural relics protection unit should have a strict corresponding translation, and should not be generalized.

(3) Linguistic Translation Errors. At present, the total number of key cultural relics protection units in Shanxi Province has reached 271, ranking first in China. In fact, the "cultural relics protection unit" here is the general name of the Chinese government for the immovable cultural relics which are included in the protection objects, and it is also a key area for the protection of the cultural relics protection units and certain areas around them. Therefore, in order to express this statement accurately, the author thinks that the English translation of "Important Historical Relic Units under State Protection" should be more accurate in the original text. In addition, "Scenic Spot" or "Scenic Area" is referred to as "Important Scenic Spot of China" or "China National Scenic Area," which is not complete. "Scenic Spot" or "Scenic Area" refers to scenic spots. Although scenic spots are often referred to as scenic spots, both scenic spots and scenic areas are different in strict meaning.

3 The suggestions for Shanxi tourism translation

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3.1 Some proper translation methods

(1) Transliteration. Transliteration refers to the complete translation and writing of Chinese Pinyin. For example, Jinci is translated as “Jin Ci in China” in the Chinese-English version of Jinci published by Shanxi Renmin Publishing House. This translation strategy is usually used in the translation of natural names and special names. However, the translation of scenic spot names in this way will be too foreignized, not only can not completely convey the information of the scenic spot names, but also may lead to ineffective translation. Foreigners do not know the history and culture of Shanxi. Translation of Shanxi scenic spot names by transliteration will bewilder foreigners, which is not conducive to the spread of culture.

(2) Translation. The meaning of translation refers to the Chinese meaning of the name of scenic spot translated in English, which can be divided into literal translation and free translation. “while respecting the culture of the target language, if the semantic equivalence can be found in the target language, the cultural connotation of the scenic spot can be emphasized.” Jinci Tang Huai (晋祠唐槐) translated as “The Pagoda Tree of Tang Dynasty”; Zhou Bai (周柏) translated as “The Cypress of Zhou Dy” “nasty”; Hunyuan suspension Temple (浑源庙) translated as “The Hanging Temple”. But this only translated the literal meaning, did not associate the scenic spot name with its cultural value, and the function of pointing and identification of the present scenic spot name.

(3) Both sound and meaning. When English words or phrases cannot correctly express the meaning of the name of a scenic spot, it is advisable to add a note or an English explanation after it. Considering that the name of the scenic spot has its special language function, it is appropriate to adopt the mode of “full name transliteration, free translation (additional general name)”, such as: Yu Zhao Fei Liang (Fish-pond & Flying-bridge) (鱼沼飞梁), Sheng Mu Dian, or the Saint Mother Hall (圣母殿), Xian Dian (the Offering Hall) (献殿).

When translating the names of scenic spots with special Chinese culture, we should pay more attention to the deep interpretation of the cultural significance. Therefore, in the process of translation, first of all, we should understand the meaning of the name of scenic spots, then use the appropriate translator method for translation, and then correct the content of the translation in order to prevent the occurrence of leakage. This translation can not only convey the literal meaning of the scenic spot name, but also reflect the cultural meaning of the scenic spot name.

3.2 Improve the quality of translation

Translation is very important for cultural publicity. Therefore, great efforts should be made to train translators and improve the quality of translation. The government-related functional departments lead the group of experts with cross-cultural background to study the translation and introduction of Shanxi's cultural heritage, and set up the translation principle of integrating domestication and foreignization strategies with tourists as the center and the strategies of domestication and foreignization unified. Consider the differences between Chinese and English tourism texts, give full play to the subjectivity of the translator, and flexibly add, subtract, edit, describe, abbreviate, and modify the translation to maximize the expected function of the translation. In the translation of geographical names, street names and road names, strictly implement the “toponymic signs” issued by the Bureau of quality and Technical Supervision of our country, and try our best to unify the translation terms. At the same time, the translation results will be submitted to the higher departments for examination and instruction, strictly control the quality of translation. When promoting cultural tourism programs and holding related activities, foreign language and Chinese publicity will be carried out at the same time.

At the same time, we should cultivate a group of people who really understand Shanxi's profound cultural foundation and are good at telling Shanxi stories. Make full use of Shanxi Translation Association and other platforms are now high-level translation talent and market docking.

4 Conclusion

The English translation of tourist attractions is an important part of determining the travel experience of foreign tourists. Improve the quality and accuracy of English translation of scenic spots, so that foreign tourists can see our friendship and sincerity, retain foreign tourists, and form sustainable development. The deepening of translation theory and the effective combination of theoretical research and practical research can promote the development of Shanxi tourism English translation research to a greater extent.

Author brief introduction

Zhang Jingle (June-1996), female, Han nationality, Luoyang, Henan Province, Zhengzhou university literature college 2019 graduate student, majoring in Chinese international education, research interests: teaching Chinese as a foreign language, modern and contemporary literature.

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The Ethical Exploration of the Movie “KIM JI-YOUNG, BORN 1982” from the Perspective of Feminism

Jiandong Cui, Seung-keun Song

Dept.Of Visual Contents Graduate School of Dongseo University, Busan 612-022, South Korea

Abstract: The Korean film “KIM JI-YOUNG, BORN 1982”, a remake of the novel of the same name, attracted strong social attention as soon as it was screened. The film depicts the survival group of middle-aged women in Korea and the entire Eastern society with its feminist core, reflecting the East The living conditions and inner references of middle-aged women in society represent the symptom of the era of family ethics in the current social development. The article attempts to use feminist related theories to read and interpret the film text, explore the symptoms and ethical appeals of the times represented and contained in the film, in order to observe the expression of emotions and self-worth of women in the whole family, work and society. achieve.
Keywords: Feminism; “KIM JI-YOUNG, BORN 1982”; Ethical research

1 Introduction

“KIM JI-YOUNG, BORN 1982” is a South Korean “phenomenal movie” with a good box office and reputation. The film has more than 3.6 million viewers in South Korea alone, and the box office is as high as 30.3 billion won. Including: The Best Actress Award and Best New Director Nomination Award at the 56th Korean Film Daejong Awards in 2020, the Best New Director Award at the 56th Baeksang Art Awards in 2020, etc., in Korea’s authoritative Naver The movie-watching women on the website gave a super high score of 9.12, and the Chinese Douban also gave a high score of 8.7.

At the same time, “KIM JI-YOUNG, BORN 1982” is another typical feminist ethical film. “Kim Ji-Yong” is the name that appears most frequently among young and middle-aged women in South Korea. This name is also symbolic in another meaning. The expression and appeal of feminism. The hot screening of the film has aroused strong resonance among Korean women. For a time, many Korean women collectively spoke up, making gender relations and feminism once again a topic of social concern. This article attempts to use feminist related theories to read and interpret the film text, in order to explore the symptoms and ethical appeals of the times represented and contained in the film, and to observe women’s life emotion expression and self-worth in family, work and social class Realized demands.

2 Family ethics in the thought of “Female Virtue”

Since the birth of film, there has been an extremely deep connection with gender. As the main research method of feminist culture, “gender criticism” exposes the inequalities in the process of film and television cultural dissemination, and at the same time integrates gender cultural awareness. Discuss in the mainstream consciousness. [1]

In the movie “KIM JI-YOUNG, BORN 1982”, the family environment where Jin Zhiying grew up is all bound by the thoughts of female virtues, and all the norms of behavior are subject to the traditional ethics of “three obediences and four virtues”. There is no individual. Freedom can be said, and Kim Ji-Yong’s life and growth experience is only a microcosm of ordinary families in Korea and even in Eastern countries in the Confucian cultural circle.

Under the confinement of female morality, the family ethics concept of “father as son” has evolved into the orthodox convention for female growth. In the film “KIM JI-YOUNG, BORN 1982”, Kim Ji-Yong was characterized by his father from birth. It’s a bad luck for the family to give birth to a girl. When Kim Ji-Yong met a stranger when she was almost adult, she was reprimanded by her father, as if she defined it as the absurd logic of “the victim is guilty.” And the family ethics of “husband as wife” is the orthodox shackles that women cannot escape after they get married and give birth to children. “Unmarried from the father, married to the husband, and married to the husband, the husband died from the son”, women’s hard life will be confined to female morality. There is no possibility of getting out in the purgatory of thought.

In the family ethics of “female morality”, the perception that women always accept is that “men can’t be wrong, but women are always wrong.” This kind of hegemonic logic, even the traditional family concept of patriarchal family in the current society Even the old-style social thought that men are superior to women is becoming more prominent under the imprisonment of “three obediences and four virtues” and other female moral thoughts.

3 “Colored” stereotyped workplace ethics

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KIM JI-YOUNG, BORN 1982 It is true that in the workplace, because of the relationship between employment and being employed, workplace ethics is based on this relationship. Influenced by the traditional feudal hierarchical system of “monarchs, ministers, fathers and sons”, there are also “boss as employees” in the workplace. The tradition of “the superior is the lower-level program”, and under the patriarchal society, the alienated ethics of “male as the female program” has even been derived in the workplace. In the film “KIM JI-YOUNG, BORN 1982”, Kim Ji-Yong has withstood a lot of “colored” stereotypes in the workplace under the oppression of patriarchy. No matter how hard he struggles, he can’t get rid of the society and the times in the workplace. The fate of women.

Under non-colored stereotypes of workplace oppression, Kim Ji-Yong in the film “KIM JI-YOUNG, BORN 1982” was doomed to be “resigned” from the moment he set foot on the job. No matter how hard you work and actively work, you still can’t enter the “five-person core team”. The reason is just because Kim Ji-Yong is a woman who gets married and has children, which will hinder the team’s work efficiency, and all the men who enter the core team are men; he has always been regarded as his idol. Leader Kim, the boss of the spiritual mentor, will still be relentlessly scorned by the male boss who ridicules that “it should be a boy”; the other side, as the husband of Kim Ji-young, even applies for statutory after learning of his wife’s illness “Parental leave” will be labeled by colleagues and even mothers as “a man who cares about his wife should not have a career at the same time.” This kind of workplace oppressive robber logic, and Daxian, who has always cared for his wife, is in the workplace oppression of colored glasses. Can only give in helplessly. It can be seen from this that women in the workplace seem to be oppressed or even “outlined”. Under such circumstances, it is difficult for women to realize their personal value in the workplace.

4 Social ethics of “Mom Chong” metaphor

From the perspective of social ethics, Marx pointed out in “Das Kapital” that “people have certain social relations, but it takes the illusory form of the relationship between things and things before people. Therefore, to find a metaphor, we have to Escape to the illusion of the religious world. There, the products of the human brain appear as independent things that are animate, and have relationships with each other and with people. In the commodity world, the products of human hands are the same. I call this. Fetishism.”^[2] Marx criticized “fetishism” from the perspective of social ethics, in order to expose the enslavement of capitalist monetary capital to human nature.

In the capitalist Korean society, there is a lot of subservience and even belief in “fetishism”, and the restraint and even enslavement of individuals, especially women, is already heinous. In the movie “KIM JI-YOUNG, BORN 1982”, as a member of the ordinary female group, Kim Ji-Yong’s individual value seems to be impossible to realize. From birth to adulthood, from entering society to entering the workplace, from being forced to leave to becoming The full-time wife is totally controlled by the social order of fetishism, and even loses her individual value in the metaphorical social ethics of the “mummy” and becomes a slave to social capital. When he first entered the society, he was instilled in the absurd saying of “slut shame” by his father. Even when he was coaxing children on the roadside, he was ridiculed by passers-by as a “fateful parasite”. He was overworked to the point where he went to see a doctor but was labeled The absurd label of “women are useless”, even when they bought coffee in a coffee shop, they were insulted by passers-by as a “mother bug”. The long suppressed emotions suddenly erupted like a volcanic eruption. Kim Ji-Yong could no longer tolerate such social logic. Her prejudice and oppression, women’s equality, freedom, and fraternity spurted out of her heart. Kim Ji-Yong never swallowed her voice and chose to flee this time but bravely faced the accusations. At this time, the film has reached what she wants to convey. The theme means the climax.

Under the metaphorical social ethics of “mother bugs”, Kim Ji-Yong is defined as “worms” that live by men. They are parasites of society and vassals of the family. They are worthless at all, and feminism is in “mothers”. “The metaphorical social ethics vowed to break down all barriers, with the intention of constructing a true equality and free fraternity ethical spirit.

5 Conclusion

The movie “KIM JI-YOUNG, BORN 1982” through the heroine Kim Ji-Yong from birth to growth and the various stages of life through the family, from being labeled as “mouldy” at birth to being instilled “wrong” when he grew up. All women”, they were classified as “women useless” after adulthood, and they were defined as “mom bugs” after they got married. As a member of ordinary women, Kim Ji-Yong’s individual aspirations and life values are in the patriarchal/patriarchal society It has been suppressed or even obliterated. From family to work to society, Kim Ji-Yong is under multiple pressures and even discrimination. Starting from the spiritual connotation of feminism, the film reveals the survival dilemma and individual oppression of middle-aged women, in order to explore the symptoms of the family ethics in the social development of the Eastern Confucian cultural circle, and try to reject the “pleasure” to break the patriarchal society Of suppression.

In summary, “KIM JI-YOUNG, BORN 1982” is a symbolic emergy of the Korean middle-aged female group, representing the plight of individual survival and the barrier of personal value of ordinary women from family to work to society. There is an insurmountable gap between ideal and reality. Feminism intends to construct a fair and just society free from exploitation and oppression under the ethical framework. This society is a reasonable social form that humans yearn for, and it will guide human society as a metaphysical social ideal.^[3]

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Discussion on the Transformation and Development of College English in Sports Colleges under the New Liberal Arts

Guoting Li

Heilongjiang Vocational College of Winter Sports, Harbin, Heilongjiang 150001

Abstract: The background of new liberal arts refers to the educational background of reorganizing the professional courses on the basis of the existing traditional liberal arts and forming the intersection of arts and science in the subject, combining modern information technology with language, philosophy, literature and other contents, giving support to the students' interdisciplinary comprehensive learning, so as to cultivate the quality of thinking and the purpose of knowledge expansion and education. In order to improve the teaching level of college English, this paper analyzes the strategy of college English transformation and development in physical education colleges under the background of new liberal arts.

Keywords: New Arts; Sports Colleges; College English

Based on the new liberal arts to strengthen the transformation of college English in sports colleges and universities has the following value: first, to provide conditions for students to learn literature, philosophy, history and other knowledge, so as to make English knowledge more comprehensive; second, to strengthen the core literacy of sports college students, such as humanistic spirit, innovation ability, thinking quality, etc. Based on this, in order to promote the scientific development of English teaching activities in sports colleges, it is very important to explore the strategy of college English transformation and development under the background of new liberal arts.

1 Strategy-based, clear the new liberal arts background of college English transformation development goals

From the macro point of view, the construction of new liberal arts should provide services for the development of China's internal reform and opening up to the outside world in the new era, enhance the ability of national language expression, transform the knowledge of new liberal arts into the kinetic energy needed for the development of economic and social fields, and solve the specific problems encountered in the development of national spiritual value, ideology, mass entrepreneurship and innovation. From the micro point of view, the construction of new liberal arts should provide services for college English reform in sports colleges, help English teaching to build up people, and ensure that the students' emotional attitude, behavior habits, moral accomplishment and skill knowledge can be fully developed. This requires physical education colleges to make clear the goal of English transformation and development under the background of new liberal arts construction, to formulate teaching strategy, to strengthen top-level design, to see clearly the direction of development, to aggregate educational resources, and to ensure the feasibility of English transformation and development strategy. Therefore, college English can take Lide Shuren as the strategic goal of transformation and development, introduce moral education, aesthetic education, physical education and labor education at the same time, cultivate students' cultural consciousness, language ability, learning ability and thinking quality through English teaching, and then lay the foundation for sports colleges to transform high-efficiency education through college English based on the new liberal arts background^[1].

2 Innovation as the core to enrich the new liberal arts background of college English transformation and development model

Innovation is the essential attribute of the new liberal arts, through the new growth point of the subject to upgrade and transform the traditional disciplines, seeking a breakthrough in the field of humanities and social sciences education in the new era of our country, to achieve the purpose of model innovation, theoretical innovation and mechanism innovation. For example, college English can practice Tao Xingzhi's theory of "life is education", introduce the contents of humanities and social sciences into English classroom, break down the barriers of discipline and dredge the channels of new liberal arts construction, and set up more thematic contexts such as aerospace, international trade, biotechnology, etc., guide students to read, understand, communicate, interact, think and explore, broaden English learning space, return to life, enter society and integrate into the world through English learning, and then improve their learning ability, thinking quality, language ability, cross-cultural interaction consciousness, and enhance their "four self-confidence" "in the collision of Chinese and Western cultures, To realize the goal of college English transformation and development under the background of new liberal arts. For example, sports colleges and universities can use the "Internet +" teaching model to

introduce online resources into English classes, make good use of digital technology, export diversified educational content in film, picture and audio media, provide conditions for students to listen, read and speak, guide students to participate in film interesting dubbing, text translation, picture book creation, sitcom performance and other activities, and enjoy learning fun, understand English charm, improve language ability, and develop English thinking in sports colleges and universities, so as to improve the effectiveness of English transformation and development through innovation based on the new liberal arts background^[2].

3 To improve the transformation and development system of college English under the background of new liberal arts

Integration belongs to the important way of the construction and development of the new liberal arts, which makes the new liberal arts cover many fields of knowledge and skills in humanities and social sciences, and realizes the goal of multidisciplinary infiltration, expansion, intersection and integration of education. Based on this, sports colleges and universities can open up new fields of style and style under the background of new liberal arts. On this basis, they can promote the transformation and development of college English and introduce more sports professional knowledge into English subjects. Make students' professional accomplishment and English accomplishment promotion harmonious synchronization. This requires physical education colleges to give full play to their new liberal arts construction advantages, starting from the following aspects of the development of school-based English curriculum: first, reflect the characteristics of the new era of liberal arts, learn from the "six excellence and one top" program implementation experience, to ensure that college English transformation and development can help sports colleges and universities to build new liberal arts; second, based on the new liberal arts school-based English curriculum needs moderate capacity, clear logic, keeping pace with the times, actively in line with the international frontier, to ensure that the relevant content of physical education science, comprehensive, real-time, in the English curriculum to expand, supplement, optimize the use; Thirdly, the school-based curriculum should pave the way for the application of digital technology, such as Internet of things, AI, big data and so on. It aims to update the content of education in cross-domain, transmit English knowledge with audio, video, picture and other media, facilitate students to learn, understand and apply, play the role of information teaching reform in the construction of new liberal arts, and then use information technology to enable the transformation and development of college English.

Concluding remarks:

To sum up, in order to improve the quality of college English teaching under the background of new liberal arts construction, English teachers should pour into the upsurge of new liberal arts development, formulate the strategic goal of English transformation and development, and innovate college English education model based on new liberal arts.

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Research on the Effect of Tourism Industry on Economic Growth

Hongtao Liu

Shanghai Himalaya Technology Co., Ltd.

Abstract: After the reform and opening up, the tourism industry has developed rapidly, and the status of tourism in the national economic system has become increasingly prominent. With the rapid economic development, the rise of service-oriented tourism industry has driven the development of the world economy. Tourism is an important driving force to promote regional economic growth. Research on the effect of tourism industry development on economic growth is of great significance to the promotion of regional economy and tourism development. The study expounds the definition of the connotation of the tourism industry, discusses the promotion of the development of the tourism industry to economic growth, and proposes countermeasures to accelerate the development of the tourism industry and promote economic growth in response to the problems in the development of the tourism industry.

Keywords: Tourism Industry; Economic Growth; Relational role

With the development of the national economy, the rise of tourism has led to the rapid development of China's economy. The tourism industry is the fastest growing emerging industry in the world. The tourism industry aims to provide customers with satisfactory services, including food, housing, travel, shopping, and entertainment. It involves various fields of economic development and can promote the sustainable development of the regional economy. my country is rich in natural and human resources and has profound cultural connotations, which provide good conditions for the development of tourism. The development of my country's tourism industry started late, but it has made a huge contribution to the growth of the national economy. If we want to transform tourism development resource advantages into industrial advantages, market advantages into circulation advantages, and play the role of tourism in economic growth, we must pay attention to the research on the relationship between tourism industry and economic growth.

1 The role of tourism industry development on economic growth

Tourism involves many industries. Before studying the effect of tourism industry on economic growth, it is necessary to define the concept of tourism. According to the definition of the Tourism Administration, the tourism industry is a collection of services provided by the service department for people going out inside and outside the country, including transportation and post and telecommunications services, catering tourism services, and social tourism services. It can be seen that the tourism industry is an integrated industry of economy and culture composed of a series of industry sectors. The structure of the tourism industry is the composition of the various sectors of the tourism industry and the components of economic activities. Analyzing the structure of the tourism industry is conducive to ensuring that the scale of development meets the requirements of national economic development.

The tourism industry has the characteristics of low investment and quick results. The special function of the tourism industry plays an important role in spreading knowledge and so on. The status of tourism in the regional economy depends on the nature and scale of tourism. The tourism industry provides a way for material production departments to achieve. The tourism industry plays an important role in promoting regional ethnic exchanges and cooperation and promoting regional market competition. With the improvement of social productivity, tourism occupies an important position in the regional economy ^[1]. At present, people's expenditure on spiritual needs is increasing, and the scale of tourism development continues to expand. Today's economically developed countries in the world are developed countries in the tourism economy, and tourism income accounts for a large proportion of the national economy. In recent years, the tourism industry has developed rapidly and has become the largest industry surpassing industries such as automobile manufacturing. Tourism is an industry that will not fail. In recent years, the output value of tourism in various places has accounted for a relatively large portion of the GDP, and its development status affects the development of the regional economy.

Tourism plays an important role in regional economic growth. Tourism can drive the development of related industries and open up new markets. Tourism is a comprehensive industry that can drive the development of transportation, catering, commerce and other related industries. The diversification of tourism demand makes the desert grassland very attractive, provides a broad space for the development of tourism resources, and tourism development and utilization produces greater economic benefits. To enable economically underdeveloped areas to accelerate economic development through the development of tourism industry. Promote the internationalization of central cities through the development of tourism. The elements of food, lodging, travel, shopping and

entertainment in the tourism industry continue to provide new markets. Industrial enterprises closely follow the development of the tourism industry and develop marketable industrial products.

2 Countermeasures for the development of tourism to promote economic growth

Tourism is an emerging industry sector, and the development of tourism is conducive to expanding economic exchanges between regions. After the reform and opening up, my country's tourism has developed rapidly, and tourism has shown an important role in social and economic development^[2]. my country's tourism industry has continued to develop rapidly for many years. However, due to the low level of overall development late in the start, the role of tourism in economic growth must be brought into play. The development of tourism must take effective measures to promote regional economic development in terms of overall layout and market promotion.

With the adjustment of the national industrial structure, tourism has become a competitive industry with growth vitality. The development of the tourism industry must improve the investment mechanism. Governments at all levels must try to increase investment, increase investment in infrastructure construction such as tourism and transportation; adopt various incentive policies to invest in the development of tourist attractions. The level of consumption affects the total scale of tourism consumption. The consumption level of the tourism industry should be increased to stimulate the demand for mass tourism consumption. The tourism consumption promotion can be carried out through the Internet and other media to enhance the people's tourism consumption concept.

The government's influence on the tourism industry is reflected in the aspects of financial support, tax reduction and exemption. The government's functions related to the tourism industry should be based on macro-control. It should be transformed from a management type to a service type, and the use of work methods turns to the use of market means. On the basis of analyzing the development of tourism industry, through the survey of tourist satisfaction, guide the investment direction of tourism industry, and formulate the medium and long-term strategic plan for tourism development. The development of tourism requires the support of professional talents. The key to transforming the tourism industry into an intelligence-intensive industry is to strengthen talent training. The development of human resources in the development of the tourism industry is the focus. The lack of high-quality professional talents restricts the development of the tourism economy. The market-oriented optimization of the training of tourism talents in universities should be guided by the market, and the cooperation between schools and enterprises should be emphasized to develop talents. The degree of cooperation between study and research. Analyze the positions of existing employees. The development of tourism must have new ideas to attract high-end foreign talents to serve the development of tourism.

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Research on the Integration of Analysis and Algebra Knowledge in Basic Mathematics Teaching

Tongchao Liu

Teaching and Research Office of Chengdu Colledge of Arts and Sciences, Chengdu, 610401

Abstract: Education is one of the key issues that the country pays close attention to at the present stage. Strengthening the attention to education can not only effectively promote the level of national cultural knowledge, but also effectively promote the national economic development and provide certain support for national construction in this process. Therefore, China's current education and teaching system is constantly undergoing reform. It is required that teachers should make more changes in teaching methods according to the national development situation and the requirements of teaching reform, so as to promote the improvement of students' knowledge and learning efficiency. Especially for mathematics, which is a relatively high abstract knowledge, teachers should fully integrate basic mathematics teaching with algebra knowledge in the teaching process. To effectively improve students' mathematical thinking, this paper will introduce and study the specific implementation methods in the process of mathematics teaching.

Keywords: Mathematics subject; Basic teaching; Knowledge of algebra; Fusion research

At present, China is in the process of continuous development. Therefore, the country's demand for and attention to talents are also increasing significantly. Moreover, in the stage of social progress, the competition between countries is summed up as the competition among talents. Only when the country has a large number of scientific and technological talents, can it effectively promote the progress of national science and technology. To provide greater help for national economic development, therefore, the education industry is highly concerned by the state ^[1].

1 The significance of integrating basic mathematics teaching with algebra

For the subject of mathematics, because of its relatively difficult knowledge and relatively high abstraction, it is necessary for teachers to lead students to complete more exploration of mathematical knowledge with the help of the introductory course of basic mathematics in the process of mathematics teaching, so that students can explore more profound mathematical content based on the narrow sense of mathematical knowledge. For algebra, geometry, calculus and other related knowledge, they are all important parts of basic mathematics. ^[2] In the process of learning algebra, it is mainly a game between numbers, which is to study the basic calculation principles and methods of numbers. In a word, algebra is a branch of mathematics, in the process of Mathematics Teaching, School mathematics classes are from the enlightenment stage to carry out teaching for students, to promote the increase of students' basic mathematical knowledge ^[3]. For example, teachers in the classroom for students to carry out mathematical knowledge concept, the most basic addition operation, subtraction operation transition to multiplication and division operation process, and even fraction calculation and decimal calculation are constantly guide students to learn between numbers, promote the gradual development of students' mathematical thinking, and in the teaching process, What's more important is to guide students to better discover the basic operation rules between numbers. With the continuous progress of education and teaching and the increase of students' cognitive level and knowledge, teachers also need to continuously improve the teaching difficulty in this process. Through more profound knowledge teaching, students' interest in this period can be promoted, at the same time, they can develop a good mode of thinking and have a better ability to analyze and understand mathematical knowledge.

1.1 The combination of mathematics basic knowledge and algebra is better in line with the law of mathematical development

With the development of mathematics teaching in China for many years, it has been fully recognized that the integration education between mathematics is a major development trend of teaching at this stage. Therefore, in the current school development process, some schools have begun to explore the education of comprehensive subjects, taking the overall development of students as the education and teaching goal at this stage. The teaching of mathematics subject knowledge should be better in line with the development trend of education reform. In the education and teaching work, we should strive to achieve the goal of integration.

1.2 The integration of the two promotes the improvement of students' learning ability

Due to the abstractness of mathematical knowledge, the difficulty is relatively high. Therefore, students' learning ability is a key content that affects students' learning level of mathematical knowledge. In the process of mathematics teaching,

teachers need to fully understand students' learning ability, and carry out basic teaching according to students' learning situation. Students' learning ability is the ability to use formulas to deal with related problems. In this process, the cultivation of basic ability is to fully tap students' mathematical thinking, so that students can more independently find existing problems and solve them effectively in the process of mathematics learning^[6].

2 Research on the method of basic mathematics knowledge and algebra knowledge fusion

To sum up, the integration of basic mathematical knowledge and algebra knowledge has become a major direction in the current stage, and also has a profound impact on the teaching of mathematical knowledge. However, in the actual teaching process, the integration of basic mathematical knowledge and algebra knowledge is not a simple integration of two classes. It is not only a simple change from two teachers to one teacher, but also a change of traditional teaching ideas, the integration of new teaching methods and teaching concepts. It is enough to see that the integration of basic mathematics teaching and algebra knowledge has certain difficulties. Teachers should continue to study teaching methods in this process, explore new forms of teaching, and constantly solve a series of difficulties in the teaching process. For example, what is the integrated teaching mode? How to select the integrated teaching content? How to promote the further teaching of integrated knowledge? A series of problems are the key contents that affect the smooth progress of teaching. These problems need to be deeply discussed and studied by educational researchers and front-line mathematics teachers, and effectively solved together. This paper will also explain and analyze the specific integration ideas, and strive to contribute to the development of education.

2.1 Constantly improve the education and teaching system

In the process of mathematics teaching, teachers first need to realize the important role of students, fully realize that students are the main body of the classroom, and also the main participants of classroom activities. In the process of teaching, teachers only need to guide and organize classroom activities, which can effectively promote the smooth progress of the classroom. Therefore, in the process of effective integration of basic teaching and algebra knowledge, teachers first need to organize classroom activities and establish a complete set of teaching system, which plays a very important role in this stage. At the same time, they need to ensure that front-line teachers have sufficient knowledge reserves and can effectively classify and sort out mathematical knowledge, so as to make it an independent content in both horizontal and vertical directions. Teachers need to make a comprehensive survey of teaching work, so that they can accurately grasp the knowledge points that may be involved in the teaching process. Moreover, in the actual knowledge explanation process, because teachers act as knowledge guides, they should not explain and analyze every exercise in mathematics, but integrate basic mathematics and algebra knowledge. Better describe the teaching method to the students, let the students through the mastery of the method to complete the problem solving. In the actual process of mathematics teaching, due to the students' knowledge base and cognitive level, learning state and self cognitive level are greatly different, teachers need to fully understand each student, and carry out teaching according to the actual differences of students.

2.2 Teachers set more questions that can be answered by both

Students' mathematical thinking is the key content that affects students' mathematics learning, and once students form their inherent thinking, it is more difficult to change, which leads to the deviation of students' mathematical knowledge. Therefore, in the process of mathematics teaching, teachers can fully and consciously set some exercises that must be applied to the knowledge of mathematical algebra and basic knowledge. In the process of students' answers, teachers should give students enough time to study and think about the problems, and can also carry out the form of group, so that students can collectively explore and find solutions to the problems, which can effectively promote the enhancement of students' self exploration ability. It can also promote the integration of basic mathematics knowledge and algebra knowledge more effectively, and it will be of great help to cultivate students' integration ability and thinking ability.

Conclusion:

Mathematics is a basic content for engineering subjects, and the study of physics, medicine and other aspects is inseparable from mathematical knowledge. Therefore, in the process of mathematics teaching at this stage, teachers should constantly change their own teaching methods by organically integrating basic mathematical knowledge with algebraic knowledge, promote students' thinking ability to be continuously improved.

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How to Effectively Protect Farmers' Rights and Legal Issues in the Development of New Countryside

Zhenggang Liu

Guizhou University for Nationalities Guizhou 550025

Abstract: With the improvement of the country's comprehensive strength, the construction of various localities has been increasing, and very significant results have been achieved in recent years. At this stage, when developing new countryside construction, we must pay more attention to the protection of farmers' rights. This is the top priority of new countryside construction and an inevitable choice for social development. In the development of new rural areas, how to effectively protect rural rights and interests is a hot topic and one of the current problems. By analyzing the concept of rural rights and interests, the author investigated and analyzed the current protection status of farmers' rights and interests, combined with my own practical experience, made an in-depth discussion on the protection of rural rights and interests from a legal perspective, hoping to smoothly carry out the development and construction of new rural areas in my country. With certain help, it also contributes to the realization of socialist modernization.

Keywords: New rural construction; Farmers' rights and interests; Law

In recent years, the national economy has achieved leapfrog development, the process of urbanization has also deepened, and people's living standards have also been greatly improved. In the current new market environment, if the local economy wants to achieve rapid development, speeding up the construction of new rural areas is a very important content, which has a very significant effect on optimizing the economic development model and improving people's quality of life. However, due to factors such as imperfect job-related policies and regulations, the legal rights of farmers cannot be effectively protected when building a new countryside.

1 The concept of farmers' rights

The protection of farmers' rights and interests must be evaluated and judged based on actual conditions, and scientific standards and values must be formulated. This is also the basis for discussions on the protection of farmers' rights and interests. The concept of farmers' rights and interests refers to the rights and benefits that citizens and members of society should enjoy, including social rights, economic rights and political rights.

2 The lack of protection of farmers' rights and interests in my country

2.1 Lack of economic rights

Among the economic rights and interests, it mainly includes the rights and interests of consumption, the rights and interests of contracted land use, the rights and interests of market entities, and the economic rights and interests of farmers. However, it can be found from the actual situation that some regional departments still have random apportionments, arbitrary fees, and arbitrary fines.

2.2 Lack of political rights

As the important rights and interests granted to farm names by the Constitution of our country, farmers' political rights and interests mainly cover political activities participation, political equality, and political freedom. But in actual life, the phenomenon of farmers' lack of political rights and interests is very common. The urban-rural dual structure implemented in recent decades has led to a lower status of farmers than urban residents. This is not only reflected in institutional discrimination, but also weakened the basic rights that farmers should enjoy, and they cannot enjoy society, education, and labor. Equal rights in employment, etc. In addition, the institutional barrier of hukou has made the core representation of citizens' freedom rights missing, causing farmers, a vulnerable group, to become less and less concerned.

2.3 Lack of social rights

The main content involved includes social security rights, labor rights, education rights, social respect rights, etc. For human rights, the most critical and core element is the recognition of human values and freedom of behavior. The term "agricultural name" in our country is like a sign of social rank and identity, which seems to be inferior to urban residents.

3 How to effectively protect farmers' rights and legal measures in the development of new countryside

3.1 Clarify the legal responsibility for infringing on farmers' rights and interests

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Constitutional doctor Deng Lianfan proposed that the introduction of corresponding legal measures on farmers' rights and interests can be punished in accordance with relevant regulations and thoroughly improve the past bad practices of dealing with the infringement of farmers' legal rights.

3.2 Clarify the protection scope of farmers' rights and interests

First, democratic political rights. To protect the foundation of villagers' self-government, it is necessary to ensure that the right to be elected and the right to vote are not violated. However, the villagers' right to vote has been deprived in a disguised form. This requires that the right to equality be implemented through the law, and farmers should be given national treatment politically.

Second, the rights and interests of migrant workers. Vice Minister of Human Resources and Social Security You Jun stated at a press conference on February 28, 2020 that the total number of migrant workers reached 290 million last year, of which 170 million were migrant workers, including 75 million migrant workers. However, my country's labor laws do not provide adequate protection of the rights and interests of migrant workers. Migrant workers should be granted national treatment in the legislation and enjoy the same rights as urban residents. Children of migrant workers also have the right to receive compulsory education nearby and are protected by the Work Injury Insurance Regulations. Rights etc.

Third, the right to relief. In the legislative content, the relief of farmers' rights and interests is also a very important part. When implementing relief, judicial and administrative channels can be used. Either way, the farmers' right to appeal, debate, hearing, cross-examination, application for recusal, request for notification, and legal aid rights must be guaranteed, and legal aid to farmers must be strengthened.

3.3 Clarify the legal definition of farmers

With the deepening of my country's reform and opening up, the peasant stratum has become more and more diversified and complicated. By classifying rural personnel, the following types can be derived. First, "non-agricultural households". That is to say, those who live in the countryside all the year round, the main source of income is their stable income in the city or the salary paid by the state, such as retirees. Second, "de-peasant households".

3.4 Improve the social security system

As the country stipulates the obligations and rights enjoyed by citizens according to certain legal forms, the social security system is directly related to the level of social stability and development. At present, it is necessary to further improve the legal norms of social security to protect the labor rights of farmers. In the process of enacting laws, it is necessary to have a full understanding of the interests of farmers and protect migrant workers. Whether the new countryside can develop harmoniously is directly related to the appeal mechanism of farmers' rights protection. Therefore, it is necessary to further improve the appeal mechanism of farmers' rights protection to properly resolve the conflicts of interests of all parties.

3.5 Improve the political and democratic system

Deepening the reform of the political system can promote the development of farmers' civic awareness. To realize the prerequisite for farmers to enjoy political rights and interests equally, the right to vote of urban and rural residents is a very important part.

In many rural areas, it is common for villagers to neglect to exercise their democratic rights. This is also a direct manifestation of farmers' lack of democratic awareness and weak civic awareness. They are also influenced by traditional feudal ideas and generally do not express their opinions on elections. What's more is the attitude of hanging up high. Therefore, we must actively encourage farmers to participate in democratic elections and strengthen their awareness of democracy and protagonist. In particular, doing a good job in protecting political rights and interests is an important symbol of a democratic and rule of law society. It is also the realization of the democratic rights of the broad masses of the people. The improvement of the democratic system directly reflects the level of development of China's democratic politics and is also an important goal of achieving China's modernization.

4 Concluding remarks

All in all, in recent years, people's awareness of rights protection has become higher and more attention has been paid to farmers' rights. Protecting farmers' rights is an inevitable choice for social development. It is also an important part of the construction of a new countryside. Out of humanistic care, what is more important is the progress of social civilization. At present, the protection of farmers' rights and interests by domestic scholars is still in the early stage. There are still many imperfect status in relevant national laws and regulations, and farmers' own awareness of democracy, law and rights need to be further improved. This requires speeding up the development of the democratic system, strengthening the support of social forces, and in the context of new rural construction, better protecting the rights and interests of farmers, improving unfair and unreasonable phenomena, and achieving balanced social development. What is urgently needed is to introduce more complete laws that can protect the legitimate rights and interests of farmers, so as to promote the healthy development of the farmers' economy, enhance the status of farmers, and build a new socialist countryside.

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On Teachers' Role Transformation Strategies in the Flipped Classroom of College English

Zehua Qiu

School of Foreign Languages, Zhixing College of Hubei University, Wuhan City, Hubei Province 430011

Abstract: The teaching mode of flipped classroom has been perfectly applied to primary school teaching process and university classroom, especially providing great convenience for university curriculum education and creating conditions for improving students' English learning thinking. In the flipped classroom of college English, the role of teachers has also changed, which not only reduces the workload of college English teaching, but also improves students' active learning ability. To some extent, the impact lies not only in the change of teachers, but also in the improvement of students' learning ability.

Keywords: College English; English Classroom; Flipped Classroom Teacher Role; Transformation strategy

1 the overview of teaching mode of flipped classroom

First of all, three questions need to be clarified: What is the flipped classroom? What is the difference between flipped classroom and ordinary class? What role do students play in the flipped classroom?

Comparing the differences between flipped classroom and ordinary class can help us understand the teaching mode of flipped classroom. In the traditional teaching mode, teachers usually stand on the platform to give lectures, while students listen in the classroom. In this atmosphere, teachers are the protagonists of the whole classroom. On the contrary, in the flipped classroom, the main body and the leading role are changed from teachers to students, where teachers play a listener, while students preview and consult relevant materials independently and explain and share relevant knowledge in class.

2 the characteristics of teaching mode of flipped classroom in English teaching

2.1 Diversification of Teaching Forms

In the traditional teaching mode in the past, the way teachers teach college English courses is single and fixed. It is not easy for students to concentrate in this teaching atmosphere, but the flipped classroom changes this drawback and brings diversified teaching methods. As the main body of the classroom has changed from teachers to students, students' initiative to understand and learn knowledge has also been improved. In the process of classroom explanation, students also adopt different methods to present knowledge in the classroom in various forms and share it. This diversified teaching form can help students understand and consolidate knowledge from multiple levels and different aspects.

2.2 Clear and Definite Teaching Objectives

Compared with the traditional teaching mode, the teaching objectives of the flipped classroom are clearer and clearer, including the following aspects: (1) the teaching objectives of teachers are clearer, that is, to train students' learning thinking in the classroom; (2) the students' teaching goal is more clear, that is, to share their acquired knowledge with other students to the greatest extent. The process of learning English is essentially a process of thinking exercise, which requires us to have a clear goal. Flipped classroom provides the corresponding conditions and opportunities for the practice of this learning method.

2.3 Transformation and update of learning process

Flipped classroom also transforms and updates the learning process. In the traditional teaching mode, the learning process of students is arranged and set by teachers, and the preview, teaching, consolidation and review are all controlled by teachers. Flipped classroom changes this process. In the flipped classroom, students play the main role, which leads to changes in the learning process. Students play the main role in the whole learning process. They control and arrange every link of preview, lecture, consolidation and review, and make corresponding reports and speeches according to the learning level.

2.4 More Obvious Learning Effect

The learning effect in the flipped classroom is more obvious than that in the traditional class. College English class is different from English learning at other ages. Most of the students who learn English at this stage are adults with corresponding autonomous learning ability, and they are more able to take the initiative to learn and exert their creative thinking. In particular, flipped classroom provides a way to change students' thinking mode in learning, thus creating more learning space and opportunities for college students who like learning English to express their ideas, and will have a positive impact on those college students who are not interested in

learning English and enhance their interest in learning.

3 The Role Change of English Teachers in the Implementation of Flipped Classroom

3.1 Teachers become Directors from the Instructors of Students' Learning

The change of teachers' role should be the biggest change in the flipped classroom. Teachers become Directors from the Instructors of Students' Learning. The characteristics and advantages of flipped classroom determine that teachers no longer assume the main teaching subject. Instead, in the role of a director, it puts forward corresponding amendments to students' display in various aspects such as learning methods, learning contents, learning objectives and learning results, so as to further improve students' learning ability, thus reducing teachers' workload, enhancing students' autonomous learning ability and making students' learning intention more positive.

3.2 Teachers Become Participants From Managers of Classrooms

Teachers play the role of participants in flipped classroom es and managers in traditional classes. Then, when you compare the two modes, you will find that, when teachers are administrators, students assume the role of being managed; when teachers become participants, they play the role of participants together with students. In this equal teaching process, students enjoy different treatment from before, and have more opportunities to express their ideas and improve their thinking. This is the simultaneous change of teachers' roles and students' roles.

3.3 Teachers Become Researchers From Recipients Of Teaching Models

The traditional teaching mode has been solidified after years of tempering and modification. Teachers only need to assume the role of recipients in this mode and copy the corresponding teaching mode again. In the new flipped classroom, university teachers need to assume the role of researchers, and discuss and think about the classroom to help students improve their learning ability rather than their academic performance in the process.

4 The ability requirements of English teachers in the Flipped classroom

4.1 Improve Teachers' Multimedia Technology Level

The new media era requires university teachers to master a variety of technologies, especially the use of multimedia technology in classroom teaching. Flipped classroom provides a corresponding opportunity for college English teachers to improve multimedia technology. The actual operation and application of flipped classroom requires the use of multimedia teaching equipment to share and display relevant content, which requires both teachers and students to learn to use this new technology. Keeping pace with the times is an important basis for improving teaching ability and learning ability.

4.2 Improve English Teachers' Ability of Instructional Design in Flipped Classroom

After carrying out many flipped classroom teaching exercises and training, teachers will slowly abandon the traditional teaching mode and change the traditional teaching thinking, so as to improve their teaching design ability in the flipped classroom, help students set goals, learn content and share results, which all require teachers to participate in it

4.3 Improve the team cooperation ability between teachers and students

Flipped classroom is a new teaching mode. Due to the lack of practical operation for many years, the existing resources are insufficient, and the problems in the teaching process are relatively prominent. Then this requires teachers and students to work together and cooperate with each other to complete the flipped classroom teaching, which not only improves teachers' teaching ability to enhance students' learning ability, but also enables both sides to have corresponding promotion and change under this role exchange.

5 Concluding remarks

To sum up, there are great differences between flipped classroom of college English and ordinary traditional teaching mode. In the flipped classroom, the change of teachers' role shows obvious characteristics, that is, from the former leader to the director and participant. Similarly, teachers' abilities in all aspects have also been trained. Not only that, students' comprehensive qualities have also been improved. In this process, students are no longer simple learning machines, but individuals who have initiative to learn. Their learning enthusiasm has been improved and they are full of interest in related disciplines. This is the greatest success of reversing classroom teaching.

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Exploration and Practice of the Teaching Reform of Inorganic Chemistry in University

Xiao Sang

Zibo Vocational College ShanDong Zi Bo 255314

Abstract: At present, China is in the critical period of educational reform. Under the guidance of the new curriculum, inorganic chemistry teaching in universities is facing some reform, which can improve students' learning ability. Most of the traditional inorganic chemistry teaching in universities adopts the method of average to control the teaching progress and speed, but this teaching method can not meet the psychological needs of students. This paper mainly explores the advantages and methods of Inorganic Chemistry Teaching Reform in universities.

Keywords: University; Inorganic chemistry teaching; Reform; Practical exploration

1 The current situation of inorganic chemistry teaching in university

The development of science and technology and the change of society make the traditional inorganic chemistry teaching method can not meet the current students' learning requirements. Teachers must strengthen the expansion of learning channels and improve the current teaching situation combining with the students' learning ability. According to the age characteristics of college students, students should be promoted to make full use of inorganic chemistry knowledge to solve the practical problems, so that students' thinking can be changed from abstract thinking to concrete thinking. Enrich the knowledge reserve of students, break the traditional boring teaching mode and improve the traditional teaching problems. Next, this paper will analyze the current situation of Inorganic Chemistry Teaching in University^[1].

2 Practical countermeasures of inorganic chemistry teaching reform in university

In the course of inorganic chemistry teaching, we should strictly construct the knowledge structure according to the growth of students and age characteristics, so as to promote the accumulation of knowledge. Therefore, teaching can not be simply repeated, but need to help students form good learning habits through the way of good inducement in order and optimize the teaching path. In inorganic chemistry teaching, we should pay attention to the development of reasoning ability and logical thinking ability. Teachers should emphasize knowledge structure through the guidance of inorganic chemistry knowledge, and help students develop good learning habits.

2.1 Pay attention to the cultivation of students' innovative thinking of Chemistry

College students are active in thinking, whether in study or in ordinary life, they like to be free of the sky. But in teaching, it is difficult to combine basic knowledge with practice. Therefore, teachers need to change the traditional teaching concept, pay attention to guide students' thinking, and cultivate students' ability to analyze and solve problems. However, because of the great differences in the understanding ability of different students, the use of a unified teaching method will limit the learning of some students. Therefore, different teaching modes can be formed by teaching according to their aptitude according to their students' actual situation, so as to promote the students to build their own knowledge system, fully respect the main position of students and stimulate their learning potential. In order to make students master the theoretical knowledge comprehensively, they will apply these knowledge to practice. Teachers should first make clear the teaching objectives in teaching, and make personalized teaching objectives and teaching plans based on fully understanding students' learning ability and learning level, so as to create a good learning environment for students and promote the continuous development of students^[2]. At the same time, because of the level of students' learning ability, teachers can promote students' continuous progress by encouraging teaching methods, and set teaching content and evaluation standards combined with different levels of students. Finally, the teaching work is carried out in combination with the students' interests and psychological needs to improve the teaching effect of inorganic chemistry.

2.2 Cultivate the spirit of cooperation of students

In the teaching of inorganic chemistry in Colleges and universities, teachers can carry out targeted teaching activities by group teaching on the basis of fully understanding the learning characteristics and learning ability of each student. The comprehensive strength difference among each group should not be too large, otherwise the overall learning ability of some groups will be reduced. In teaching, teachers can reserve enough time for each group to explore independently, throw out some problems, ask students to

think about chemical problems and discuss them. In the process of communication and discussion, students' thinking collision will be aroused and students' thinking inspiration will be aroused. At the same time, the communication among groups and the reference of various ideas can also promote the improvement of students' independent thinking ability and provide reference for the improvement of students' independent inquiry ability. The traditional teaching methods of inorganic chemistry in Colleges and universities mainly adopt the way of teacher explanation. Students are attracted to the teaching. Students can only follow the teachers' ideas and can not form the mode of independent thinking. In the current education, we emphasize the independent thinking of students, which provides students with more space for thinking. Group teaching can complete the independent inquiry through the communication between students at different levels. Combining with the students' ability and advantages, we can reasonably allocate the exploration tasks, discuss together after completing their tasks, and improve their interest in learning. And the students in a group belong to the same group, which makes the students exert their potential under the influence of collective honor.

2.3 Strengthening the reform of Inorganic Experiment Teaching

Inorganic chemistry is a practical subject, which involves more experimental content, so the inorganic chemistry experiment teaching is particularly important for the cultivation of students' learning ability of inorganic chemistry. In order to strengthen the experimental link, teachers should first ensure the rigor of the experiment and stimulate the students' creative thinking and experimental skills. In order to achieve better experimental results, we should strengthen the reform and innovation of inorganic chemistry content, and adopt different experimental methods in combination with different majors and grades. Try to reduce the experimental verification, improve the proportion of comprehensive experiments, and promote the students' exploration in the experiment. For example, for students who have just begun to contact inorganic chemistry experiments, they can start from basic instrument operation, such as balance weighing, measurement of molar gas constant, etc. Through these experimental methods, students can master the basic experimental operation skills. In the comprehensive experiment, the limited analysis of potassium oxalate and iron can be selected. In addition, the experiment can improve the students' experimental skills, guide them to choose their own topics based on the learning content, or participate in the teacher's research projects after having a certain learning foundation, and carry out the experiment by consulting the data by themselves^[3].

2.4 Focus on the combination of teaching and Practice

Chemistry is more applicable, and it can not be limited to theoretical study in chemical research, but also needs to be deeply into daily life to promote the close relationship between chemical knowledge and life. In the inorganic chemistry teaching, teachers should combine the classroom knowledge with modern chemical production to improve students' chemical application ability and interest in learning. Inorganic chemistry has direct relation with industrial production, and teachers can introduce the contents of industrial production to explain to students. For example, in the study of lithium-ion, nickel hydrogen battery and other battery chemical reactions, teachers can introduce positive and negative materials of batteries, and analyze the advantages and disadvantages of different battery materials. The introduction of living content will stimulate students' interest in listening to the class, and provide theoretical support for the study of oxygen reduction reaction^[4].

3 Conclusion

In conclusion, there are still many deficiencies in the development of Inorganic Chemistry Teaching in University, which leads to the boring teaching form, obsolete teaching methods, and difficult to meet the current teaching requirements and the personalized development of students. Therefore, teachers should combine the modern teaching concept, change the traditional teaching methods, strengthen the teaching reform, provide more independent exploration and practical opportunities for students, enable students to flexibly apply the knowledge they have learned to deal with the problems in life, expand their chemical thinking, improve the learning ability of inorganic learning, and meet the requirements of new curriculum teaching.

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Natural Imagery in The Bluest Eye

Rui Sun

Tianjin Foreign Studies University, Tianjin, 300204

Abstract: In *The Bluest Eye*, Toni Morrison, an African American female writer, uses a host of natural images and motifs to create characters and reveal the theme. This study explores the symbolization of natural imagery and its functions to demonstrate its malevolent force and ironic artistic effect. The post-colonial theory is adopted to discuss black identity. The analysis may shed some light on the understanding of racial discrimination of whites against blacks as well as the spiritual distortion of the blacks.

Keywords: Toni Morrison; *The Bluest Eye*; Natural imagery; Symbolization

Introduction

Natural imagery in literature usually conveys abstract meanings and profound connotations. This study investigates the use of natural images and their functions according to symbolism as an artistic expression. The natural imagery in *The Bluest Eye* is more of a malevolent than a benevolent presence and expresses the irony of the fact that people's good wishes and an idyllic world will never materialize. The post-colonial theory is adopted to explain Pecola's responses to her ethnic identity. The rest of the paper is organized as follows: Chapter I discusses the seasons; Chapter II focuses on dandelions and marigolds; and Chapter III deals with birds, cats, and dogs.

1 Seasons

The novel is framed by four seasons to express the characters' miseries. The movement from spring to winter shows a normal life trajectory, but the story begins with autumn and ends with summer to symbolize a disordered life. The reversed seasonal order also suggests the psychological distortion of the blacks which led to their spiritual predicament given the mainstream cultural values in American society.

Autumn is the time of harvest and a reminder of the great hardship of the poor girl, Pecola. She had a stillborn baby (an event which caused her great physical and mental harm) and began to suffer from a white-dominated society in autumn. She was despised by the white store-keeper in a small grocery store simply for being black. Even under that bias, the innocent girl still prayed for blue eyes and believed that blue-eyed people are prettiest. Unfortunately, she was doomed to fail.

Winter symbolizes obstacles and coldness. To Claudia, "winter tightened our heads", and "we put pepper in the feet of our stockings" ^[1] for warmth. At that time, Pecola was harassed by a group of boys and called "black e mo" ^[2] at school. By contrast, Maureen, a light-skinned girl, was considered enchanting and welcomed. "Black boys didn't trip her" ^[3], black girls were jealous of her, and she felt superior to other black girls. Maureen suggests irony and exemplifies a certain internal racial discrimination among the black which turns the ethnic hatred imposed by mainstream American values into violence against their fellows.

Spring embodies rebirth and renewal but reminds Pecola of the beating from her mother and her rape by her father. Mrs. Breedlove abused her but took good care of the little white girl whose family employed her as a maid. Drunken Cholly raped Pecola as she washed dishes. The first humiliating sexual experience of Cholly with Darlene was witnessed by two white men and he was forced to proceed. That event warped his mind and triggered the incestuous rape. Cholly's aunt, Jimmy, who raised him since he was abandoned by his parents at a very early age "died of peach cobbler" ^[4] in a very chilly spring. For Claudia, spring was full of "the remembered ache of switchings," and "there were these new green switches that lost their sting after the whipping was over." ^[5]

Summer also indicates the tragic finale of Pecola who became insane given her baby's death and the neighborhood gossips. In dreamland, she had her appealing blue eyes. In fact, Pecola was isolated and struggled to find her self-identity, just like most blacks. Pecola's family finally broke: "Sammy left town long ago; Cholly died in the workhouse;" ^[6] and she and her mother lived in a little house on the edge of town. Family was the origin of her misery and she no longer had a home after it collapsed.

2 Dandelions and Marigolds

Flowers revealed the characters' subtle feelings and the theme. Dandelions and marigolds are crucial in framing the novel's structure and exploring its profound connotations. Pecola's initial love for dandelions suggest her sympathy for herself. After the grocery store incident, her attitude changed and she thought of dandelions as ugly and mere weeds. Having suffered from malevolence, Pecola became hostile toward dandelions just like other people because she denied herself and tolerated such racial discrimination.

Using post-colonial theory to analyze Pecola's responses to her identity reveals that she suffered in silence without resistance

amid racial prejudice, and her sense of identity faded in the white-dominated society where blacks still had lower social status than whites and the discrimination against blacks persisted beyond the abolition of slavery.

By contrast, Claudia and Frieda are within black traditional culture and have quite different characteristics. The girls never yielded to unfairness but revolted bravely, and their support helped Pecola endure hard times. The two sisters unreservedly hit back when Pecola was insulted by Maureen and other students, and they sincerely prayed when Pecola became pregnant, dropping marigold seeds for the safety of her baby.

In the postcolonial period, the sense of identity of the young black generation was interconnected with the existence of their nation and its meaning.^[7] In this novel, Morrison asks the blacks to fight for their equal rights in a white-dominated society and for the establishment of a national self-confidence within adherence to its culture.

In some western cultures, pure marigolds are named after the Virgin Mary and represent the constant renewal of nature. Pecola was ruined by her father's guilt. Frieda and Claudia dropped marigold seeds "just as Pecola's father had dropped his seeds in his own plot of black dirt"^[8]. The marigold seed also symbolizes the guilty creature—the combination of Pecola and her father.

At first, Claudia and Frieda believed the marigolds did not grow because Pecola was childing. None of the seeds sprouted that year, symbolizing the dilemma of black people and implying that Pecola's dream would not actualize owing to the suppression. By the end of the story, Claudia thought that "the land of the entire country was hostile to marigolds that year" and "when the land kills of its own volition, we acquiesce and say the victim had no right to live."^[9] The end acts in line with the beginning by disclosing the origin of Pecola's tragedy: not a single root but the racial discrimination and cultural colonization of the whole society which forced blacks to dream of having blue eyes and to suffer from distorted minds.

3 Birds, Cats, and Dogs

Animals represent characters' psychological changes, the differences between the lives of black and white families, at the torture Pecola suffered given people's dissatisfaction with reality and the religious and moral colonization of the dominant culture.

Birds traditionally symbolize freedom. After hearing "I am cute! And you ugly!" from Maureen, Pecola "seemed to fold into herself, like a pleated wing."^[10] The words elicited shame about her skin color. After losing dignity and confidence, she was like a bird that cannot fly with a pleated wing. Claudia later described Pecola as "a winged but grounded bird, intent on the blue void it could not reach".^[11] Like a sick bird yearning for a blue sky, Pecola dreamed of being blue-eyed and tried her best to seek self-identity in a white-dominated society, struggling with the edge of the society although she had always been excluded.

The foreword describes a loving family as amiable people living together blithely in a good-looking house where the cat and dog get on well with family members. This portrait suggests an ideal white family, which definitely differs from Pecola's. Even the lives of pets are better than hers, an irony to show the miserable lives of the Breedloves.

Geraldine, Junior's mother, trusted colored people, and niggers were diverse and forbade Junior from playing with black boys. Junior gradually disobeyed them. He seduced Pecola into playing with the kitten and lied about Pecola killing the cat. The racism and class ideology imposed by his mother led to his hatred and oppression of Pecola, a scapegoat. The pastor also urged Pecola to kill a dog which is used to "disclose the hypocrisy and deceit of religion"^[12]. Pecola was oppressed by the religious standards that demanded tenderness and tolerance. Mainstream culture also invaded the black nation through the colonization of religion and morality.

The cats and dogs express criticism of social coldness and callousness. Instead of consoling Pecola, people gleefully tricked her and selfishly blamed her for their misfortunes and the racial discriminations they endured.

Conclusion

Natural imagery in *The Bluest Eye* represents mental activities and reveals the theme of exploring the spiritual predicament and survival plight of blacks. The combination of many factors, including natural and social environments and the prejudice of different people, caused the tragedy of the blacks. The symbolization of natural imagery as a malevolent rather than a benevolent presence also serves as the embodiment of those origins. Natural images are the clues which marry the thoughts of the black nation and the ironic artistic effect.

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Strategies for Applying Internet+ Blended Teaching in College English Teaching for Application-Oriented Colleges

Zhaoyan Teng, Jie Wang, Lingyun Long

Hebei College of Science and Technology School of Economics and Management Hebei Tangshan 063200

Abstract: “Internet+” has provided abundant teaching resources for college English and set up high-quality conditions to cultivate talents, but has brought with numerous challenges to traditional education concepts, teaching and learning modes and teaching faculty team construction. As college English teaching practitioners, we should learn to utilize Internet-related technologies to modify and enrich our teaching concepts and modes. Applying new media in college English teaching, updating teachers’ thoughts and establishing online English learning platform are the three strategies to cope with innovation of college English teaching in the “Internet+” era.

Keywords: “Internet+”; College English teaching; Blended English teaching

1 Research background.

Chinese Premier LI Keqiang proposed the “Internet+” Initiative in March 2015, which has been extensively known in various different fields. In this background, the current trend requires college English teaching to follow the trend, and fully utilize information-based technologies in class, especially for application-oriented colleges which shall reinforce cultivation of application-oriented talents. Blended teaching can combine internet technologies with college English teaching to improve teaching effects and students’ interest in learning English and practical English ability.

2 Challenges in blended English teaching in “Internet+” background

2.1 Challenges against traditional education concepts in college English teaching

In the traditional English teaching and learning, teaching is dominated teachers. Teacher plays a dominant role in English teaching. However, it now has turned into a time when students play the dominant role. Teaching shall not focus on teachers, but students. Therefore, this firstly requires teachers to adapt to this change, and recognize that students can get much more knowledge from network than from teachers. Compared with traditional learning-teaching communication, online teaching is not limited by space or time. Students are confronted with infinite knowledge and they may propose any question that you cannot answer any time, which requires teachers to be able to utilize various Internet technologies in their teaching.

Besides, teachers shall be the learner and practitioner in Internet teaching, and master Internet learning technologies and knowledge before students do.^[1] (Liao Jinchao, 2005) The new college English teaching mode is more about learning, practicing, innovating and leading in the process. We need to explore for effective ways to improve teaching, innovative methods and connotation-based development.

2.2 Challenges for traditional teaching and learning mode

The “Internet+” has proposed challenges to traditional teaching modes and class teaching mode. In traditional teaching, almost all teachers apply spoon-feeding teaching method, and students are, to some extent, forced to learn in class. And there is no other channels to obtain knowledge, except for from teachers and textbook. This is quite limited, in terms of both teaching method and leaning source. Besides, students have been learning in this mode for almost 20 years. There is no surprise for them, which makes it difficult to attract students’ attention.

Therefore, it is urgent to innovate teaching and learning mode in the Internet+ background, and combination of online teaching and offline teaching is an effective way at present. It can share quality teaching resources and teaching modes, and explore for diversified teaching modes such as MOOC, micro-course and flipped class. Not only can these innovative modes gradually motivate students’ enthusiasm and initiative, but they can also enhance examination and evaluation on teaching effects.

2.3 Challenges for construction of college English faculty team

The increasingly diversified knowledge acquiring method forces college English teacher to turn into knowledge structure designer and learner from the original knowledge conveyer. Therefore, it is another big challenge for teachers to apply Internet technologies to develop online courses and put into practice online teaching in the new times. Information-based technologies have changed or are changing almost all the fields. As relevant technologies have been gradually broken through and drive force to education brought with big data, cloud calculation and AI learning gets gradually remarkably, construction of teaching faculty in has become a critical topic

for relevant competent departments and teachers themselves in the new era.

3 Strategies for applying blended English teaching

3.1 Assist college English teaching with new media

New media is a communication pattern, by virtue of digital technology, to provide users with information and other services through computer network, wireless communication network, satellite and other channels and terminals such as computer, cell phone and digital television. Currently, most college English teachers use multi-media in their teaching, such as English video, music and PPT.^[2](Li Yingmei, 2016) But such a mode seems a bit lagged behind at present, and it is hard to motivate students' learning interest because they are so familiar with this and there is no so much innovation in teaching form. However, with new media, we can do much more than those we do with multi-media. For example, we may introduce micro-course to English class. It takes students only a few minutes to master an English language point. This enhances learning efficiency in class, thus leaving much more time in class. Now, new media becomes a creative measure to promote modernized education in colleges and universities. Application of new media in English teaching will gain us numerous advantages, such as turning dull and boring class into media experiencing class involving different sensing organs, show English language in a more vivid and solid way, and extending students' knowledge horizon.

3.2 Updating teaching thoughts

There exist many problems in the application of multi-media technologies in English teaching practice. For example, some older teachers may not easily master such teaching technologies. Therefore, it is necessary to change teaching concepts to apply blended teaching mode in college English teaching in the background of "Internet+", and learn to use new media technologies and equipment.

Therefore, in terms of upgrading teaching concept, we need to require teachers that refuse to accept innovative teaching mode, set up conditions for them to realize the differences in teaching effect between new and old teaching modes, and enable them to experience positive functions of mixed English teaching mode in college English teaching. Besides, in the aspect of technology, we also need to reinforce our learning, establishing multi-media teaching technology group or organizing free training courses to obtain such technologies.

3.3 Establishment of online English learning platform

Online English learning platform is a product generated from mixed college English teaching mode, and an effective measure to build up blended college English teaching mode as well.^[3] (Deng Tianwei et al. 2017) For example, English teachers can enter learning materials to be taught in class on the English teaching platform, and ask students to preview such content before the next class and search for relevant other knowledge in their spare time, so as to save more time in class. They may also propose on the platform questions on the difficult knowledge points that students may not be able to accurately understand in class, so as to reinforce students' learning effect. Besides these, they can even organize English tests on the platform, which cannot only gain students such special experience with electronic equipment, but also enable them to integrate the traditional three English learning elements, namely reading, listening and writing, thus improving English teaching efficiency. With online English learning platform, not only can students feel the convenience of the mixed teaching mode in the background of "Internet +", they can also get more knowledge on English and western culture and feel more about charm of this language.

4 Conclusion

With development of communication technologies and taking online courses for almost a year due to COVID-19, college students have basically adapted to the electronic learning environment with cell phone or computer. Teachers shall also learn about new media technologies and learn to apply innovative relevant technologies. Besides, they also need to keep pace with time and keep enriching their knowledge and innovating teaching mode and class design. For teachers, knowledge is never the only thing that teachers are supposed to teach students. What's more important, teachers shall teach students how to learn and explore.

The education target of college English is to cultivate talents with international horizon and cross-culture communicating capability. In the background of upgrading economic structure, education industry shows huge "Internet+" potential. English teachers can bring to college students bi-language and bi-culture comparison education with preset purposes and targets, so as to cultivate comprehensive talents and build up a lifelong learning society that suits for time development. This is more urgent in application-oriented colleges.

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Analysis of Application of Electrical Automation in Electrical Equipment

Tao Wang, MD UMOR FAROQUE, Milon Hossain

Jiangxi University of Science and Technology 341000

Abstract: With the rapid development of science and technology, the development of industry, agriculture, information technology and other fields in our country is very significant, and the living standard of our people is also improving by leaps and bounds. At the same time, people's use of electric energy and electric equipment has been everywhere, and has formed a certain dependence, More and more attention has been paid to the development of power system and electrical automation control technology.

Keywords: Power equipment; Electrical automation control technology; Application

1 Introduction

Electrical automation control technology mainly refers to the use of automation control technology in the power system to organize production and further improve the production efficiency. Its power source is mainly the motor, and then the power transmission device is used to realize the power transmission. The transmission object is the system, and the electro-pneumatic control system is its core. Electrical automation control technology is the basic technology of modern construction in today's industrial production. It has been applied in various industrial fields and achieved excellent results. Electrical automation control technology has become one of the most important technologies in today's social industrial production^[1]. Electrical automation control technology plays a very important role in the whole industrial production, it is the cornerstone of industrial production to modernization. In depth to study the electrical automation control technology, to maximize its role, for our country to promote industrial modernization service.

2 Manifestation of electrical automation control technology

2.1 Transformation of converter circuit

Nowadays, the power electronic devices are updated, and the replacement of the converter circuit has become the key. It is well known that when the common thyristor is applied in traditional mode, its phase controlled rectifier is the converter of retained power transmission. However, with the development of the times, PWM converter is applied, which not only improves the power factor, but also reduces the influence brought by high harmonic to a certain extent, and then improves the torque ripple phenomenon of the motor^[2]. The other is that the torque ripple caused by the harmonic component of voltage and current acts on the stator and rotor, which is easy to generate noise. In order to solve this problem fundamentally, the switching frequency needs to be improved.

2.2 General frequency converter changes

Theoretically, the so-called general frequency converter mainly refers to the medium and small power frequency converter with seriation and small market share. The first generation of frequency converter is the general function U/F control type, and the second generation is the high function U/F type. This type of general frequency converter mainly adopts flux compensator and slip compensator, which is also known as non trip frequency converter. In the market share is relatively large. The third generation belongs to the vector control type with high dynamic performance, which mainly adopts full digital control and adaptive control by means of application software^[3].

2.3 Primary device connection

At present, the connection between the electrical secondary system equipment and the primary equipment has attracted much attention. According to the author's analysis, at this stage, improper connection is easy to cause major accidents. Among them, there are often electrical anti tripping circuits in the high-voltage circuit breaker mechanism. Because of different attributes, there are conflicts between the parallel anti tripping circuit and the microcomputer protection circuit. After connecting, there will be bad phenomena such as microcomputer protection adjustment, so in the new period, it is necessary to disconnect the anti tripping circuit of the mechanism. In addition, GIS equipment is mostly used in the integrated automation substation in the city center. The principle of GIS main wiring design is to simplify the wiring and use its reliability to reduce the cost. One point that needs to be noted is that the isolation of voltage transformer can not play a role in the whole operation, especially in the maintenance, it is necessary to separate the PV of voltage transformer from the main circuit.

2.4 Single chip microcomputer, integrated circuit, industrial control computer

Nowadays, the 8-bit level represented by MCS-51 still occupies a dominant position. Its function is relatively simple, and its confidentiality is good. In addition, with the continuous development of the current, the application scope of single-chip microcomputer

has been expanded, and its advantages have been brought into full play. In recent years, the development means of single-chip microcomputer have evolved more and more obviously, not only assembly language, but also assembly language, More importantly, we need to adopt modular C language. In addition, in the aspect of integrated circuit, we need to pay attention to the integrated analog multiplier, and in the aspect of motor control, we also need to select the appropriate equipment according to the actual situation. Among them, in the aspect of logic circuit, the most important is to use ASIC to implement logic design^[4]. The main devices in the programming logic array include prom, FPLA, etc., which can be compatible with TTL, with fast response speed and high programmable security bit. Because of this, the volume of the product can be further reduced, and its stability and reliability can be improved.

3 Application of electrical automation control technology

3.1 Application in the integrated system

The power supply system is not only the carrier of the development of power enterprises, but also the source of ensuring the orderly operation of various equipment. Its comprehensive system is of great significance. In order to fundamentally improve the work efficiency and play a good role in saving electric energy, we need to improve the degree of automation and introduce the electrical automation technology into it^[5]. The system is controlled by computer and can provide powerful data processing, To achieve data collection, collation, improve the efficiency and quality of data transmission.

3.2 Application of GIS in substation

The application of electronic automation control technology in power transformation and distribution places is also very important, and the main performance is as follows: first, it can protect lines, transformers, capacitors, etc., so as to play the role and value of over-voltage and over-current protection. The second is to strengthen the application of electrical automation control technology, which can also realize the interconnection between power system stations, and improve the power data communication, remote control and other data reporting. Third, the application of electrical automation control system can monitor the system fault light, and realize telemetry, fault alarm and so on. Fourth, it can also monitor the operation management and protection management of the substation.

Countermeasures to improve the level of electrical automation control

In the new period, we need to pay attention to and research the level of electrical automation control, and we should not imitate the electrical automation equipment in the west, but also need to innovate independently according to the actual development situation, and further choose the electric gas automation technology suitable for the application of electric equipment in China. Of course, we should do a good job in training and education of electrical automation technical personnel, strengthen the integration of theoretical knowledge and practical knowledge, improve the practical ability through practical activities as far as possible, or realize innovation through preferential policies, so as to realize the level of electric and gas automation of power equipment^[6].

4 Conclusion

Electrical automation technology has penetrated into all walks of life, which is of great significance for power equipment and power system. In order to further play the stability of power system, we need to further improve the intelligent level of power system, strengthen analysis and research, improve work efficiency and promote the progress of national economy.

Author:

Name:Wang Tao,Gender: male , Nation:Han, Date of Birth:198608, NativePlace:Leping, City, Jiangxi, Province Degree: master Professional Title: lecture.Research direction: electric engineering.

Name: MD UMOR FAROQUE.Gender: Male. Date of Birth: 01 January, 1997. Native Place:Bangladesh.Nation:Bangladeshi. Research direction: electric engineering.

Name: Milon Hossain. Gender: Male. Date of Birth: 16 October 1999. Native Place:Bangladesh. Nation:Bangladeshi. Research direction: electric engineering.

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Departure, Turbulence, Arrival with *The Haw Lantern*

Jingli Wang

HZNU, Hangzhou Normal University, College of Foreign Language, Hangzhou, Zhejiang, 310000

Abstract: This paper attempts to analyze the poetry *The Haw Lantern* written by Seamus Heaney, a Nobel laureate in literature, from the perspectives of language, cultural background and author's psychology. This paper discusses Heaney's negotiation with contradiction and the compromise and compensation made in the negotiation process. It explores Heaney's use of words as a sword, his journey to reclaim his original identity.

Keyword: Cultural background; Conflict; Semantics

Introduction

Seamus Justin Heaney MRIA was an Irish poet, playwright and translator. He received the 1995 Nobel Prize in Literature. Among his best-known works is *Death of a Naturalist*, his first major published volume. Heaney was and is still recognized as one of the principal contributors to poetry in Ireland during his lifetime. American poet Robert Lowell described him as "the most important Irish poet since Yeats", and many others, including the academic John Sutherland, agreed that he was "the greatest poet of our age". Robert Pinsky stated that "with his wonderful gift of eye and ear Heaney has the gift of the story-teller." Upon his death in 2013, *The Independent* described him as "probably the best-known poet in the world".

Heaney was born and raised in Castledawson, County Derry, Northern Ireland. The impact of his surroundings and the details of his upbringing on his work are immense. As a Catholic in Protestant Northern Ireland, Heaney once described himself as someone who "emerged from a hidden, a buried life and entered the realm of education."

Part of Heaney's popularity stems from his subject matter—modern Northern Ireland, its farms and cities beset with civil strife, its natural culture and language overrun by English rule. Heaney's poetry is known for its aural beauty and finely-wrought textures. Often described as a regional poet, he is also a traditionalist who deliberately gestures back towards the "pre-modern" worlds of William Wordsworth and John Clare.

1 Poetry and Poems

As Heaney was born in Northern Ireland, a conflict zone between the United Kingdom and the Republic of Ireland, he also tried to balance his Irish identity and English cultural background in his poetry. The research on the national identity of Heaney can be roughly divided into two aspects. On the one hand, the relationship between Heaney and the Irish literary tradition is explored. Day calmly sorts out Heaney's spiritual journey from his initial search for the roots of Irish culture, to his pursuit of personal life and artistic creation in the middle, to his imaginative and historical recognition of identity and national culture, and finally to his escape from the moral burden of nationalism. On the other hand, the research points out the hybridity of culture in Heaney's poetry and its conscious transcendence. For example, Du Xinyuan indicated that Heaney, through his own poetry and translated language, transformed the problem of identity into a problem of linguistic signs, surpassing the narrow regionalism in a pluralistic way. Over the course of his five-decade career, his poems reflect the poet's struggles and inner conflicts with heritage issues and his relationship with two cultures. In the midst of this conflict, Heaney was caught between the role of artist and the demands of the public to be their spokesman: whether he should be a citizen of imagination and the world of art, or a spokesman for reality.

Actually, Heaney was already contemplating moral and political issues in the third volume, *Wintering out*, and in the fourth volume, *North*. Moral and political issues dominated Heaney's poetry: the escalation of violence in Northern Ireland, Heaney's move to the south with his family, the balancing act between duty and choice. It was a question that ran through Heaney's three volumes of poetry in the 1980s, *Field Work*, *Station Island* and *The Haw Lantern*. During this period, Heaney continued to explore and excavate the bogs of Ireland, searching for the archetypes and horrors of violence in mythological historical examples. With an attitude of "think again" in the face of violence, the interrogation of conscience and ego continues with him to distance himself from the bigger picture. From *North* to *The Haw Lantern* to *Seeing things*, Heaney has been thinking about the relationship between self and society, poetry and society and even self and poetry in his poems, constantly exploring, taking each poem as a stepping stone to the truth.^[1]

Looking through the titles of Heaney's poetic collections from the late 1960s to 1980s, those titles are always about transit, which is about transitions from one place to another: *Door into the Dark*, *Wintering Out*, *Field Work*, and *Station Island*. The poems reflect the changes in his different stages: from personal experience to communal experience in terms of poetic materials; from geographic

Ireland to psychological Ireland in terms of places in his writing. So how about the collection of poems with nouns as the title, such as *The Haw Lantern*?^[2]

Heaney's preoccupation with the role of language in the construction of social and political identity is a significant issue which he considers in the collection *The Haw Lantern* (1987). Helen Vendler claims that "*The Haw Lantern* is a book of strict, even stiff, second thoughts". It's easy to see that Heaney embellishes the collection with parables, allegories and satires on the social, political and religious aspects of Irish life. He deploys these strategies to define the marginal status of Northern Ireland as within the colonial divisions created by the rules of the British Empire and the Protestant church. To repair the fractured identity of Irish people, the poet uses his poetry as a medium to provide compromises and compensations

2 The Haw Lantern

Heaney is really a master of verbs, nearly each verse has exactly the right verbs, such as *scrutinized*, *flinch*, *pecked-at*, etc. Most of the key words he used are polysemous. Actually, it is obviously that his talents are revealed in the ways of using words. His writing skills involve both the simplicity and deep meaning.

For example, "*Crab*", when it is used as a verb, it means to complain about peevishly or to make sullen sour. Then go back to the second line, the atmosphere has changed into a sluggish way, which makes burning wintry haw also a redundancy at that time.

Then, "*plumes*" is usually used as measure word, like a plume of smoke, dust, fire, etc. Most are used to describe a small wisp of something, which gives a sense of ethereal obscurity. In this line, it is used as a noun, here referring to things that rise, but also pollutants in particular. This shifts the mood of the poem from sluggish to gloom. We can see that the verb before "*plumes*" is "*breath*", verbs and nouns like these, when combined, make a sentence feel so immersive that the reader furrows his brows in resistance.

Word "*twig*", usually refers to the very small thin branch. When used as verb, it means "find out or suddenly comprehend something". This change of phrase is like a small lantern shot through the cracks, causing the dark heart to shudder and yet lose its curiosity.

Heaney also mentioned a person named Diogenes, who was an ancient Greek philosopher. He regarded everything, including social and cultural life, as unnatural and insignificant except the needs of nature, which must be met. He emphasized ascetic self-satisfaction and encouraged the abandonment of comfort. An ascetic practitioner, he lived like a beggar in a barrel. Every day he would walk the streets with a lantern "looking for honest people".

To Heaney, the winter red haw first transforms from fruit into lantern, and then transforms into "roaming shape of Diogenes", looking for the only honest man in the world. Like Diogenes, he hopes to seek the justice and truth in the world and to prick blood to "test and clear" himself.

3 Conclusion

In Heaney's view, poetry is not a game of word arrangement, but a revelation to itself and the restoration of a culture to itself. Poetry is a kind of digging to find the discovery and the discovery is a hidden thing that already exists.

Seamus Heaney's started his career as a poet of personal memory, investigating the possibilities of language in expressing his thoughts. Because of the demands of his surroundings, and because there were many struggles in all aspects of life, he found himself obligated to dedicate his art to the difficulties of his people and to be their clear voice. However, holding this public role with him did not last long, as the poet decided to revive again, the Prosecutor of the Child, who was first introduced to the public, but this time he was no longer the curious child he had once been in his early poems, trying to understand the world around him. He's grown up, matured, and aware of the artistic needs he needs to satisfy. Therefore, he must go through a journey that begins with his awareness of the dilemma and his liminal position, and he must travel back, between the two worlds he is called upon to represent and celebrate.^[3]

Heaney also examines a number of cultural, political, and economic issues of colonial exploitation. Heaney drew on Irish legends to associate himself with the rural environment. He extolled the past and gave it "dignity, glory and dignity" in an effort to break the hegemonic image of Ireland.^[4]

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Research on the Present Situation and Countermeasures of University Sailing Sport in Qingdao City

Xinyi Wei¹, Wanting Liu^{2*}

1. Teaching Center of Ocean University of China, Qingdao 266100, China

2. Yunnan Agricultural University, Kunming, Yunnan 650201, China

Abstract: In this paper, the present situation of university sailing sport in Qingdao was systematically studied by adopting the methods of literature, expert interview and observation. The problems existing in the process of carrying on university sailing sport were analyzed, and some corresponding development countermeasures were also put forward.

Keywords: Sailing Sport; University; Qingdao City

Qingdao, as the birthplace of sailing in China, has a good cultural environment for sailing sport. At the same time, Qingdao is very suitable for sailing sport, because it has unique water resources. Qingdao was selected as the host city for the 2008 Olympic Sailing Events due to its excellent natural and geographical conditions, profound historical and cultural accumulation. Taking this opportunity, Qingdao strives to build the city brand image of "Sailing City". By carrying out "Sailing Sports on Campus" and "Welcome to Sailing", Qingdao has expanded the mass base of sailing sport. Under this background, it is an irresistible trend to promote university sailing sport in Qingdao city.

1 The present situation of university sailing sport in Qingdao city

1.1 The university sailing sport teams

At present, there are five universities in Qingdao, namely Ocean University of China, Qingdao University, Qingdao University of Science and Technology, Qingdao Ocean Seafarer Vocational College and Qingdao Transportation Vocational School, which have set up sailing sport teams. Among them, Ocean University of China, whose sport training major recruits sailing event, is the only university in Qingdao to enroll sailing program, and offers special training courses of 10 classes a week for students majoring in sports training. The other four universities all organize daily training, once or twice a week, during the spare time.

1.2 University sailing sport association

At present, the phenomenon of setting up university sailing sport association in Qingdao is quite common, and the main forms of activities carried out by most schools are remote control sailing operation and sailing theory learning. Due to the limitation of the field equipment and financial support, there are very few opportunities for members to carry out practical sailing on the sea, which causes the association member to have a poor experience sense of sailing. Due to its lack of attractiveness, the association staff loss is serious, and the success rate of recruitment is low. Therefore, the association has insufficient influence within the scope of the school, leading to a poor popularity of sailing sport.

1.3 University sailing sport courses

At present, there are three universities offering sailing courses in Qingdao, namely Ocean University of China, Qingdao University of Science and Technology and Qingdao University. In the terms of sailing course content, there are not only theoretical knowledge and culture of sailing, but also practical sailing courses on the sea. However, due to the shortage of marine teaching resources and special funds in schools, it is difficult for students to carry out large-scale and multi-class marine practice courses. Therefore, theoretical courses account for far more than practical courses, and the teaching quality is difficult to be guaranteed.^[1]

1.4 University sailing sport teachers

According to the survey, most of the physical education teachers who serve as sailing sport teaching in universities have not received systematic sailing training and have no basic knowledge, skills and sport accomplishments of sailing. Although some professional sailing coaches are employed for short-term sailing training in some colleges and universities, which should need to train or introduce their own professional teachers from the perspective of long-term development. At the same time, the existing number of teachers cannot meet the needs of increasing development of sailing sports in universities, and it is urgent to expand the number of teachers.

1.5 University sailing sport facilities

Most universities in Qingdao may choose the Olympic Sailing Center as the venue for sailing activities. As the venue of the 2008

Olympic Sailing Event, the Olympic Sailing Center has the world's best launching ramp and pile-free berth. So far, most universities in Qingdao have purchased sailing boats, which is unable to meet the needs of developing university sailing sport because of its scarcity. In addition, Qingdao University of Science and Technology has built the only indoor sailing base in China.

2 Problems existing in the development of university sailing sport in Qingdao

2.1 Weak teacher resources

Sailing sport requires a certain level of professionalism. The large-scale development of sailing sport should be based on a certain quantity and quality of sailing teachers, otherwise it can seriously hinder the development of sailing sport in colleges and universities. At present, the phenomenon that physical education teachers who are not professional in sailing are in charge of teaching university sailing sport in Qingdao is widespread, which cannot meet the needs of developing sailing sport in universities.

2.2 Field and equipment restrictions

Because of its own characteristics, the development process of sailing sport must be based on practical operation and supplemented by theoretical learning. However, due to the limited number of sailing sport equipment in most universities, it is unable to meet the students' large-scale sailing practice, which leads to the poor popularity of sailing within the school scope. In addition, most universities in Qingdao are far away from the sailing venues, so it takes a lot of time to travel between the schools and the sports venues, which seriously affects the enthusiasm of students to participate in sailing sport.

2.3 Insufficient financial support

Sailing sport requires a large amount of capital investment, including the purchase of sailing boats, berth charge, vessel maintenance cost, etc. In order to improve the quality of faculty, some universities hire some professional sailing talents from the society to teach sailing courses. At the same time, the schools also have to be responsible for transportation expenses, insurance premiums and so on. From the perspective of the capital investment of universities at present, it is difficult to carry out sailing sport on a large scale only with the financial support of universities.^[2]

3 Research on countermeasures of developing university sailing sport in Qingdao

3.1 Enhancing the construction of sailing teachers

The lack of sailing teachers has seriously hindered the further development of university sailing sport in Qingdao. Therefore, it is necessary to build a qualified team of sailing teachers and reserve the teaching resources. Universities can adopt the mode of combining cultivating talents and introducing talents, specifically, strengthening the training of physical education teachers in the school and recruiting high level athletes and senior coaches outside the school.^[3]

3.2 Strengthening intercollegiate exchanges and creating a strong sailing atmosphere

Through establishing Qingdao University Sailing Association Union, universities can organize cross-school sailing activities and strengthen intercollegiate exchanges, so as to achieve complementary advantages among universities, promote resource sharing, and overcome the shortage of venue equipment and teachers. Furthermore, it is conducive to create a strong sailing atmosphere and expand the influence of sailing in universities.

3.3 Enhancing the school-enterprise cooperation to achieve mutual benefit and win-win results

In order to relieve the financial shortage of sailing sport in universities, the school-enterprise cooperation mode can be adopted to achieve mutual benefit and win-win results. Enterprises provide financial support for universities through title sponsorship. The excellent achievements of the sailing team can enhance the exposure rate of the enterprise. Universities can also cooperate with sailing clubs, which can provide venues and equipment support for schools and open up the college market after being introduced into campus.

4 Conclusion

At present, the main forms of university sailing sport in Qingdao include offering sailing courses, setting up sailing teams and establishing sailing associations. In the process of developing university sailing sport, there are some problems such as lack of special funds, weak teachers, limitation of venue and equipment, which need to be solved. ^[4]In order to meet the development needs of The Times and cultivate qualified sailing talents for the country, universities should vigorously develop the sailing sport in the key period when Qingdao is building the city brand of "Sailing City" by means of strengthening teachers, promoting school-enterprise cooperation and strengthening resource sharing.

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Sports Psychological Environment and the Formation of Young People's Sense of Responsibility

Di Wu

Sports Department, Zhejiang University of Finance and Economics, Hangzhou, Zhejiang, 310018, China

Abstract: Tolstoy once said: "if a person does not have enthusiasm, he will accomplish nothing, and the basic point of enthusiasm is the sense of responsibility. "Sense of responsibility is the core of healthy personality, the guarantee and motivation of high-quality personality, and a person's future foothold in society. It is the most important personality quality to achieve career success and family happiness. The new curriculum standard of "physical education and health" emphasizes not only sports participation, sports skills and physical health, but also mental health and social adaptation. It can be seen that physical education in schools should practice "mind" as well as "body". It is not only necessary to train students' healthy physique, but also to cultivate students' sound psychology and good ideological and moral quality. Therefore, in my daily physical education work, I grasp the personality psychological characteristics and ideological and moral status of contemporary children, and creatively explore the methods, strategies and skills of Ideological and moral education in Physical Education: consciously, daily and planned ideological and moral education for students, and cultivate students' sense of responsibility in Physical Education. Today's primary school students are all new human beings in the 21st century. They are all only children. They grew up under the careful care and love of grandparents, grandparents and parents, They are selfish, lack of responsibility, and don't know how to be modest. Therefore, how to cultivate students' sense of responsibility in school collective activities is very important and can't wait.

Keywords: Physical exercise; Teenagers; Sense of responsibility

Preface:

In the 16th century, a European missionary once recorded such a text: "Japanese Xiaoyong is a natural warrior. The Chinese, on the other hand, are addicted to ease, gentle and submissive, and do not know how to practice martial arts.^[1] Therefore, although China is big, it is easy to conquer. "Later Chinese history proved that this is a very insightful understanding. In fact, at all times and in all over the world, the real education, do not think: physical education, behavior education, spiritual personality and quality education, should be far more important than the "reading and reading" Education: a prominent feature of sports is strong competition, all competitions to win the championship, first, can cultivate students' fighting spirit and a high sense of responsibility, honor.^[2] Therefore, it is of great significance to carry out responsibility education in the physical education classroom for today's China to enhance the national quality and realize the Chinese dream.

1 Sense of responsibility

What is sense of responsibility, from the perspective of Chinese to understand: sense of responsibility when consciously proud of the task of good mood, also known as sense of responsibility. Modern psychology believes that the sense of attack contains the meaning of consciousness and spirit. Physical education is an activity under strict organization and discipline. Some sports require fast, some require long-term, some have complex and dangerous movements, some have varied exercises, and need collective cooperation. When a student is worried that the individual project performance will affect the collective performance or honor or disgrace, this is the sense of responsibility that needs to be cultivated in physical education.

2 The lack of sense of responsibility in contemporary middle school students

(1) Due to the influence of some bad culture, the language behavior habits of some junior high school students are becoming more and more vulgar; the aesthetic taste of the students is becoming vulgar, and the aesthetic taste is trapped in an embarrassing situation; the students' costumes are becoming more and more extreme, and even boast of "non mainstream": the contents of horror, murder, violence and pornography appear in the students' toys and accessories; the aesthetic taste of the students is becoming more and more vulgar; Some students even introduced me in this way: I, melon seeds dangerous, eyes insidious, image obscene, this is not responsible for the formation of their own values.^[3]

(2) The practical ability of contemporary middle school students is poor, they despise labor and are afraid of suffering. The cleaning of school and students' dormitory and the low self-care ability of students have become a heavy pain in middle school

moral education.^[4] It is not uncommon for students to be tired of and play truant. Schools are increasingly losing interest in attracting students. This is students' irresponsibility for their own study and life.

(3) The ability of students to bear the full discount is poor. For a long time, we can often see or hear reports in newspapers and TV stations that middle school students run away from home when they encounter a little control discount, while Yu chooses to commit suicide by jumping off a building. In fact, it is also the loss of the sense of responsibility for life, the indifference of emotion, and the indifference and trampling on Shengyu.

3 The reasons for the lack of sense of responsibility of middle school students

(1) Family. Because family education is carried out by families, and most of the implementers of family education, parents, do not have scientific knowledge of family education, so there are many misunderstandings.^[5]

(2) For social reasons, there are many carriers (including books, film and television works, game software, etc.) spreading pornography, homicide, violence, feudal superstition and pseudoscience in the market, network and mixed media. Due to the multi-channel and convenient ways and means of modern information acquisition, middle school students can "easily" obtain "harmful information".

(3) The reason of school is that some schools adopt compulsory "blocking" instead of persuasion, which arouses students' Rebellious Psychology and arouses students' aversion to school education. As a result, the phenomenon of "the more forbidden the school is, the more sensitive the student building is, and the more prosperous the drum is".

4 How to cultivate students' sense of responsibility in Physical Education

(1) Focus on the details, cultivate the sense of responsibility in the physical education class, students are more relaxed in the physical education class, and basically restore the students' ID. Sports are highly antagonistic. It's hard to avoid physical contact. At the same time, every gram of students' emotion is released in sports, some students will appear the phenomenon of "dirty" export, which can not be ignored by teachers.^[5] Teachers should stop this bad behavior in time to make students understand the importance of civilized language and the importance of maintaining their own civilized image, and pay attention to the methods when stopping it. It is necessary for PE teachers to make a clear choice.

(2) Enhance students' sense of responsibility by using "collective sense of honor". While I was teaching physical education, I was also the coach of the school basketball team. Because the students' basic skills are not strong as a whole, I arranged more basic skills in the early stage of training. At the beginning, the students practiced very seriously, but after a long time, the players got bored. They always asked to play. In this regard, they are required to establish a sense of being willing to bear hardships and a sense of responsibility to win glory for the school, and help them adjust their mentality and carry out their education

(3) Cultivate team spirit in sports games and enhance students' sense of responsibility. Sports game is a comprehensive sports activity that students like most. It can not only effectively develop students' physical strength and intelligence, improve students' mastery and application of sports knowledge, technology and skills, but also carry out moral education for students, cultivate their sense of responsibility and friendship with classmates.

(4) Strengthen the sense of scientific competition in sports competition to cultivate the sense of responsibility of inheriting sports spirit.

5 Epilogue

Physical education teaching has distinct collectivity from teaching content to teaching form. For example, taking the class as a whole, teachers organize activities in gender groups and natural groups according to the teaching content, and students live in a collective environment for a long time.

As a member of the collective, everyone has the responsibility to fight for the honor of the collective. In the activity, each student should do his or her own duty, make the best efforts to win the collective honor, experience the joy of victory in the collective honor police, and make the responsibility and inner needs perfectly reflected. In addition, through tug of war, collective relay and other events, Watson can understand that the amount of individual is limited, and must give play to the collective strength, unity and cooperation in order to achieve good results. So that students participate in sports activities into the collective, so as to enhance the sense of responsibility.

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Impacts of Cultural Differences on Japanese and American Business Negotiations

Li Xiao

Shandong Medical College Shandong Linyi 276000

Abstract: Culture is a very important factor that has impacts on international negotiation. Cultural differences may cause a great number of problems when negotiating across borders, especially when the United States and Japanese, the typical examples of the western culture and eastern one, meet together at the negotiating table. People from different cultures prefer to use different negotiating strategies and styles.

Keywords: Cultural difference, Business negotiation

There exist big differences on business negotiating styles among different countries, especially differences on west-eastern business negotiations. In this paper, I mainly talk about the business negotiating styles of two countries—Japan and America, which represent respectively the negotiating styles of the west and the east.

1 Culture and negotiation

As we all know, culture is not a new but rather complex topic, which has been heatedly discussed in the past decades. There are more than 160 definitions given in the anthropology literature and the term culture has been defined in many ways. According to Samovar, culture can be defined as “the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving.”^[1]

In international business settings, the development of negotiation process and how parties perceive the relationship are crucial. This process is influenced by some facts and factors beyond the negotiation process in question. Cultural differences form one of the most important factors. Culture is a major determinant of strategies and tactics in international business negotiation, because negotiations involve communication, time, and power and these variables differ across cultures.

2 Factors of culture that influence negotiation

Even though there might be some mistakes or stereotype in it, we can see that distinguished differences do exist in the two kinds of cultures which are the deep-seated reasons why the Japanese negotiate quite differently from the Americans do and how these differences are produced. Here, we will have a look at some concrete cultural factors that are in the play and are generally believed to have an enormous impact on the West-Eastern business negotiations, which are represented respectively by America and Japanese.

2.1 Low-context versus High-context communications

The concept of low-context and high-context communication was postulated by the anthropologist Edward Hall: A high context communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicitly transmitted part of the message. A low-context communication is just the opposite; i.e., the mass of the message is vested in the explicit code.^[2]

Japan belongs to the high-context cultures. In high-context cultures, people prefer to communicate allusively rather than directly. Meaning is embedded in message and must be inferred to be understood. In high-context cultures, information is provided through gestures, the use of space, and even silence. Japanese are highly uncomfortable with direct conflict; they talk around it, or give indirect hints that they disagree. They hardly say “no” directly. They tend to communicate with less eye contact, fewer negative expressions, and more period of silence. All these propensities are associated with the requirements of maintaining face and group harmony.

America belongs to the low-context cultures. The American style is very direct, and they try to demand the same from counterparts. To not do so is to be deceitful, Americans want you to look them straight in the eye and “lay it on the line. They love confrontation and are not subtle in their intimidation techniques. In low-context cultures, people are encouraged to “speak up” and make sure their views are heard. In this case, the American negotiators seem to be “aggressive” and even “intimidating” due to their directness.

2.2 Individualism versus collectivism

Individualism is not a characteristic of Japanese negotiators. Japanese culture is typically collectivist. Collectivism emphasizes common interests, cooperation and interdependence. The Japanese maintain harmony at all cost. Consensus is a lifestyle in Japan.

Collectivistic negotiators make decisions by a consensus method rather than individual decision-making. They are reluctant to take risk, for risk-taking is much discouraged and responsibility is taken by the group. All the decisions taken during negotiation should be agreed through the whole group. They expect foreigners to share their commitment to long relationships. Face must be preserved at all costs.

On the contrary, American culture is highly individualistic. In individualistic culture, individuals are expected to take care of themselves and to value their needs over that of the collective---the group, community and society. The word “aggressive” can be used to describe American negotiators, which is definitely true. That is because individualistic culture values open conflict that is usually resolved through debate, argument, or even court. And “They feel they belong to many groups and are apt to change their membership as it suits them...”^[3]

2.3 High-uncertainty-avoidance versus Low-uncertainty-avoidance

High-uncertainty-avoidance cultures try to avoid uncertainty and ambiguity by providing stability for their members, establishing more formal rules, not tolerating deviant ideas and behavior. There is a strong need for written rules, planning, regulations, rituals, and ceremonies, which add structure to life. It's obvious that Japan belongs to this culture. The Japanese will not discuss points that are not part of the prearranged agenda. Meetings will be highly orchestrated; the Japanese don't like surprise. They try to ensure certainty and security through an extensive set of rules and regulations.

Conversely, as a member of low-uncertainty-avoidance cultures, America has a high tolerance for uncertainty and ambiguity, believing in accepting and encouraging dissent among cultural members, in tolerating people who believe in ways that are considered socially deviant, and in taking risks and trying new things.

2.4 Low-power distance versus high-power distance

American negotiators are the practitioners of the original Cowboy mentality, and an American company will usually send its negotiators into the field with an unusual amount of authority. However, Japanese negotiators in another way, meetings will be very formal and the company hierarchies will be observed. The person doing the most talking for the Japanese side will probably not be the person in charge of the negotiators.

Why such a big difference? This can be explained by “power distance” theory. Low-power distance countries, such as America, tend to be more individualistic in nature, and emphasizes all persons are equal and no person is superior to another. Managers are given power based on knowledge and expertise, rather than status or position alone. Japan, as a high-power distance country, emphasizes differentiated social status often based on age and seniority. High-power distance cultures tend to be collective in nature. That why negotiators with low status seek no decision-making role and look to directions from the upper.

2.5 Results versus relationship

In Japanese cultures, proper human relationships are considered as the basis of society. Building long-term relationships is the most important, especially in doing business. They believe that mutual interests and friendships should be paid much attention to in the negotiation process, so socialization, including small talks over tea and other entertainments during the beginning stage of negotiation is necessary.

Compared to the Japanese, American negotiators emphasize results or tasks over the relationships involved in negotiation. With the can-do spirit, Americans believe that man can set his objective, then act to realize it by changing the environment. Thus, Americans negotiate what specific things they can do and usually are driven by the tasks. Results, rather than relationships are paramount. They may spend five or ten minutes introducing each other and then are eager to get down to the issue under negotiation directly.

2.6 Time orientation

Edward Hall divide cultures into “monochronic” and “polychronic”.^[4] Monochronic time (linear) emphasizes schedules, segmentation, and promptness. Negotiators from this culture tend to do things one at a time. They want to make a deal quickly, then the next. Americans are of monochronic time perceptions in nature. Americans are driven by the clock. They live by schedules and deadline and thrive on being punctual for meeting and efficient in doing business. So American negotiators are known for their speed and strive for getting through the content of negotiation as efficiently as possible. Due to the deadlines, American negotiators tend to give away more than it should be just in order to finish the task in time.

While Japanese tend to be polychronic, Polychronic time (circular) stresses involvement of people and completion of transactions rather than adhere to a present schedule. Time is not limited. Not being hasty is a sign of wisdom and sincerity. They tend to do more than one thing at a time. The Japanese generally believe that enough time should be invested to building warm relationship before really starting the issue under negotiation. They view time as endless and they are long-term oriented. They are patient and do not run for the deadlines.

3 Conclusion

Cultural differences influence negotiation in many aspects, even before the face-to-face negotiation starts. A lack of understanding of the cultural factors playing in negotiation process can easily break down negotiations. To succeed in negotiation across borders, negotiators must take the time to sufficiently understand the culture of the other side and the approach that they are likely use.

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About the author:

Xiao Li (1976 -), female, Han nationality, born in Linyi, Shandong Province, is an associate professor with a master's degree. She works in Shandong Medical College, majoring in foreign linguistics and applied linguistics.

Problems and Measures in the Management of Chemical Safety Production

Ting Xue

Zibo Vocational College Shan Dong ZiBo 255000

Abstract: With the rapid development of our society, chemical products are more and more closely related to the lives of the people. However, due to many factors, different types of safety accidents may occur in the production of chemical enterprises. In order to improve the quality of safety management of chemical enterprises and avoid risk events as much as possible, it is necessary to analyze the problems in the management of chemical safety production and put forward corresponding solutions.

Keywords: Chemical safety production management; Problems; Measures and methods

In fact, the accidents of safety production responsibility occur every year, which not only leads to serious economic losses, but also affects the development of the industry to a certain extent. In order to improve the safety of the production process of chemical enterprises, it is necessary to improve the production management measures to improve the level of safety management and promote the development of the industry.

1 Problems in the management of chemical safety production

1.1 Imperfect system

The chemical production process is complex and there are many hidden dangers. Therefore, it is necessary to formulate the corresponding safety management system, and control the production links according to this to restrict unsafe production behavior and control the unsafe production status, and promote the safety index in the production process to be improved. However, there is no scientific, reasonable, comprehensive and perfect safety management system in the chemical enterprises, and there is no mature safety management system as support. Therefore, the safety management work is difficult to be effectively implemented, which may lead to hidden dangers and even serious consequences in the production process of chemical enterprises^[1].

1.2 Pay no attention to safety production

In the process of production of chemical enterprises, if the relevant personnel pay little attention to safety production, their consciousness of safety production will be difficult to be improved, which will lead to the gradual increase of accident occurrence rate and may cause serious consequences. Therefore, before the production work, relevant staff should be able to learn lessons from previous cases and enhance their own safety awareness and responsibility awareness, Improve each work, and analyze the possible risks in the process of work, and take reasonable measures to avoid risks effectively, so as to minimize the risk occurrence probability.

1.3 Communication is not timely

In the production process, the corresponding communication and communication is necessary, but each work link needs close cooperation from different departments. At present, there are different departments in many enterprises who are in charge of their own affairs, lack of effective cooperation, and the information sharing is not timely or even the information sharing mechanism is not implemented, which makes it difficult to get timely and effective circulation of information in all aspects, It is difficult to implement the safety supervision work comprehensively and effectively.

1.4 Safety facilities are not standardized

If an enterprise wants to improve the level of safety management and promote its substantive role to play, it is not only necessary to implement scientific and reasonable safety management system, but also strengthen the investment in safety production facilities. In this process, advanced and high-end production equipment shall be introduced and detailed training shall be carried out for each relevant staff, Ensure that each staff member can operate correctly and skillfully. However, in fact, many enterprises simply pursue economic benefits, and pay little attention to safety production, so the safety facilities on production site are not standardized, even lack of necessary emergency materials, which leads to a high incidence of safety accidents. In addition, the maintenance work related to high-end equipment is not enough, which is not conducive to the stable operation of the equipment and the extension of service life.

2 Management measures for chemical safety production

2.1 Strengthen safety awareness

In order to strengthen the safety awareness in the production process, the enterprise should actively organize employees to

participate in safety education and training, formulate scientific and reasonable training plans to promote the professional quality, comprehensive quality and safety awareness of employees. At the same time, it is necessary to strengthen the assessment of violations of rules and regulations in the production process, implement the reward and punishment system, encourage the employees to improve their enthusiasm. Changing working attitude and finding out the bad situation in the production process will gradually develop the safety awareness and pay attention to safety production into the work habits of every employee, so as to reduce the hidden danger as possible. Moreover, because of the particularity of chemical industry, it is necessary to ensure that the ideological awareness and actions of the front-line production staff can meet the requirements of safety development. Meanwhile, the programmer is required to fully grasp the management methods of each production link to avoid the emergence of safety risks. The department leaders should also make clear the responsible persons in all aspects in time, To strengthen the safety awareness of all levels of personnel and improve the management level of chemical safety production ^[2].

2.2 Establish and improve management system

At present, China has promulgated laws and regulations on chemical enterprises, and applied relevant laws and regulations to standardize the production management of chemical enterprises, and required them to strictly abide by the laws and regulations and rules and regulations in production and development, and establish a more detailed safety production management system based on this. In order to ensure the production safety level of the enterprise to be improved. Therefore, it can lay a good foundation for the development of chemical enterprises, and strictly implement the operation specifications and technical requirements, and can find the problems in the production process in time, so as to effectively avoid risks. At the same time, a production supervision group should be established to regularly check and randomly check the quality of raw materials and equipment used in the production process, and effectively improve the production safety level and product quality of chemical enterprises, and then promote the healthy and sustainable development of the enterprises.

2.3 Establish and improve the responsibility system of production safety

With the development of the times, the safety problems in chemical enterprises are becoming more and more obvious. The establishment of standardization and safety production of chemical industry are the important foundation for the sustainable development of chemical industry in China. Therefore, it is necessary for chemical enterprises to build up the responsibility system of safety production and strengthen the business inspection, And make clear the responsibilities of each department in the production work and the responsibilities of each staff in the production process, promote the safety awareness and safety responsibility of relevant personnel to be improved, and strengthen the establishment and improvement of the responsibility system for production safety. In addition, the number of staff and management personnel needs to be increased appropriately to promote the full implementation of safety management ^[3].

2.4 Improve the professional quality of staff

If the management personnel do not fully understand the importance of safety production, they may have insufficient sense of responsibility and relax vigilance during the work process, which leads to the increase of accident incidence. Therefore, the leaders of the enterprise shall put forward clear provisions on the chemical safety guidelines and formulate comprehensive management plan according to relevant laws, regulations and rules. In order to give full play to the leading role, at the same time, it can promote the effect of safety management work to be improved, and effectively improve the professional quality of staff, so that they fully realize the importance of chemical safety production, and at the same time, in the context of mastering more abundant production skills and management experience, the production efficiency of chemical enterprises can be improved.

3 Conclusion:

According to the above, in the production process, chemical enterprises must ensure the stability and safety of the whole production process, so as to promote the overall safety management level, thus ensuring the safety of the life and property of the employees, and improving the economic benefits of the enterprise, and comprehensively implementing the safety production measures, which may not effectively avoid all risks, But it can reduce the occurrence rate of safety risk to the greatest extent, reduce the loss of enterprises as much as possible, and effectively guarantee the production safety of enterprises and the personal safety of staff.

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Author:

Xue Ting, female, Zibo, Shandong, Master, Lecturer, Department of Chemical Engineering, Zibo Vocational College, research field: analytical chemistry.

An Analysis of Jane Eyre's Outlook of Love

Dan Yang

Hubei Polytechnic Institute Hubei Xiaogan 432000

Abstract: Jane Eyre is an orphan girl, obscure, small and plain. But she dares to rebel, to strive for equality, freedom and love. Jane struggles for spiritual liberty. What she pursuits is equal, sincere and independent love.

Keywords: Equal; Sincere; Independent

Jane Eyre is Charlotte Brontë's masterpiece. "It is also unambiguous one of the most celebrated novels in British literature."^[3] It is Jane's rebelliousness, her dislike for servility, and her insistence on equality that make the book unique. The whole book is about Jane's struggle for spiritual liberty. Her strong rebel personality can be seen clearly from her outlook of love.

1 Love is equal

Jane Eyre has witnessed the crime of capitalism from Gateshead Hall to the Lowood School. The tyrannies of the cousin, the maltreatment of her aunt, the hypocrisy and malignity of Brocklehurst took great harm to Jane Eyre. She determines to challenge the unequal society and resolves to depend on her strength to resume her life.

Mr. Rochester, the owner of Thornfield Manor, is an ordinary looking, middle-aged man with "ugly" features and rough demeanor. He is a victim of family's interests. He has been tricked by his father and elder brother into marrying Bertha who comes from a family of lunatics. He wants to take comfort in pure love. However, what he has got is the cheat of the polite society. So he scorns the outlook of marriage with ascendancy and money. In Thornfield Manor, one is an insignificant governess discriminated by others, while the other is the dignified and rich owner of manor admired by others. There is great disparity of social status and life situation between them. But they are both cynical and genuine. So they fall in love with each other.

The love begins and develops through putting each other on an equal footing. Rochester has seen her unusual intension through her not beautiful appearance. Jane Eyre knows he disdains the common customs, and is sincere just like Jane's monologue in the novel "the ease of his manner freed me from painful restraint: the friendly frankness, as correct as cordial, with which he treated me, drew me to him. I felt at times as if he were my relation rather than my master."^[1] So, she breaks through the wide gap of family status.

Love is equal. This is the primary standard that Jane Eyre chooses the spouse. "She thinks, she and Rochester are totally equal on spirit."^[5] We know Jane Eyre's strong rebel personality through the talk between Jane Eyre and Rochester "Do you think I can stay to become nothing to you? Do you think I am an automaton? --- a machine without feelings? and can bear to have my morsel of bread snatched from my lips, and my drop of living water dashed from my cup? Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong! --- I have as much soul as you, ---and full as much heart! And if God had gifted me with some beauty and much wealth, I should have made it as hard for you to leave me, as it is now for me to leave you. I am not talking to you now through the medium of custom, conventionalities, nor even of mortal flesh; --- it is my spirit that address your spirit; just as if both had passed through the grave, and we stood at God's feet, equal, --- as we are!"^[1] She proposed to Rochester, not because of taking a fancy for his status and property, but because of longing for that he can meet each other sincerely and treat others as equals. She defeated Miss Ingram by her own inner beauty, who is resplendent with jewellery, and attractive. When she knows the insane woman is Rochester's wife, she left resolutely. She doesn't condescend to be Rochester's mistress. From these, Charlotte Brontë shows that Jane Eyre stands with the freedom of an independent will.

2 Love is sincere

In the literary works, love is an eternal theme. Real love is sincere. How do Jane Eyre and Rochester love each other sincerely?

When Jane Eyre comes to Thornfield Manor, she has reached the age of love. She knows she was poor, humble, short and small. She even knows her position in Thornfield Manor. But she wishes eagerly to get the real love. Sincereness opens the gate of love between Jane Eyre and Rochester. They are together from morning to night, sit knee to knee and talk. Their thoughts have been exchanged and the emotion has reached and communicated gradually. The truest love that ever heart. Felt at its kindled core. Did through each vein, in quickened start. The tide of being pour.^[1] This song is sung out their common heartfelt wishes: The sincere love injects vigor into their life.

The sincereness can be seen everywhere in their love. At the dusk of one midsummer, Jane Eyre and Rochester stroll under the

tree. Rochester thinks the opportunity of proposing has been ripe. He says, “You— you strange, you almost unearthly thing!— I love you as my own flesh. You— poor and obscure, and small and plain as you are—— I entreat to accept me as husband.” Jane Eyre ejaculates, “What, me! ... me who have not a friend in the world but you— if you are my friend: not a shilling but what you have given me?” Rochester exclaimed, “Oh, Jane, you torture me! With that searching and yet faithful and generous look, you torture me!” “How can I do that? If you are true, and you offer real, my only feelings to you must be gratitude and devotion— they cannot torture.” Here are two sincere hearts.

When Rochester praises Jane Eyre a beauty, and lets her put on the silks and satins, she replies, “and then you won’t know me, sir; and I shall not be your Jane Eyre any longer, but an ape in a harlequin’s jacket— a jay in borrowed plumes. I would as soon as you, Mr. Rochester, tricked out in stage-trappings, as myself clad in a court-lady’s robe; and I don’t call you handsome, sir, though I love you most dearly: far too dearly to flatter you. Don’t fatter me.” Between lines, we see clearly that the beauty Jane Eyre pursues is not appearance but the inner beauty. The love she pursues is sincere.

In the church, the wedding of Jane Eyre and Rochester is going on. Mason suddenly appears and declares their wedding invalid. Because Rochester’s wife of the first marriage is still alive. Rochester tells the truth to Jane Eyre, and repents her piously. She totally understands his unspeakable bitterness. But she still leaves without hesitation. She tells him precisely, “If I lived with you as you desire, I should then be your mistress: to say otherwise is sophistical—— is false.” She thinks, the sincere love is aboveboard, not furtive.

However, the call of the sincere love makes her return. Thornfield Manor has already been in ruins. Rochester has been already empty-handed, lost the sight of both eyes. The sincere love makes them get married.

3 Love is independent

It is the criterion that she conducts herself to become a freeman with the independent will. She strives vigorously to advocate the independent love. Destiny has given her a series of unfair arrangement. But she doesn’t submit. In order to realize the value of her life, she leaves the Lowood School and comes to Thornfield Manor. The love of Jane Eyre and Rochester comes from their own wishes. Their love is independent. The existence of the insane woman is the obstacle to their marriage. Jane Eyre decides on the spot to leave her lover. She comes to St. John’s home. There, she runs a rural school with her cousins. She is realizing the value of her life. In order to go to India to finish his religion mission, St. John wants Jane Eyre to marry him. But Jane Eyre despises such mission marriage with no emotion at all.^[2] She says, “I scorn your idea of love. I scorn the counterfeit sentiment you offer: yes, St. John, and I scorn you when you offer it.” In Jane’s view, love is independent. It can’t be forced. Finally, she refuses the proposing of John, get back to her own choice. It is independent that Jane Eyre loves Rochester. She dares to love. She makes every effort to defeat false, evil and ugliness with truth, good and beauty. She dares to safeguard love. She is unwilling to become the mistress. She dares to resist, to strive for the love. She hears the call of the love and comes back to her sweetheart. She dares to present the love.

Conclusion

The love Jane Eyre pursues is very difficult and valuable under the historical condition at that time. In the middle period of the 19th century, the marriage system in Britain was rigidly stratified, struck up a stigma with the commercial agreement everywhere. However, Jane Eyre faces the eyes of the common customs and gets rid of the restriction and lure of money, status, power. She pursues the equal, sincere and independent love which she yearns for boldly and persistently. In her era, she is such a new woman who surmounts the times.^[4] From her outlook of love, we can see her indomitable rebel personality clearly.

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Cultivation and Quality Improvement of Archives Talents in the New Era

Hongting Zhang

Honghe University, Yunnan, Honghe, 661199

Abstract: With the progress of the times and the development of society, we move towards a new era, and the information society follows. It has an impact on all aspects of our lives. Of course, this includes file management, which is both a challenge and an opportunity for archival talent. Under the background of the new era, archival practitioners must have good political literacy, exquisite professional skills and corresponding other skills, and must also have higher professional literacy in order to meet the challenges and seize the opportunity to do a good job in archival work in the new era. This paper focuses on the problems existing in the training of archival practitioners in the new era and the measures of training. Through the clear goal, finding problems and finding countermeasures, this paper discusses three aspects, hoping to help everyone.

Keywords: New epoch; Archives Talent; Quality training

Introduction

With the arrival of the new era, the object of archival work has changed. In the face of this situation, it is required that archival talents should have higher political literacy, exquisite professional skills and higher professional literacy, so as to adapt to the requirements of archival work in the new era.

1 The importance of archival talents in the new era

Archives work is the core content of the unit information resource management, which has guiding significance to the work of the unit. In the new era to do the archives work, enrich archives content, reduce the cost of archives management for the development of units is of important significance, but many units did not recognize the importance of archives work, often marginalized archives work, archives work difficult to play its important basic role, but archives is the original documents, for the development of people has very important significance, we should attach great importance to archives work, play the role of archives work. Archival staff is the core of archives work and plays a decisive role in the development of archives. Therefore, we should pay attention to the construction of archives personnel and improve the overall quality of archives talent team.^[1]

2 The qualities that archivists should possess in the information age

First of all, we should have political quality. In the new era, archivists should have higher political quality, archival work has its working nature and standards. Archivists should have a certain reverence for archival work, at the same time, they should have ideals and beliefs, especially political beliefs. At the same time, we should study and implement the contents of the law, have a high sense of responsibility for work, be willing to work hard, have a certain degree of organization and discipline, and keep relevant personal privacy and secrets.

Second, the new era of archives management personnel should have exquisite professional skills, the new era of archives staff requirements, archives workers should adapt to the relevant requirements, the pursuit of business excellence, with solid professional theoretical knowledge, can have the ability to complete the work independently, this is the new era of specific requirements of the archives staff, let them have a higher level ability to solve problems, they have innovative spirit, based on their job to do the related work. In the file management work, in addition to the relevant knowledge of the archives, we should also have the following knowledge and capabilities:

Finally, it is required that the archival staff should have a high sense of responsibility. The first is a high sense of responsibility, the second is a high sense of mission, and the second is a high degree of dedication to doing every little thing as a major event, thus improving the quality of work. In order to reduce the have two responsibilities, one is post responsibility, the other is historical responsibility, once a person's file problems will affect their life development, user files must be careful, double check, in the collection of files must be careful proofreading, so as to reduce the probability of mistakes, In order to do a better job of archival work.^[2]

3 Training and Countermeasures of Archives Talents in the Information Age

3.1 Current Situation of Cultivation of Archives Talents

As for archival work, people are the core of their work, and cultivating archival talents is an important way for the development

of archival career. Throughout modern archival professional education, many of these problems restrict the training of archival talents, mainly in the following problems. In addition, in the course of teaching, many teachers are mainly based on the traditional teaching mode, and many teachers still take the teaching method as the main body, but it is not only difficult to stimulate students' interest in learning, but also limits students' development. The third discipline itself is in a weak state, the archival subject is not a hot major in the subject setting, its influence is relatively small, scientific research resources are very limited, students have a narrow face, which leads to their lack of voice in school decision-making arrangements, and the lack of self-confidence of subject teachers and students.

3.2 Countermove

In the information age, the professional demands of archivists in colleges and universities are higher and higher, so we should strengthen the education work of archives specialty, take the strategic height of national information development and the prospect of archives development as the educational goal, and implement the strategy of talent training in the century. Archivists should improve teaching quality from the following aspects

First, innovative teaching mode, archival science should enrich teaching methods, abandon the traditional educational concept, carry out the teaching idea of creating people by virtue, and apply advanced teaching methods and teaching means to improve teaching effect in teaching practice. In the process of teaching, we should use the case teaching method to let the students think about the related professional problems through the guidance of the case demonstration teacher, and then acquire the professional knowledge, which is an important method to improve the professional skills. In the process of teaching, we should take employment as the guide and carry out the relevant teaching work, which should be consistent with the actual situation, so as to better highlight the value of archival education.^[3]

Second, to adjust the enrollment structure, archival courses involve a wide range of subjects. If you want students to achieve certain teaching results, you should recruit students extensively and not stick to the restrictions of liberal arts and science, because from a professional background, The industry needs not only liberal arts students, but also science students.

In the construction of the third discipline, archival teachers should introduce the system of professional qualification certification of archives, give play to the role of professionalism and coordination of archival disciplines, cultivate students' scientific research ability, and take the cultivation of students' scientific research ability as the focus of training. To enrich the teaching content, we have mentioned that archival work now requires not only professional archival expertise, but also other knowledge to support it. In contemporary archives, there are more traditional paper archives. There are also more modern audio files and electronic files. Each file has its own specific preservation methods. This requires the archives specialty of colleges and universities to set up relevant courses or enrich the contents of the courses, and teach the methods and skills of handling the corresponding archives to the students, so that the students can adapt to the archival work. At the same time, the archives staff should have a good working style, because the archives staff face these boring files every day, for a long time will be tired. In this way, the archives staff is required to endure loneliness and keep poverty, with a kind of spirit of active work, which requires college courses, so that students can improve their understanding of the archives work, and improve their relevant literacy ability through learning.

Fourth, attach importance to the practicality of archival specialty. Archives specialty not only needs to master rich archival theoretical knowledge, but also needs to attach importance to its practical ability. In this regard, colleges and universities should set up a practical platform for students to obtain time opportunities in this platform, and then improve their own professional skills. At the same time, colleges and universities can also compete in skills to stimulate students' enthusiasm for learning. Let students consciously and actively participate in practical operations. At the same time, colleges and universities can also make use of their own advantages to let archival students practice in the archival work of colleges and universities to improve their professional skills.

4 Conclusion

In short, in the new era, archives talents play an irreplaceable role in the development of archives. We should pay attention to the construction of archives talents, improve the educational effect, and promote the development of archives.

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Harley Davidson's CBBE Model Analysis

Jian Zheng

University of York York, North Yorkshire, United Kingdom YO10 5DD

Abstract: How to measure a brand? Keller believed that the establishment of the CBBE model depends on a premise, that is, brand power exists in consumers' cognition, feeling, and experience of sub-brands; that is to say, brand power is the sum of all brand experiences existing in consumers' hearts over time (Keller, 2001). The six dimensions that make up the model (a strong brand) are salience, performance, judgment, imagery, feeling, and resonance. Among them, "performance" and "judgment" are based on the "rational" level, "image" and "feeling" are based on the "perceptual" level.

Keywords: Harley Davidson; CBBE Model; Brand; Consumers

1 Salience

The original Harley was built in 1903 by William Harley and Arthur Davidson in a log cabin and was named after both men (About Harley-Davidson | Harley-Davidson United Kingdom, n.d.). Harley has been synonymous with America for more than a century, and the image of Harley's motorcycles has taken root in the hearts of fans around the world, who are fanatically loyal to the V-twin-cylinder cars and the companies that make them (Wünsch, 2018). In the aspect of brand recognition, Harley has done an excellent job. Customers have a complete awareness of the brand, and the brand awareness is high. The brand awareness is not only about the logo and name. When car fans think of Harley, they think of its motorcycle and service.

2 Performance

It is not an exaggeration to call the Harley-Davidson the prototype of the existing motorcycle on the market (Davies, 2008). Harley sells heavy-duty motorcycles (over 750cc) designed specifically for road cruising. The Harley Davidson motorcycle has a unique design and excellent performance and has led to a trend of custom heavy motorcycles known as the "Chopper" style (Gregory, 2005). As a bike manufacturing brand, Harley's primary characteristic is enough to give consumers a high brand belief level.

According to the 2016 Consumer Reports Reliability and Customer Satisfaction Survey of American Motorcycles, Harley Davidson had the highest rate of repair problems, with 26 percent of new vehicles requiring repairs. However, in customer satisfaction surveys, Harley fared well, with 72 percent of Harley owners saying they were satisfied. Despite paying more for repairs, Harley owners will enthusiastically say that their car is reliable. The performance, maintenance, and repair of Harley Davidson motorcycles are charming (Fleming, 2016).

Harley Davidson offers various parts to Harley Davidson owners, allowing them to tailor and personalize their bikes. No other motorcycle company can offer this kind of service. When it draws to meeting customer service requirements, Harley is way ahead of the pack. Harley offers test drives and tours so owners can experience and say what they think is a sign of service empathy.

The Hyundai Harley brand of motorcycles belongs to one of the following seven model families: Touring, Softail, Dyna, Sportster, Vrod, Street, and Livewire. These model series are characterized by frame, engine, suspension, and other features (Motorcycles | Harley-Davidson United Kingdom, 2021). Harley-Davidson is created in a way that allows flexibility to be modified and redesigned by changing parts and components (Davies, 2008). This belongs to the unique style and design of Harley.

Harley motorcycle is still on the high side of the price, relative to the Japanese brands and some niche brands. Harley Davidson motorcycles rarely have discounts, but there will be related bonus activities, such as accessories or clothing, the higher the price of the purchase of the bike, the higher the value of the gift, which is also a marketing tool of Harley (Offers | Harley-Davidson United Kingdom, 2021).

3 Imagery

"Halley Spirit" is free, personality, enterprising, taste, a significant concrete performance is "always to explore the territory has not been conquered." Harley's logo mainly carries a pattern of wings, symbolizing passion, speed, freedom, and distance (About Harley-Davidson | Harley-Davidson United Kingdom, n.d.). Harley has similar personality characteristics and values with people, successfully shaping the brand image of the unique place.

Harley Davidson is known as a 100-year legend, and books have been prepared about the development of the brand. The whole second half of the 20th century is even referred to as the "Halley Age." Harley-Davidson motorcycle museum witnessed the glorious history of the one hundred enterprises, fully display the unique metal Harley-Davidson treated as products of the industrial age, texture.

Lin however domineering, pavilions are revealed in more than 400 major Harley-Davidson motorcycle, each show car bearing to spawn a unique Harley-Davidson time (Harley Davidson Museum | Harley-Davidson United Kingdom, 2021).

4 Judgments

As said earlier, the trust of fans in Harley Davidson is high, but the process of building trust in the brand has been a bumpy one. Harley was divided into different types, but the quality of light motorcycles was far inferior to that of other companies, so Harley focused on its specialty of heavy motorcycles. From 1958 to 1961, Harley Davidson proved to consumers by winning four championship races in a row and became a trusted brand (New A.M.A. Timeline, n.d.).

Harley's most significant characteristic is striving for individuality, which is also one of its brand strengths, such as the customized motorcycles mentioned earlier. The inability to find two identical Harleys makes the brand unique. Simultaneously, related accessories, including clothing, knives, and so on, also formed an extensive and unique Harley culture system (The Ultimate List of Harley Davidson Accessories, 2019).

5 Feelings

Harley's ambition is supposed to be the most desirable motorcycle brand in the world. To this end, the company has built a lifestyle brand that values the emotional connection between each product and the rider, focuses on the consumer experience, and brings adventure and freedom to the soul. Passion is the eternal pursuit and ideal of Harley. Always with a burning passion, make every motorcycle into a boutique. After 110 years of refinement, the commitment: excellence, continuous improvement, passion will never be extinguished. Harley-Davidson is a motorcycle and a unique way of life representing freedom and individuality (About Harley-Davidson | Harley-Davidson United Kingdom, n.d.).

Where there are motorcycles, there are races. By 1910, motorcycle racing was becoming a popular sport for the American public. Harley Davidson continued its strong showing from its debut, winning seven separate events in all categories, including endurance and cross-country mountain races (New A.M.A. Timeline, n.d.). In this approach, Harley-Davidson has developed the motorbike's casual lifestyle into a fun and exciting leisure activity.

6 Resonance

In 1983, Harley-Davidson launched the Harley Owners Group in response to the growing desire for drivers to share their passion and warrior selves. The establishment of H.O.G. is like a vast network worldwide, which maintains the brand loyalty of Harley-Davidson fans (Harley Owners Group | Harley-Davidson United Kingdom, n.d.). It is a big family of accomplished and dynamic Harley-Davidson fans around the world. They love leisure and adventure and are passionate about Harley Davidson products and the cycling experience. While some Harley Davidson fans may seem unconventional, including doctors, lawyers, consultants, and accountants, to the company, Harley Davidson fans are priceless. Many Harley-Davidson employees ride their motorcycles to work, take a vacation, and race in rallies with other Harley-Davidson owners. The concept of being close to the consumer is part of Harley Davidson's success factors. Harley Davidson managers apply a business philosophy of "being on the brink of the customer." The company pays heed to the promotion of a biking party. They know that they can spread the fun of motorcycle driving through cycling activities and maintain the loyalty and participation of consumers to the brand, thus playing the effect of word of mouth.

7 Conclusion

CBBE model is a simple list of constituent elements. It focuses on the interrelations among them, which establishes a complete logical structure for the whole model and makes it strict and logical as a whole. The brand represents a relationship between consumers and products. Building a successful brand, it is necessary to influence clients' hearts through various means. Let the client know something about the brand, agree with the brand. Through the analysis of Harley-Davidson's CBBE model, it can be seen that the Harley-Davidson brand gives full play to various elements that affect the brand, forms a complete brand structure, and gives entire space to its brand value.

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Comparative Study on Two English Versions of *Three Word Primer* from the Perspective of Translation Aesthetics

Xingyu Zhu, Xin Chen

Nanchang Normal University, Nanchang, Jiangxi Province, 330032

Abstract: Chinese character is the essence of Chinese traditional culture, including education, history, astronomy, geography and ethics. It is believed that only a good translation can truly reflect the beauty of the story and the original structure of the language, phrases and phonology. This paper mainly analyzes the two versions of *Three Word Primer* by Wang Baotong and Zhao Yanchun, aiming to show the manifestation of Chinese culture in different languages and different levels through the comparison of English translations of Chinese Traditional Children's Primer.

Keywords: Translation Aesthetics; *Three Word Primer*; English translation

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Introduction

Three Word Primer, as one of the most influential Chinese Traditional Children's Primer works in China, is known as the "Children's Encyclopedia". It is the condensation of the wisdom and knowledge of the ancients, and also a rare educational material later on. At present, this book has been translated into more than 40 languages and disseminated around the world, and is one of the books distributed by the United Nations Children's Organization. *Three Word Primer* is the precious heritage of the Chinese nation, and also has unique intellectual expression and cultural values. This book is a "enlightening star" in ethics, morality and etiquette, and also contains profound philosophical truth. Even in today's modern society, *Three Word Primer* is rich in its intellectual and philosophical expressions of the times. Based on the translation aesthetics, this paper compares the characteristics of the two English translations, stress, pronunciation and accessibility of the original book. The two English translations are: Wang Baotong's *The Triword Primer & The Kiloword* published in 2008, and Zhao Yanchun's *The Three Word Primer* published in 2014.

1 The significance of *Three Word Primer* in education

Three Word Primer enjoys a long history of more than 700 years, whose text form is similar to that of ancient poetry. There are more than 1,000 Chinese characters in *Three Word Primer*. The content as a whole rhymes harmoniously, and the text is even more vivid and concise. As part of the classical tradition and art that has lasted for more than five thousand years, It is also an educational treatise on the importance of education and learning, emphasizing the importance of "virtue" in education and the significance of persistence in learning.^[1]

Faced with complex and ever-changing society, moral education is an important topic in the current educational reform. Today, many schools regard ancient Chinese culture as an important tool to promote the moral education. In *Three Word Primer*, it is said that "Stress piety more. Than your lore", indicating that moral education is the first priority in ancient Chinese education.

A series of English translations of *Three Word Primer* have been published in various forms. At present, there are two successful English versions in China that are accepted by the public, one is Wang Baotong's *The Triword Primer & The Kiloword* and the other is Zhao Yanchun's *The Three Word Primer*.

2 The definition and form of expression of translation aesthetics

The theory of translation aesthetics is an exploratory new theory in translation, which studies how translation is closely related to aesthetics. Translation work has the following definitions in the dictionary of aesthetics: the origin of translation aesthetics is the understanding of translation under special aesthetic consciousness, the use of scientific and artistic aesthetics to translate different meanings of texts, and the analysis, explanation and solution of aesthetic problems in the conversion of various languages. In his book *An Introduction to Translation and Aesthetics*, Mr. Liu Miqing laid the basic framework of translation aesthetics. Starting from aesthetic symbols, i.e. formal systems, Mr. Liu identifies different aesthetic categories by comparing different languages, words, sentences and paragraphs. Emphasis is placed on informal systems that include vague aesthetic categories such as "feeling", "taste" and "imagination".^[2]

Gideon Toury was a pioneer of Descriptive Translation Studies. He proposed “translation norms”, which refers to the translation standards of translators in the target language and culture, including formulate rules of initial standards and operating standards. In other words, the translator should select the content, translation method, structure, and language to be translated under specific circumstances before the translation begins. Under the influence of the above-mentioned standards, translation should be carried out gradually to test whether the translation work is understood and accepted according to the social and cultural conditions at that time.

3 Different styles of Wang Baotong and Zhao Yanchun

Wang Baotong is a scholar studying poetry translation. His representative work *The Triword Primer & The Kiloword* was published in 2008. At the beginning of his work, Wang Baotong expresses his deep love for ancient Chinese poetry and for rhythm. In *Three Word Primer*, every three words form a sentence with a harmonious rhythm, which completely meets Wang Baotong’s interests. As the director of the Institute of Foreign Languages, Zhao Yanchun has published literary works on *Foreign Language Research* for many times, and has a deep understanding of the use of Chinese and English grammar. Therefore, when he translated the *Three Word Primer*, Zhao Yanchun also perfectly demonstrated the subtleties of language and the image of translation.

Translators like Zhao Yanchun and Wang Baotong had greatly promoted the dissemination of Chinese language and traditional Chinese culture. In traditional Chinese education, Children’s Primer books must have the content of etiquette, civilization and morality. If international students learn Chinese and learn Chinese culture, they should first understand Chinese correctly. And the *Three Character Classic* is undoubtedly the best choice.

In short, translating *Three Word Primer* can help people overseas learn Chinese and Chinese culture. The difficulty of translation lies in that it is difficult to explain the words and inspirations clearly and then convey them to others. Zhao Yanchun uses a literal translation that provides many hints for readers to find their own preferences. While Wang Baotong uses free translation to help readers understand historical allusions and cultural background by annotation and annotation.

4 Comparison of two versions of *Three Word Primer*

4.1 The phonetic level

Language needs to be fluently first, and then pay attention to the tone of suppression. To achieve this, translators should summarize the different characteristics and deficiencies in English translation, apply the “aesthetics” theory to translation itself, and select the appropriate translation methods and strategies. Therefore, translators should also show the emotional points of the original text in translation, such as Section 1, *Three Word Primer*:

The original text: 人之初，性本善。性相近，习相远。

Translation by Wang Baotong: At first mankind, Is kind at heart. With natures alike, But habits apart.

Translation by Zhao Yanchun: Man on earth, Good at birth. The same nature, Varies on nurture.

It is not difficult to find that although Wang Baotong’s translation seems detailed, it lost the charm of the original text. While Zhao Yanchun’s translation is concise and brief, and the emotion and connotation of the original are still remained.

4.2 The syntactic level

The majority of *Three Word Primer* consists of rhythmic forms, one is three-character short sentences and the other is four-character stanzas. Zhao translated the book into three corresponding rhymes, which is a relatively traditional translation rhyme. Wang Baotong translated three-character poems into English phrases composed of several words, which is a new translation technique. In Wang Baotong’s translation, he explains three Chinese characters in three or four English words. Zhao Yanchun’s translation uses three English words to represent three Chinese characters, with a concise syntax and good structure.

5 Conclusion

As the foundation of Chinese traditional culture, it is necessary to translate and disseminate *Three Word Primer* to the world. This book has unique cultural connotation and artistic characteristics, only after truly understanding, combined with their own unique views, can reflect the beauty of culture and art. By comparing the translations of Wang Baotong and Zhao Yanchun, it is easy to find that Wang Baotong not only translated the book, but also expressed his opinions in a marked way, which shows the depth of his literary foundation. Zhao Yanchun translated *Three Word Primer* from the surface to the connotation, which is vivid and precise in terms of diction. When translating a literary work, translators should choose the preferred translation strategy, create a new translation method with own characteristics instead of sticking to the existing form.

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The Study on English Writing Teaching in Senior High School Based on Mind Mapping

Qian Wang, Weiwei Hu^{an instructor}

College of Foreign Languages, Shaanxi Ankang, 725000

Abstract: Writing, as one of the four basic language skills (listening, speaking, reading and writing), plays an important role in communication and receives more and more attention. Due to the long duration, the low efficiency of cultivating students' writing ability, and the difficulty of teaching writing practice, students are not interested in writing and find it difficult to improve their writing scores. However, Mind Mapping is a thinking tool of visibility and divergence invented according to the radioactive characteristics of the brain. Mind Mapping can present complex things in a concise and clear way, making the learning content logical and clear. Under the guidance of the constructivism and radiant thinking, by literature analysis, questionnaire, and interview, based on Mind Mapping, this paper first analyzes the main problems and causes of English writing teaching in senior high school, and then focuses on the application and effectiveness of Mind Mapping in English writing teaching. At last, aiming to improving the senior high school English writing teaching, the paper put forward some effective suggestions.

Keywords: Mind Mapping; English writing; Senior high school English teaching

1 Introduction

Writing skills is very significant in English learning. Writing is one of the most important manifestations of language ability and an important means of language expression and output. Writing ability reflects the comprehensive ability of students in terms of vocabulary, sentence structures, language expressions and organizations of texts. Furthermore, English writing can not only improve students' skills in listening, speaking, reading and viewing, but also helps them develop their logical thinking skills and problem analysis skills. However, the current situation of students' English writing level and their attitudes towards English writing cannot meet these requirements. Therefore, both the teachers and students need to find more effective ways to improve their writing skills. In this case, this paper is aimed to explore more effective English writing teaching methods to help improve students' writing ability and writing skills^[1].

English Curriculum Standards (2007) requires students to be able to write coherent and well-organized essays, describe things, express opinions and attitudes, write abstracts based on the text, implement stylistic norms and statements based on the information provided by the style, and write essays or reports and diagrams. Therefore, writing is the most important part of high school English learning.

The paper aims to test the effectiveness of mind mapping in senior high school English writing teaching. The ultimate goal of this research is to help students find more effective writing methods through the flexible use of mind mapping. Teachers use mind mapping to assist writing teaching, guide the students to learn to write using mind mapping, in order to improve students' English writing skills more quickly. The research can provide some reference for teachers and researchers. This research investigated the application effect of Mind Mapping in senior high school English writing teaching^[2]. In addition, this research will help follow-up researchers to further explore ways to apply Mind Mapping more appropriately to the teaching of high school English writing teaching. For students, using Mind Mapping to organize writing materials and build a writing framework will help improve their English writing skills. At the same time, it can also encourage students to actively participate in classroom activities. As a thinking tool, Mind Mapping can help stimulate students' divergent thinking and creative thinking.

2 Literature review

This chapter includes the definition and characteristics of mind mapping, research on English writing teaching and previous research on mind mapping at home and abroad.

2.1 Research on English writing teaching

2.1.1 Definitions of English Writing

Writing is the act of associating or communicating through the use of some tools to form symbols. In addition, it can transform the thought into visual form.

According to the functions of writing, there are the following definitions. Zamel believed that writing is a continuous process of thinking exploration. It not only can extend the original ideas, but also can elaborate and revise these ideas in detail (Zamel, 1982). Widdowson pointed out that the practice of language conventions does not meet the requirements of writing. It is just called composition. Only the activities that are used to communicate can be called writing (Widdowson, 1983)^[3]. As for the process and

importance of writing, Liu Runqing believes that writing reflects the meaning of writing and the advantages of human language can be measured by writing. (刘润清, 1999). Therefore, writing is not only a training process to improve writing skills, but also a comprehensive learning process, and all aspects are interrelated.

2.1.2 Approaches of teaching English Writing

Every teacher has his or her own English teaching methods in his or her daily writing teaching. Although the teaching methods may be different, the teaching principle is the same. There are several teaching models in common use as following:

2.2 The product-based approach

The product-based approach is a traditional writing teaching method, which is mainly about mastering the knowledge of language structure and imitating input.

The Product-based approach pays more attention to the end of the result. Behaviorism theory is the theoretical basis of Product-based approach, which shows that teaching is a continuous stimulus-response process. By using this method, teachers can help students analyze different types of compositions and train students' English writing ability, which can reduce students' confusion when facing different types of writing tasks. However, students are in a passive state in this process, and teachers cannot monitor each student's writing process.

3 Theoretical basis

This part, Mind Mapping which is based on Constructivism, Radiant Thinking, which will be introduced. These theories are the support of Mind Mapping to used to English writing teaching in senior high school.

3.1 Mind Mapping

Mind Mapping was firstly proposed by Tony Buzan, who was a well-known educator and distinguished chairman of the British Brain Foundation in the 1960s. He wrote many books containing *Use Your Perfect Memory*, *Use Both Sides of Your Brain*, *Make the most of Your Mind*, and *Brain Training*. This is the implementation of a lot of staff training steps. Global 500 companies, such as IBM, EDS, General Motor. His research results have had a great impact in various fields.

3.2 Constructivism

Constructivism believes that learning is a kind of construction, and the learning process is a process, which learners actively construct knowledge into their own cognitive structure. Constructivism believes that students are the center of teaching activities^[4]. Teachers are only the guides for students to construct knowledge. In classroom teaching, teachers need to pay attention to the knowledge that students have already learned. Pay attention to cultivating students' subjective awareness and creativity.

First of all, students need to recall the content and language knowledge, which is related to the writing topic according to the writing requirements. Secondly, the relevant content is integrated to make the disordered information structural and logical, and finally present a complete mind mapping content. This process is also the process of building new knowledge. And each student's experience is different, so they recall different writing materials and language knowledge. Differences in thinking habits and logical levels will also cause differences in composition. Besides, constructivism also emphasizes cooperative learning. Therefore, students can take the form of group cooperation and peer mutual assistance in the process of constructing mind mapping^[5].

4 Research design

Constructivism and Radiant thinking provide a solid theoretical basis for applying Mind Mapping in writing. The last chapter introduced the theoretical basis of Mind Mapping. Then the research questions, research subjects, research instruments, research procedures and research results will be stated in this chapter.

4.1 Research questions

There are many problems among students when they are writing. Firstly, the majority of students have writing anxiety. They think that English writing is too difficult. Secondly, it takes more time to improve writing results. In writing, it is often due to lack of vocabulary accumulation, weak basic knowledge, lack of language skills, lack of accumulation of classic sentences, and unsatisfactory writing methods. Finally, students' are lack of basic English knowledge and writing skills. There is no overall concept of coherent essay questions with paragraphs and sentences, and the article is fragmented. When writing, students' pay too much attention to the grammar and word spelling of each sentence but ignoring the cohesion of the sentences^[6].

In order to explore the effectiveness of Mind Mapping in senior high school English writing, and whether it is helpful in writing interest and writing ability, for the writing achievement, so the research questions are the following:

Can Mind Mapping alleviate English writing anxiety of senior high school students.

Can Mind Mapping have a positive effect on senior high school students' English writing strategies.

Can Mind Mapping improve the English writing skills of high school students?

Can the application of Mind Mapping arouse students' interest in English writing?

4.2 Research subjects

The research subjects of this thesis are senior high school students respectively from three high schools in Luonan, Danfeng and Shangzhou districts of Shangluo. Totally, 143 students participated in the research and all of them are learning English writing with Mind Mapping.

4.3 Research instruments

There are two kinds of instruments used in this thesis, including questionnaire and interview.

4.4 Research procedures

A designed questionnaire were distributed online to students. Students could complete the questionnaire and submit it within 3 days. Before the students filled in the questionnaire, it was emphasized that the data collected from this questionnaire was only used for the academic research, and there was no right or wrong answer for their choice. Therefore, they could fill in it with no hesitation. 143 copies of the questionnaire were collected, all of which were valid. After the questionnaire was collected, three students were invited randomly to have an interview and the interview contents were recorded. After the interview, the results were sorted out^[7].

5 Conclusion

The purpose of this study is to explore the application and effectiveness of Mind Mapping in senior high school English writing teaching. Firstly, the application of Mind Mapping can improve students' interest and change students' attitude towards writing. According to the questionnaire and interview, the majority of the students had a positive attitude towards writing, and they would have confidence in their writing and take the initiative to finish the task. Secondly, according to the analysis of questionnaire data and interview results, Mind Mapping has a positive effect on senior high school students' English writing strategies. Thirdly, by using Radiant Thinking, Mind Mapping helps students to diverge their thinking and find useful information in the process of learning. Finally, through the results and analysis of interview, we found that Mind Mapping has different effects on students of different levels and their writing ability have been improved. To conclude, Mind Mapping-based English writing teaching model is suitable for senior high school English writing teaching. It is more effective in improving students English writing ability by applying Mind Mapping.

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The Cultivation of Piano Practice Strategies: Implications for Teachers

Yuying Wang

University of York York, North Yorkshire United Kingdom English Version YO10 5DD

Abstract: Practice is the most important part of learning music, and most teachers and students agree that practice is beneficial and necessary for music learning (Kostka, 2002). Cultivating and improving students' practice strategies has always been a priority for many music education scholars and it has been a well-researched topic over the years. For example, the factors affecting practice strategies are studied (Hallam et al., 2017; Hallam et al., 2020), and the use of a small number of individual practice strategies is studied (Pitts & Davidson, 2000; McPherson & Renwick, 2001; McPherson & Davidson, 2002; Bartolome, 2009; Hallam et al., 2012; Pike, 2017). Most of these studies are qualitative analysis, which is common in the field of education.

Although the number of subjects in many of the research studies was small, the similarity of the results can be used as a basis for further research. Paying attention to the use and current situation of students' practice strategies not only helps music teachers to understand the quality and effect of students' practice, but also provides some instructional suggestions for teachers to promote teachers to evaluate and improve their teaching methods. Using these previous studies as a basis, this paper will discuss how to develop students' practice strategies to help them succeed. Teachers train the practice strategies of students from three aspects: helping students set reasonable goals, imparting practice strategies and cultivating self-assessment ability.

Keyword: Music; Practice; Strategies

1 Implications for teachers: Set reasonable goals

Teachers need to set manageable and reasonable targets for their students to improve their musical skills (McPherson & Davidson, 2002). Teachers need to help students set goals, which helps students to practice effectively. Regarding goal setting, Ericsson and his team considered that each practice must have a clear and accurate goal (Ericsson et al., 1993). Pitts and Davidson pointed out that when children are not clear on why and how they should learn, they will experience boredom and frustration (Pitts & Davidson, 2000); If the goal is clear, students will be more focused on the practice, because they know what they are going to do and thus less ineffective practice.

Nevertheless, there is a lot of evidence to suggest that beginner students have a harder time setting goals independently setting goals than experienced musicians. The research of McPherson and Renwick, which is a longitudinal study of seven children over three years, this shows that students need a period of learning and experience accumulation to master the ability to set goals independently (McPherson & Renwick, 2001). At this stage, teachers need to train and help students to master this ability. Likewise, Ericsson claimed that the use of deliberate training can improve the practice efficiency and help students to achieve a higher level of development, and such deliberate practice is generally designed and arranged by teachers (Ericsson, 2008). Ericsson and his team found through research that the first condition for the realisation of such deliberate practice is to be given a task with a clear goal. All of this evidence points to the importance of teachers helping students to set goals in the early stages.

Moreover, music lessons are always periodic (for example, once a week or once every two weeks), the music teacher didn't have a chance to participate in the students' practice every day. Teachers should instead motivate their students to practice reach their daily reasonable goals, and not just the overarching goal of the whole week (Pike, 2017). In Pike's study of teens who practiced at home, Jeanine, one of the participants, set reasonable and small practice goals for one week. During the eight-week study, she practiced more compositions than any other participant. This is because of the reasonable arrangement of each practice strategy, and there was little overlap in her practice content (Pike, 2017). This demonstrates that teachers need to help beginners set up detailed practice goals so that they can practice efficiently every day.

2 Implications for teachers: Imparting practice strategies

Teachers should also help to develop students' ability to choose different practice strategies. If students master a certain skill in the presence of their teacher, they may be willing to explore it further by themselves in the practice and are more likely to use it at home (Pike, 2017). Teachers should aid students in mastering different practice strategies so that they can use these skills more effectively

in the practice process. Practice becomes more targeted only when students have a series of ‘task-oriented strategies’ (Hallam, 1998, p.140) available to them. However, this point seems not to have been taken seriously, because in Pike’s research, it was shown that most students who used practice strategies studied in an orchestra or a band (Pike, 2017). Of course, learning and practicing strategies in a band is beneficial, but it is worth considering whether individual lessons might be more effective. In private classes, teachers can make specific adjustments according to the individual to optimize learning. There are a variety of strategies to use in practice, and what works for one child may not work for another (Pitts & Davidson, 2000). Surprisingly, the study of Bartolome of three highly successful beginners showed that when it came to practice strategies (Bartolome, 2009), all three participants demonstrated the ability to self-adjust their practice strategies and achieved more highly levels of achievement than their peers. Bartolome states that none of the three participants received direct instruction in self-regulation strategies (Bartolome, 2009), suggesting an innate ability to practice strategies, but since there were only three participants who are gifted, the reliability of this research is in question and it is important to consider other outcomes. For most students, they need teachers to teach and train practice strategies in class and achieve the best learning effect.

Teachers need to encourage the students to fully understand the purpose of using practice strategies. For instance, why should practice technology at first, why should repeat the part difficult practice, what kind of results by different strategies of practice get. Practice in which students clearly choose strategies are more rewarding than random and mechanical practice (Pitts & Davidson, 2000). Without understanding why practice strategies are used, it is not helpful to develop students’ autonomy and flexibility in practice. As Pike note, due to a lack of experience or a lack of understanding, some students might make mistakes in this choice and result in failure to effectively obtain results, although they would like to consciously choose to use practice strategies in the process of practice (Pike, 2017). Therefore, teachers should not only teach a large number of practice strategies but also teach students to clearly distinguish the use of each practice strategy.

3 Implications for teachers: Cultivating self-assessment ability

Teachers play an important role in developing self-assessment and adjusting practice strategies for students. Feedbacks from teachers to help students adjust their practice strategies is the most important part of teaching (Pitts & Davidson, 2000). Students cannot evaluate their own performance, even with some practice strategies, if they do not know what they need to improve. Sometimes incorrect rhythms or fingering become ingrained through a week of incorrect, repetitive practice, which can be frustrating for both teachers and students (Pike, 2017). However, teachers admit that due to a lack of time, they rarely record or guide students to conduct self-evaluation activities in class (Pike, 2017).

Learning how to self-evaluate in a limited time would be beneficial for students (Bartolome, 2009). For example, by encouraging critical listening and selecting practice strategies in the classroom, the use of appropriate questioning techniques encouraging the evaluation of performance and guides students to identify mistakes and find solutions. It is easier for teachers to point out students’ mistakes directly, but students may become dependent on them. If a student relies on the teacher to correct their mistakes, the student may never learn how to practice independently (Pike, 2017). As the result, teachers need to recommend students to reflect on whether their practice is enough, whether the strategy is right and especially how they can do better.

In addition to cultivating students’ reflective thinking, teachers might recommend students to use tape recorders to conduct a self-assessment. The use of recording a self-assessment is a very convenient method. Puopolo suggests that a possible strategy to support the development of relevant auditory schemas is the use of recording (Puopolo, 1971). This method also enhances the aural accuracy of the learning content. For example, in Bartolome’s study (Bartolome, 2009), participants often sang the recorded work they were learning, which not only effectively enhanced the student’s aural pattern, but also helped her find errors in subsequent performance. However, there is some evidence that recordings are rarely used (Miksz, 2007), which may be due to the unfamiliarity with this method of feedback or perhaps due to the portable recording devices not being developed to such a high level at the time of Miksz’s study. Many students and researchers now using convenient devices for recording, as this strategy is much easier to carry out than it was previously. This type of feedback is very useful for students because it is both visual and auditory (Hallam et al., 2012). Therefore, teachers can call for students to use tools such as recording equipment to self-evaluate.

4 Conclusion

This article affirms the importance of teachers in the process of cultivating students’ practice strategies, and analyses how to train and improve the practice process for students. Firstly, teachers should both clearly set out students’ learning progress in each lesson and cultivate students’ ability to set and break down goals independently. Secondly, teachers need to teach different methods of practicing strategies and help students understand which strategy works best for them to maximize learning potential. Finally, teachers have responsibility to cultivate students’ ability of self-assessment and self-reflection through the cultivation of reflective thinking and the use of recording tools. Given that there are many ways to help students improve their practice strategies and there are many factors that affect their development, there is room for further study outside the realms of this paper. Teachers need to work together to develop students’ ability to practice strategies and help students to achieve their most ambitious goals.

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Research on the Present Situation and Development of Business Administration of Small and Medium-sized

Guangzhi Wang

Jilin Jianzhu University, Changchun City, Jilin Province, 130118

Abstract: The continuous development and change of China's market economy not only promotes economic development and progress, but also brings challenges to the development of many enterprises, especially the increasing market pressure on small and medium-sized enterprises. In order to enhance their market competitiveness and achieve long-term development in the new era, small and medium-sized enterprises must pay full attention to the innovation and promotion of their own business management mode. This paper mainly analyzes the related contents of business administration, analyzes the current situation of business administration of small and medium-sized enterprises, and studies the related strategies of business administration development of small and medium-sized enterprises, in order to provide certain reference value for the sustainable development of small and medium-sized enterprises in China.

Keywords: Small and medium-sized enterprises; Current situation of business administration; Development Research

Introduction

With the development of China's economy in recent years, The number of small and medium-sized enterprises is increasing, In view of some objective influencing factors in the development scale and market competitiveness of small and medium-sized enterprises, Compared with large enterprises, the ability to cope with the market has certain backward characteristics. Therefore, in order to better enhance the competitiveness of small and medium-sized enterprises and promote their long-term development, the quality and level of their business administration work play an important role. Therefore, it is very important to strengthen the analysis and research on the current situation of business management of small and medium-sized enterprises and help enterprises formulate business management models suitable for their own development for improving the efficiency and quality of enterprise management.

1 Overview of relevant contents of business administration

The so-called business administration can be simply understood as using modern enterprise management concepts and technologies to implement corresponding management work in all aspects of enterprise decision-making and operation, which can better promote the smooth progress of all aspects of work and promote the stable and sustainable development of enterprises. Business management knowledge is the basic management knowledge that enterprise leaders and management must master, involving enterprise image, enterprise culture, enterprise strategic objectives, enterprise management and other aspects. The implementation of industrial and commercial administration plays an important role in the overall operation and development of the enterprise. It can improve the efficiency and quality of various management work of the enterprise, reduce the cost of the enterprise, enhance the economic and social benefits of the enterprise, optimize the allocation and use of enterprise resources, and further enhance the market competitiveness of the enterprise. In addition, the development and perfection of business administration also plays an important role in the development of corporate culture, the cohesion between enterprises and employees, the sense of responsibility of employees at all levels, and the spirit of enterprise. Especially with the continuous development and progress of China's economy, the market management system has been continuously standardized, and the requirements for the level and quality of enterprise management have been continuously improved. The emphasis on business management in the process of modern enterprise management has also been continuously improved.

2 The analysis of the current situation of business management in small and medium-sized

At present, in the process of implementing management and operation of small and medium-sized enterprises in China, the work focuses on market development, product marketing and other aspects, ignoring the important role played by the implementation of industrial and commercial management for the development and competitiveness of enterprises themselves. Issues related to the current business administration of small and medium-sized enterprises are as follows

2.1 The requirements for industrial and commercial administration are vague

Small and medium-sized enterprises lack clear target management in the process of implementing business management, resulting

in a lack of attention to work objectives in the process of enterprise management, production and other work, and further problems such as low efficiency in management, production and other work, affecting enterprise benefits. Small and medium-sized enterprises lack strategic target management, phased target formulation, post index management and other work contents in carrying out business management, which to a large extent affects the efficient development of enterprise management, operation, production, development and other aspects.

2.2 The ability of industrial and commercial administration is obviously insufficient

Compared with large enterprises, small and medium-sized enterprises have a certain lag in terms of enterprise strength and development scale, which is directly related to the lack of business administration ability of enterprises themselves. The lack of industrial and commercial management ability of small and medium-sized enterprises leads to the inability to effectively combine and promote the production and operation efficiency and management of enterprises, thus affecting the development of enterprises and the promotion of market competitiveness, thus leading to the backwardness of economic benefits of enterprises and hindering long-term development.

2.3 Lack of innovation in the mode of industrial and commercial administration

Small and medium-sized enterprises are influenced by traditional management models and concepts in the process of carrying out business management. Most of them adopt a relatively rough and crazy management mode, lacking the embodiment of scientific and meticulous management work necessary for the development of modern enterprises, which leads to problems such as failure to improve management efficiency, wrong direction of operation and development, and insufficient ability to cope with market changes, thus affecting the innovative development of small and medium-sized enterprises.

2.4 Insufficient attention has been paid to the construction of enterprise culture

Corporate culture plays an important role in promoting the development and progress of modern enterprises. At the same time, it is also an important part of the implementation of business administration by enterprises. However, in the process of development and management of small and medium-sized enterprises, there is a lack of attention to the construction of corporate culture, which makes it impossible to give full play to the positive role of corporate culture in employees' sense of responsibility, cohesion and unity. Furthermore, there are some problems in the actual work process, such as low enthusiasm and initiative, insufficient awareness of self-improvement and motivation, which are also important influencing factors that restrict small and medium-sized enterprises from achieving better development.

3 Research on the Development Strategy of Business Administration of Small and Medium-sized Enterprises

3.1 To strengthen the setting of business administration objectives of enterprises

At present, the promotion of market competitiveness and innovative development have played an important role. The introduction of high-end skilled talents in the industry and the provision of more opportunities for further study for the existing high-end talents in enterprises can effectively enhance the strength of the talent team in small and medium-sized enterprises.

3.2 Enhance the understanding of the importance of enterprise culture construction

The development of cultural construction in small and medium-sized enterprises has an important impact on strengthening the cohesion between employees and enterprises, enhancing employees' sense of responsibility and promoting the unity and cooperation between departments. At the same time, in the process of enterprise culture construction, it is necessary to combine the enterprise development strategy, business philosophy, product and service quality and other related contents to enhance the depth and breadth of enterprise culture, so that it can really play a role in promoting enterprise development.

4 Concluding remarks

This paper analyzes the related contents of business administration and the current situation of business administration of small and medium-sized enterprises, and studies the specific strategies for small and medium-sized enterprises to carry out business administration. As you can see from this article, The development of industrial and commercial enterprise management needs to rely on clear management objectives, high-quality management talents and enterprise employees, and a sound management system and system. At the same time, it also needs a deep and breadth of corporate culture as an aid, so as to give full play to the role of business administration and make it an important driving force to promote the modernization of small and medium-sized enterprises.

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Author's brief introduction:

Wang Guangzhi, male, Han, 1989, born in Changchun, Jilin Province, master's degree, lecturer, research direction is business administration.

An Analysis of Longfellow's Dual Attitudes towards the American Indian in *The Song of Hiawatha*

Ting Zhang

Guangdong Baiyun University, Guangzhou 510000, Guangdong, China

Abstract: *The Song of Hiawatha* remains a fascinating source of American Indian myths and nearly the only memorable American Indian epic written in the 19th century. However, myth is a double-faced concept, which is used of both the deepest insights and the most deluding lies. Henry David Longfellow has adapted the American Indian myths in *The Song of Hiawatha*. Although he attempts to restore the brilliant Indian legends, he still can't get rid of his white identity, consciously showing his racial prejudice in his poem. And this paper aims to analyze Longfellow's dual attitudes towards the American Indian in *The Song of Hiawatha* and digs out reasons for his contradictory opinions.

KeyWords: Dual attitudes; The American Indian; Henry Wadsworth Longfellow; *The Song of Hiawatha*

The Song of Hiawatha written by Henry Wadsworth Longfellow, consists of twenty-three sections vividly recounts the adventures of an American Indian hero who fights for the better life of his people. an culture. However, readers are always confused by the arbitrarily imposed ending in which Hiawatha vacates his native village so that his fellow Indians might be more inclined to listen to the redeeming gospel of Christianity brought to them by European missionaries. This ending implicitly shows the whites' traditional prejudice on the native Americans from the perspective of colonialists. Therefore, although Longfellow spare no effort to restore the brilliant Indian legends, he still can't get rid of his white identity, consciously showing his racial prejudice in his poem. And this paper aims to analyze Longfellow's dual attitude towards the American Indian in *The Song of Hiawatha* and digs out reasons for his contradictory opinions.

1 Explicit theme: Praise of the Indian hero

In *The Song of Hiawatha*, Longfellow mainly lauds the kindness, wisdom, and bravery that are embodied in his title character Hiawatha in the former part. The mighty creator of the nations, Gitche Manito brings the various tribes together to smoke the peace pipe and sends a prophet to the people "Who shall guide you and shall teach you, / Who shall toil and suffer with you." (I: line 115-22) The prophet is Hiawatha and he indeed succeeds in carrying out his duty. The poem centers on the explicit theme of this Indian hero.

The physical prowess is demonstrated by Hiawatha in this poem. As Hiawatha is enduring days of fasting "For profit of his people/ For advantage of the Nations", he encounters a youth dressed in garments green and yellow. (V: line 7-8) This stranger insists that Hiawatha must wrestle him so as to gain what he has prayed for by struggle and by labor. Hiawatha continues his fast and simultaneously engages in the contest and finally conquers the stranger. The gift of corn he wins is for his people who have lived for hunting and fishing receive more reliable sources of food. In addition, in order to fight off a fever plaguing his people, Hiawatha challenges Megissogwon, the powerful magician who sends disease and death among his people. He arms himself with all his war-gear and arrives in the land of the magician, where he battles with the fiery serpent guards firstly. Then when finally combating with Megissogwon face to face, Hiawatha fears nothing and finally vanquishes Megissogwon with the help of a woodpecker, which enables Hiawatha to save his village from the fever and death.

Besides, the poem also promotes the intelligence and wisdom of Hiawatha. For example, when battling with his father Mudjekeewis, Hiawatha misleads his father to considering that the bulrushes are his weakness in order to allure his father's confession on his own vulnerability. What's more, Hiawatha taunts Nahma the sturgeon into swallowing him so that he can kill the giant fish from the inside. Most importantly, Hiawatha also builds a canoe, invents picture writing, and develops corn production, making him an epic hero because of both his mind and his brawn. In order to deepen the heroic image of Hiawatha, Longfellow contrasts Hiawatha with his two friends Chibiabos, the artistic singer who dies during a hunt, and Kwasind, who is strong but foolish enough to allow himself to be killed by the Little People. Different from his two friends, Hiawatha represents the ideal blend of wisdom and courageous strength.

The figure of Hiawatha represents the ideal blend of wisdom and courageous strength in Longfellow's poem, which emphasizes how intelligence and bravery is highly valued among the American Indian.

2 Implicit voice: uncivilized savage from the perspective of colonist

Longfellow praises the Indian hero in the former parts, but he abruptly converts to the friendliness and salvation from the whites at the ending. This relationship between the ending and its pre-text shows the obvious connection of the racial and political problems

inherent in the poem.

Longfellow's reconstruction of the Indian legends is unavoidably based on the traditional value of imperialism, degrading the American Indian as an alien kind who is waiting for the salvation of Christianity. Longfellow describes them as noble "savage" under the gaze of colonists. In the introduction part, the poet claims that if they "who have faith in God and Nature", they can "touch God's right hand in that darkness/ And are lifted up and strengthened" in "even savage bosoms". (Introduction, line 90-100) Through the promotion of European authority and civilization, Longfellow implicitly suggests that the Indian savage will finally convert to Christianity. Therefore, the wisdom and brave hero of the Indian nation is suddenly transformed as the spokesperson of the colonist in the last two chapters, directly proclaiming the supremacy of European civilization.

Besides, Longfellow's transformation of the Indian myths covers up some historical truth of the Indian tragedy in the course of European colonization. Colonists' claims on the salvation of the American Indian are used to rationalize their crime in the colonial expansion and conceal the suffering they bring to the native people with improper appropriation of the Indian myths. Longfellow manipulates the historical truth in order to maintain the rationality of imperialism. Confronted with the invasion of the white people, the Indian nation follows their prophet: "Let us welcome, then, the strangers/ Hail them as our friends and brothers/ And the heart's right hand of friendship/ Give them when they come to see us." (XXI: line 167-70) This vision of peace and brotherhood is immediately obliterated by another totally different vision. Hiawatha sees his "nation scattered" and the "remnants of the people" swept away "Like the withered leaves of Autumn." (XXI: line 195-200) Actually, it reveals the historic fate of the American Indian that the white destroys the optimistic dream and their home brutally in history. Longfellow does not assign any blame to the white people for their destruction of the life of the Indians. Though Hiawatha beholds his nation scattered, he blames his own people for their forgetfulness of his counsels and warring with each other instead of showing us the historical truth of the invasion of the white man. This reconstruction of the history of the American Indian helps to conceal the truth of the colonists' cruelty onto the Natives, depriving the voice of the minority and finally degrading them as the silent "others".

3 Reasons for Longfellow's contradictory attitudes

When Longfellow rewrites the Indian legends in his poem, he actually presents both the most faithful and the most faithless of the nineteenth-century versions of the Indian. While he bases the Indian legends in his poem, he also implicitly describes more cruel and grotesque aspects of the Native, especially some uncivilized acts of the American Indian. In fact, among the realistic literature in the colonial period, Native Americans are always regarded as violent, satanic, dangerous. Longfellow to some degree can't get rid of the traditional bias and his view of the American Indian proves to be paradoxical by regarding them as noble savages in the poem.

It is important for the white to believe that the Native Americans are savages, so Longfellow's attempt to deal with the Indian materials is bound to be problematic. Critics claim that Longfellow has failed to deal with the political equality by ignoring the truth that the Native has been dispossessed and killed by the white colonists during the colonial period. The relationship of the European-American and American Indian is between settler and aboriginal, colonizer and colonized, noble and slave, which precludes cultural continuity. And this racial discontinuity underlies the whole poem, especially the abrupt ending of the arrival of the "friendly" Europeans who will guide the Native with their noble religion. If the white believes that they were savages, then the conquest of them becomes much more justifiable. And all the inhuman crime the white commit to the Native can be justified as education and indoctrination. The white can tell themselves that these people are really bad people who deserve to be subjugated. The white deserves their land because the European-Americans are a superior people to them not only technologically but also morally. Therefore, Longfellow also holds this view of the American Indian because his nation needs to feel that they are right in taking their land and it needs to justify the invasion.

Longfellow's reshaping of the Indian elements in his poem mediates the radical conflicts that lay behind American's traditional attitudes to the Indian. To some degree, this mythological poem was an imaginative truth that made possible the flourishing of American artistic greatness and the development of national literature. However, it is argued that these nineteenth-century myths, which included the "savages of America", the "empty continent", the "vanishing race", have legitimized nineteenth-century racism and imperialism. The imperialist discourse gradually speeds up the displacement of the Indians and American expansionism.

4 Conclusion

Although Longfellow writes this poem within a year, it is the product of at least two decades of interest in the Indian legends. Recognizing that these tales are in danger of disappearing, he tries to preserve them within the framework of an epic poem, reconstructing the epic heroic images of the Indian tribes. However, the poem reflects the European legend of the noble savage and the classical conventions of the heroic poem. Longfellow's adaptation at some degree fails to loyally represent the Indian culture. Therefore, although he attempts to reconstruct the Indian culture with the hope to protect them, he is confused by his white identity and can't escape the limitation of his national culture and era.

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Research on Rural Environmental Governance by Polycentric Theory

Xiaoya Li

School of Law and Politics, Hebei GEO University Hebei, Shijiazhuang, 050000

Abstract: Rural environmental governance is a major move to improve the quality of life of the rural population. It is related to multiple governance entities such as the government, the market, and society. This article uses polycentric theory to analyze rural environmental governance. At present, rural environmental governance faces the challenges including weak awareness and ability of the villagers, insufficient participation of market players, and weakness of grassroots social organizations. Effective rural environmental governance can be achieved through equal cooperation, effective supplementation and mutual supervision. Finally, suggestions are put forward from the perspective of the government, the grassroots social organizations and the villagers.

Keywords: Rural area; Environmental governance; Polycentric theory

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Although the development of economy improved the life quality of citizens, it also has negative impact of externality on environment, such as pollution. The United Nations and countries across the world pay more attention to the environmental problems. Environmental governance has become an important and hot global topic. In academia, many scholars have conducted various discussions on environmental governance. Meanwhile, some focus on Co-governance. Exactly, Environmental cooperative governance helps raise public awareness of environmental policies and encourage the public participation in environmental technology.^[1] In another perspective, There are more advantages in urban areas than rural areas, such as economic advantages, talent advantages, and more government attention, so that urban environmental governance has achieved more achievements than rural areas. Rural areas face greater challenges in environmental governance, because of lacking technologies and infrastructure and poor environmental awareness.

Rural environmental governance is a public and private matter which involves social public interests, rural collective interests and villagers' personal interests. If we only rely on the government to solve this problem, it must expend huge management cost which is a economic burden for the government. Otherwise, excessive government intervention in rural affairs is obviously not conducive to the realization of rural autonomy and social democracy. On the contrary, if we only rely on villager autonomy, it is also difficult to achieve the desired results due to villagers' short-sightedness and the absence of rural environmental governance infrastructure and macro-control and supervision. In addition, the market mechanism is inherently not suitable for environmental governance due to its profit-seeking nature. It concludes that market mechanisms or government mechanisms cannot solve rural environmental problems well by itself. Under this circumstance, Polycentric theory has become an efficient theory in rural environmental governance which advocates the cooperation network between the government and citizens to maximize public interests. At the same time, the cooperation between government subject and other subjects will naturally transfer responsibilities to them, which will help multi-subject to share environmental responsibilities.^[2]

1 Polycentric theory

The concept of "polycentricity" first appeared in Michael Polanyi's book. Eleanor Ostrom inherited the concept of "polycentricity" and put forward the theory of polycentricity. It is believed that the environmental governance is not only the responsibility of the government, but also requires extensive attention from all sectors of society. Therefore, It is necessary to establish a multi-subject governance system, with members of society taking the responsibility for environmental governance.^[3] The theory of polycentric governance advocates that, besides the two hands of the market and the government, the society is the third hand to participate in the governance of public affairs, in order to make up the "market failure" and "government failure". "Multi-subject" governance emphasizes autonomous governance, allowing multiple independent power centers and service centers to coexist and jointly manage public affairs. The social factors are complex, the environmental resources are public, and the single-subject governance model can no longer meet the status. Only the pluralistic environmental governance model can meet the requirements of environmental

rationality.^[4]The polycentric governance theory states that enterprises, the public, and environmental NGOs all can be the subjects of environmental governance. The value of this theory lies mainly in communalism and pluralism. Multi-subject public governance and diversified systems and public policy arrangements can curb opportunism in collective action to the greatest extent and realize the sustainable development of public interests.^[5]

Using polycentric theory to study rural environmental governance has both theoretical and practical significance. Firstly, the polycentric theory provides a theoretical basis for other subjects to participate in rural environmental governance. Secondly, the polycentric theory can introduce more social funds for rural environmental governance to make up for the gap between the actual investment and actual needs of rural environment governance funds. Finally, with the help of polycentric theory, we define the responsibilities of multiple subjects in the process of rural governance, and encourage social subjects to actively participate in the public affairs of rural environmental governance, and establish a rural environmental governance network of multi-subject cooperation.

2 The current situation of rural environmental governance

Promoting rural environmental governance is the key point to the success of the rural revitalization strategy and sustainable development strategy, and it is also the emphasis of improving the living quality of rural residents. Rural environmental governance is a complex and systematic project that cannot be completed by a single subject. For multiple subjects participating in rural environmental governance, there are currently the following problems to resolve.

2.1 Villagers' consciousness and abilities are weak

For a long time, The government had undertaken most of the work of rural environmental governance. Villagers have formed a path dependence on this and lacked the subjective consciousness of participation, thus, the ability of villagers to participate in environmental governance is weak. In the rural area, it is difficult to avoid the dilemma of collective action and the tragedy of the commons. What's worse, with the development of urban households, there has been a serious brain drain in rural areas. Lots of young capable people have moved to cities, participating in the city construction. Due to weak rural infrastructure, few people have moved from cities to rural areas. The problem of rural hollowing is serious. Moreover, the rural areas lack a standardized management system. Villagers' random environmental pollution behavior brings bad consequences. If the behavior of environmental pollution on villagers cannot be prevented and punished in time, it would encourage other villagers' environmental pollution behavior in disguise. Over time, the rural environment problems will become more and more difficult to manage.

2.2 Less market participation

The market follows the price and interest mechanism. Market players are less involved in public affairs, especially in the environmental governance project which require large investment but small in return. Most of the environmental governance in rural areas is mainly based on government governance or rural autonomous governance as the main governance model, with less market participants. The rural environmental governance market mechanism is still immature. The market subject dominated by enterprises lack the motivation to participate in rural environmental governance. This leads to the lack of important subjects in rural environmental governance, which makes it difficult to improve governance efficiency.

2.3 Weakness of grassroots social organizations

The advent of the era of diversification provides a good environment for the development of social organizations. However, social organizations have more frequent activities in cities and seldom get involved in rural affairs. Grassroots social organizations are often small in scale, simple in structure, and lack of funds. In addition, the development of rural grassroots social organizations has insufficient motivation and weak strength. Moreover, in rural environmental governance, the cooperative relationship between grassroots environmental NGOs and local governments has many difficulties, mainly manifested in the lack of consensus, trust and communication. Grassroots social organizations should become the main part of rural environmental governance.

3 Selection of polycentric governance mechanism

3.1 Value orientation: to ensure equal status of governance subjects

The rural environmental governance system is implemented by the government, market, grassroots social organizations and villagers with different interests and preferences. The respective interests and common interests of the different subjects are carried out through the collaborative governance model. All entities should reach a consensus through equal consultations and act in concert. In a polycentric Governance system, unless appropriate autonomy is granted to each subject, the advantages of the multi-subject system will not be fully realized. The core of polycentric theory is that there are multiple subjects, which emphasizes that multiple subjects, regardless of size or strengths, conduct collective actions around specific public affairs through equal negotiation.

3.2 Effective supplement: Realize the complementarity of the advantages

Each governance subject in the rural environmental governance system has its own strengths. For example, the advantage of the market is that it pays more attention to costs and income, so that it can complete environmental governance more effectively. The advantage of the government is that it can make overall planning and pay more attention to fairness. The advantage of grassroots social organizations is that it is more professional and close to the people, which is easy to trigger villagers' recognition and participation enthusiasm. The benign interaction and effective connection between them are important features of multiple co-governance, which can stimulate the enthusiasm and creativity of each subject, and realize the complementarity between the advantages and disadvantages of governance subjects.

3.3. Supervision checks and balances: standardize the behavior of governance entities

A sound supervision network is a guarantee for the effectiveness, legitimacy, transparency and fairness of the rural environmental governance by multiple subjects. The supervision network is multi-directional supervision rather than one-way hierarchical supervision. While the government supervises the governance behaviors of enterprises and social environmental protection organizations, it is also

under the supervision of other governance subjects. Only in this way, can we standardize the behavior of those governed subjects and achieve efficient governance.

4 Path optimization of rural environmental governance

Multi-subject governance advocates the realization of coordination, integration and interaction in governance levels, governance functions, and public and private sectors. A diversified rural environmental governance system should be built in which the government, market, environmental protection organizations, and villagers complement and coordinate each other. We should proceed from the following aspects to optimize the rural environmental governance of multiple subjects.

4.1 The government should play a leading role

Environmental governance is a big project that benefits the country and the people. As the governor of public affairs and the provider of public services, the government assumes the indispensable responsibility. The government should give full play to its guiding role and guide other organizations, and individuals in the society to play their own roles, and further realize and improve governance efficiency and governance results. The government should gradually transform from the oarsman to the helm, getting rid of the micro-affairs of environmental governance, and handing it over to other subjects such as the market and social organizations. The government is mainly responsible for the macro-control of environmental governance. First, the government should shoulder the responsibility of environmental governance publicity, enhancing the awareness of other subjects of environmental governance and their enthusiasm for participating in environmental governance. Second, since the economic foundation is weak and environmental protection technology is poor in the rural area, the government should provide special funds and technical support. Third, the government, as a macro-controller and supervisor, should play a supervisory and coordinating role in rural environmental governance, and act as a meta-governance role. Multi-level governance may have the phenomenon of fitness failure, and the governance effect is difficult to guarantee.^[6] So the government is here to prevent the occurrence of governance failures. In short, the leading role of the government is mainly to guide the behavior of other subjects in rural environmental governance and to ensure the effectiveness of the governance system.

4.2 The rural social capital should be improved

As a self-sustaining improvement behavior of villagers, environmental protection not only requires input from the government and non-governmental organizations, but is also closely related to the development of local social capital.^[7] First, wider social networks should be established including the relationship network among villagers, the government, the market and social organizations, as well as the social network among villagers and villagers. The environmental governance communication platform should be built to broaden the social network. Second, in addition to the original social network in rural areas, environment governance network can further enhance the villagers' endogenous motivation for environment governance. Second, social capital also includes rural norms, trust, and recognition. Compared with urban communities, rural areas are a society of acquaintances. Informal rural systems and village regulations can be fully utilized to restrain villagers' environmental pollution behaviors. Positive and negative incentive measures should be used to encourage villagers to participate in rural environmental governance. The villagers will have such a mentality with trust in other villagers: if I implement environmental protection behaviors, other villagers will also implement environmental protection behaviors. Under the effect of this trust mechanism, the occurrence of free-riding will be reduced. Third, the villagers' identification with the countryside is also conducive to villagers' participation in rural environmental governance. If the villagers have a sense of identity and belonging in the countryside, they will inevitably devote themselves to building a beautiful community home. Therefore, it is necessary to improve the construction of rural social capital and use social capital to standardize and encourage villagers' environmental governance behavior.

4.3 Grassroots social organizations should participate actively

Social organization groups, with non-profit characteristics, are spontaneous non-governmental organizations which are independent of the government and the market. With the development and growth of social organizations, more and more of them are participating in environmental governance, such as environmental NGOs. The environmental NGOs refer to environmental protection as the main purpose and not for profit. First, grassroots environmental protection organizations specialize in environmental governance and therefore have professional advantages. They are more possible to provide more scientific and reasonable suggestions for rural environmental governance. Simultaneously, grassroots environmental protection organizations can provide more resources. Second, rooted in the countryside, grassroots environmental protection organizations are closer to the grassroots, so that it is easy for them to promote the coordination and cooperation of multiple subjects and mobilize the enthusiasm of multiple subjects to participate in environmental governance. Finally, it is more fair for grassroots environmental protection organizations to supervise the behavior of other governance subjects from the standpoint of a third party, and they can act as a lubricant for the multiple governance of the rural environment. It is necessary to encourage the development of grassroots environmental protection organizations by providing them with good policy conditions and enabling them to play a good synergy. At the same time, grassroots environmental protection organizations should also make efforts to improve themselves.

4.4 The PPP model can be introduced

The application of the PPP model to rural environmental governance is good for the government, enterprises and society. The PPP model of rural environmental governance should be completed under the push of the government and the attraction of the market, in other words, it is the government's policy promotion and the market's interest attraction. The government can formulate policies to encourage market players, such as enterprises, to participate in rural environmental governance. For example, the government can make tax reductions and exemptions for enterprises participating in rural environmental governance. And at the same time, rural environmental governance projects can be contracted to market subjects by market mechanisms through government purchasing of services which can relieve the government pressure on rural environmental governance as well as improve the efficiency of

rural environmental governance. PPP model is quite useful to bond the government, market and society, and promote diversified governance of the rural environment.

4.5 Improve villagers' environmental governance capabilities

Villagers are the direct participants in the rural environment and the first beneficiaries of rural environmental governance. They are also the biggest power in rural environmental governance. The cooperation between rural communities and the government is more conducive to considering comprehensive economic, social and environmental issues.^[8] Rural environmental governance involves the daily behavior of villagers. Only the endogenous motivation of villagers to participate in environmental governance be mobilized and the ability of environmental governance be improved, can the rural environmental problem be solved. Therefore, villagers' opinions and suggestions should be taken as important decision-making basis. First, strengthen the consciousness of environmental governance of the village cadres since village cadres can be leaders and practitioners of rural environmental governance. So that they can be role models and encourage all villagers to participate in rural environmental governance. Second, environmental governance should be integrated into the construction of rural culture in rural areas as a part of rural culture. The impact of culture on people is most lasting. Competitions about waste classification and waste transformation can be held regularly to incorporate the concept of environmental governance. In rural culture, environmental protection awards should be set up to mobilize villagers' enthusiasm for environmental governance. In addition, rural environmental governance lectures can be set up to gradually improve the villagers' consciousness and capabilities.

Conclusion

Rural environmental governance is a major livelihood issue involving agriculture, rural areas and farmers. Rural environmental governance is of great significance to the development of rural areas and the improvement of villagers' living standards. It is also an important manifestation of national development and revitalization, and it is a direct measure of national governance capabilities. Therefore, rural environmental governance is a major project involving the interests of multiple subjects. It is necessary to mobilize the resources and strengths of multiple subjects, to integrate the government, market and social organizations to achieve efficient governance. The polycentric theory provides a theoretical basis for the multiple governance of rural environmental governance. Under the guidance of the polycentric theory, each subject performs its own duties and responsibilities to create a better rural community.

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Research on Enterprise Financial Accounting Innovation Based on the New Normal Economic Environment

Guangzhi Wang

Jilin Jianzhu University, Changchun City Jilin Province 130118

Abstract: When the new normal was first proposed, it showed that our country's economy has begun to present new characteristics at this stage, which namely is the optimization and adjustment of industrial structure, innovation and evolution has become to be the main orientation, and market competition focused on brand characteristics. A good developmental model is created with scientific industrial structure, stable economic development and reasonable social division of labor. Therefore, in this economic environment, corporate financial accounting work has ushered in new development opportunities and challenges. Based on this, this article has conducted an in-depth exploration of corporate financial accounting work innovation under the new normal economic environment.

Keywords: New normal economy; Enterprise; Financial Accounting; Innovation

Introduction:

At present, the financial and accounting work of Chinese enterprises is facing many problems, which have also caused a series of crises, which seriously hinder the long-term and stable development of enterprises^[1]. General Secretary Xi Jinping pointed out in the financial work conference that as an accountant, he needs to have good forecasting and analysis capabilities, and he should learn to participate in management, create value, and provide enterprises with higher added value. To further clarify in the planning outline, to accelerate the transformation of the work of enterprises and accounting units is a major task of the current accounting reform and development in our country, to improve the level of enterprise management in order to maximize benefits. To this regard, the financial accounting work of enterprises must embark on the road of reform and innovation.

1 Environmental analysis of corporate financial accounting under the new normal economy

1.1 Economic environment

Under the new normal economy, the economic environment faced by corporate financial accounting has become more and more complex. The extensive economic development model dominated by expansion of production capacity in the past which has long been unable to meet the needs of modern economic development. With the deepening of economic globalization, the government is changing its functions at the right time to avoid excessive intervention, and the economic growth rate has also begun to move toward a state of medium-to-high speed growth^[2]. In addition, in the development of the socialist market economy, it is more dependent on the market itself to rationally allocate resources. In order to promote the reform of the fiscal and taxation system, reduce taxation links, and reduce the tax burden, the whole nation has implemented a comprehensive tax policy for the reform of business tax.

1.2 Legal environment

With the implementation of our country's rule of law policy, market rules are becoming more and more perfect. In order to adapt to this legal environment, the accounting industry has formulated relevant laws and set strict standards for accounting standards and accounting procedures, which has promoted the development of legalization and standardization of accounting treatment.

1.3 Technological environment

In the new normal economy, innovative thinking and technology based on big data, cloud computing and the Internet have enabled the integrated development of traditional industries and the Internet, which promoted the deepening of innovation and reform of business models and business activities, and added new vitality to management accounting innovation and system construction.

2 Situational analysis of corporate financial accounting under the new normal economic environment

The new normal economy was proposed by Mohamed Elia and Bill Gross of the United States. Under the impact of the 2008 financial crisis, capital countries tried their best to find a new economic structure in order to restore economic stability, although developed economies ushered in a certain economic situation recovery, but it is unable to contain the outbreak of social contradictions

or even intensification day by day, making the economy usher in a bottleneck period in which there is no way to develop. However, our country can still maintain a GDP growth rate of 7% under this trend of global economic decline. The booming speed and volume of the world's second largest economy have begun to receive active attention from the international market. Countries around the world have also begun to try to understand the charm and vitality of the socialist line with Chinese characteristics. New normal economy of our country was proposed by the General Secretary during his inspection in Henan, and he once again clarified the new normal at the non-party forum, summarized the current economic situation in my country with the concept of the new normal, and further extended it to a strategic height, showing that our country's profound appointment of timely changes in the socialist market economy has put forward new requirements for the macro economy, and has had a huge impact on the transformation of various industries and national development ^[3].

In 2015, our country's economy showed a state of slowing growth, which providing more sufficient time to further adapt to the new normal economic environment. Under the new normal economic environment, our country's economic development has shown obvious differences compared with the rapid progress in the early period of reform and opening up, which is the economic growth rate has gradually changed from high-speed to medium-high speed, and the development model has changed from extensive to economical. In order to meet the requirement for quantity to quality, the business model has changed from labor-intensive to high-tech industries. .

These rapid changes are the achievements of our country after we ushered in the new normal economy. From policy to the market, the impact of the new normal economy on my country's economy cannot be underestimated. While corporate financial accounting work is closely related to the market economy, it is also vigorously cooperating with the development of the new normal economy.

3 Analysis on the problems of enterprise financial accounting work under the new normal economic environment

3.1 Lack of attention

In the process of economic development, some companies pay too much attention to economic benefits and ignore the importance of financial work. They simply allow accountants to perform basic calculations and statistics, and fail to effectively play the inherent potential of financial accounting. The multi-faceted role of corporate decision-making and big data analysis has not been fully utilized. Even though a small number of enterprises have accepted and introduced modern management models, they have not realized the innovation and reform of enterprise management, making it difficult for financial accounting work to be carried out smoothly and effectively, resulting in serious waste of funds and manpower, and thus restricting the survival and development of enterprises.

3.2 The enterprise foundation is severely restricted

Enterprises in China are mainly private companies. Due to their own capabilities and capital constraints, they have not formed a complete fund management mechanism, and financial accounting systems are relatively scarce, even have not set up a dedicated accounting department. When making decisions, the managers that directly delivered important instructions, and there was no collective discussion and analysis at all. At the same time, due to corporate philosophy and financial constraints, when recruiting and absorbing financial accounting talents, there is no clear stipulation that they must have good abilities and qualifications, which directly causes financial accounting personnel to frequently make mistakes in their work. As a result, it is bound to hinder the stable development of enterprises ^[4].

3.3 Lack of financial accounting talents

Existing financial accounting personnel usually have the ability of statistical accounting and financial accounting, which can meet the talent requirements of the enterprise. However, under the new normal economy, the requirements and standards for financial accounting talents continue to increase. Some financial and accounting talents have not kept up with the pace of the times, neither continue to absorb new knowledge nor improve my professional ability on a daily basis. As a result, there is a serious shortage of talents in the entire financial accounting industry. In addition, some financial accountants violated their original intentions, lacked a good sense of responsibility and integrity, and did things that violated professional ethics and even laws, which caused irreparable losses to the economic interests and reputation of the company.

3.4 Imperfect laws and management systems

Although our country's financial laws and regulations have been improving and penalties have been increased, there is still a certain degree of lag and imperfection in the formulation of laws and regulations, which causes most companies to still have a fluke mentality, and the low cost of violating is also the main reason. It is easy to cause autonomy and independence of accountants with the lack of a complete financial and accounting supervision and management system within the enterprise. And coupled with an imperfect management system, it will also cause financial accounting personnel to falsify data and information, transfer corporate property, and harm corporate interests.

4 The innovative strategies of enterprise financial accounting in the new normal economic environment

4.1 Strengthen the construction of talent team

Under the new normal economic environment, companies can build a complete corporate accounting data information system based on big data and artificial intelligence, and abandon the traditional single-type information transmission mode. In corporate financial business, relevant information technology can be used to directly transmit relevant accounting information and status to financial accountants which is based on the system to ensure the efficiency of corporate business and financial work. Fully understand the work attitude, efficiency, and quality of financial accounting personnel, and develop targeted talent education and training activities

to continuously improve the professional knowledge and professional quality of financial accounting personnel. At the same time, set up a feasible and appropriate reward system, and give appropriate rewards to financial accounting personnel with excellent work ability and good performance. In order to mobilize his work enthusiasm and initiative, so that the efficiency and level of financial accounting work has been significantly improved.

4.2 Improve the financial accounting system

Based on the new normal economic environment, companies can build a complete financial and accounting-related system. Especially the fund management system must be strengthened and perfected in all directions. Regarding the internal liquidity of the enterprise, it should be settled regularly and recorded in detail. Only in this way can the financial and accounting work encounter problems in a timely and effective manner, and to minimize the impact of financial accounting work problems, so as to avoid the decline in the economic and social benefits of the enterprise.

4.3 Strengthen internal system construction

From the perspective of the new normal economy, the construction of corporate internal supervision and management plays a key role in the development of financial accounting work. The development of financial accounting work needs to strictly abide by accounting standards and systems, and implement the relevant internal rules and regulations of the enterprise^[5]. In addition, it is necessary to build a division and cooperation system for financial and accounting personnel with separate positions to ensure that their work is incompatible and does not affect each other. At the same time, a supervision responsibility mechanism should be adopted, with specific responsibilities for individuals, strengthen supervision and management, and strictly curb corruption of public funds. Based on this, companies should also strengthen financial risk system management, establish risk assessment teams, and design complete risk assessment indicators and standards that are consistent with the actual situation of the company, so as to deeply analyze the financial risks that the company may encounter and take timely measures and make effective countermeasures to prevent and control. As the core group of the supervision and management department, the internal auditors of the enterprise must have solid professional ability and good comprehensive quality to ensure the rigor of internal audit, and they should effectively communicate and exchange accounting information during the audit process to ensure the audit work omnidirectionality.

4.4 Improve awareness of risk prevention and control

Based on the new normal economic environment, companies can provide a large amount of data and information, use financial risk as an important part of financial accounting, reduce financing risks, clarify the best financing mechanisms and channels consistent with the development status, and formulate clear long-term goals and strategic development channels, formulate appropriate financial accounting plans and financial risk management standards at all stages of the enterprise, so as to provide powerful help for the enterprise to achieve healthy economic development.

4.5 Enhance the circulation of accounting information

In order to promote the significant improvement of the quality of corporate financial accounting information and the level of corporate management, the flow of financial accounting information needs to be further enhanced in the process of corporate financial accounting information management. Through artificial intelligence or cloud computing, the system can integrate business processes and financial processes to integrate into efficient operation and financial systems, scientifically and rationally allocate labor, and transfer redundant labor to financial analysis to improve financial accounting Value, laying a good economic foundation for enterprises to deal with the new normal economic environment.

4.6 Introduce technological innovation model

Combining financial accounting theory with practical scientific and technological innovation, It can effectively deal with undesirable phenomena such as low efficiency, complicated procedures, and high cost. Corporate financial accounting can make full and reasonable use of information technology to optimize and improve management methods, promote the development of information innovation, and improve the efficiency and level of financial accounting. Not only the cost is low, but the procedure is simple, which can effectively promote the long-term and healthy development of the enterprise economy^[6].

4.7 Innovative financial accounting reform

The so-called financial accounting work in traditional enterprises, the basic functions are accounting and bookkeeping. Therefore, under the new normal economic environment, companies must innovate and reform financial accounting work, promote the transformation of financial accounting functions, and deeply analyze corporate strategic management, marketing, customer value, etc., and summarize and integrate comprehensive accounting information. This will lay a strong technical foundation for enterprise innovation and reform, transformation and upgrading, and new business development. In addition, the innovation and reform of corporate financial accounting can be realized by means of management, that is, the establishment of corporate financial accounting information system, which encourage enterprises based on the sharing of financial and accounting information to collect statistics and standardize the information of accountants and financial accounting data, so as to effectively improve work efficiency. It is convenient for low-cost management of enterprises, and at the same time, it can effectively curb the financial and accounting risks of enterprises. At the same time, it can also centralize management and control of funds, which can effectively improve the efficiency of capital use and save financing costs, and the centralized management model can enhance the flexibility of capital flow. However, the innovation and reform of corporate financial accounting is closely related to the financial accounting function itself. Any channel needs to be based on the financial function as the core, with corporate strategy as the background, and the ultimate goal of maximizing corporate economic benefits. Only in this way can we realize innovative reforms in the true sense of financial accounting, and then promote the sustainable development of the enterprise economy.

5 Conclusion

All in all, with the advent of the new normal economic era, corporate economic development and financial accounting have

ushered in new development opportunities and challenges. Therefore, enterprises need to actively respond to challenges while making full and reasonable use of development opportunities. The innovation of corporate financial accounting work under the new normal economic environment is an inevitable trend. In the process of stable development of the socialist market economy, market competition has become increasingly fierce. Therefore, enterprises must innovate and reform, transform and upgrade financial accounting work, and promote the transformation of financial accounting into management accounting, so as to strengthen the core competitiveness of the enterprise and ensure that the enterprise has an invincible position in the market competition. At the same time, improve the overall level of the corporate financial accounting department and create a good working environment to promote the stable construction of the corporate economy and lay a solid foundation for the long-term and healthy development of the national economy.

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Future Analysis and Impact on Retail Futures

Rui Wang

Winchester School of Art, The University of Southampton University of Southampton, SO23 8DL

Abstract: The fundamental purpose of this report was to critically reflect on the 'Future of the Retail Store' utilising knowledge on the subject that was covered during the module as well as additional knowledge from literature and research. The two key factors that will change the fast fashion sector in the future is technology and growing concerns over the environment. The findings of the analysis revealed the following trends: Disruptive innovation will enable firms to produce cutting edge fashion items with multiple purposes, which cutting overheads as well. Increased use of technology to enhance customer experience. Shopping in stores will not be obsolete but will become a luxury experience. AdSmart advertising will become popular to reach mass audience. Fast fashion retailers will use most sustainable practices to reduce environmental impacts.

Keywords: Future of the Retail Store; Technology and growing concerns over the environment will change future fast fashion

Introduction

The purpose of this report is to critically reflect on the 'Future of the Retail Store' utilising knowledge on the subject that was covered during the module as well as additional knowledge from literature and research. This report will be written specifically focusing on fast fashion sector. Since this report investigates 'future of the retail store' within the fast fashion industry, it is essential for the reader to comprehend the definition of fast fashion. As described by Coello and Chang^[7] 'fast fashion' is a contemporary term coined by fashion retailers that refers to mass production of inexpensive clothes as promptly and as regularly as possible, as a reaction to latest trends. Fast fashion is practiced by retailers such as Zara, Topshop, and H&M. When evaluating trends in retail sales, online sales only accounted for 5% of sales in 2009, whereas this percentage had increased to 20% by the year 2010. This reveals that fast fashion is swiftly shifting from high streets to e-commerce due to changing consumer lifestyles and increase convenience^[4].

Analysis

Context

Since the lockdown because of coronavirus, brick and mortar stores have increasingly witnessed a dramatic decline in their profits, forcing some retailers to completely close few of their stores to save operating expenses^[7]. The number of visitors to the store has decreased with the increase of confirmed cases since the appearance of COVID-19. While high street retailers have observed decline in profits since the beginning of lockdown, retailers who utilise an integrated approach of being on the high street as well as online, are using this current retail environment to increase their online presence.^[25] For example, despite having to shut down 3,785 stores across 39 markets during the pandemic, Zara (fast fashion retailer) reported their net sales increased by 8% as it was boosted by a 23% surge in online sales^[23]. As a result, it can be summarised that the current retail environment is dull in the high street due to stores being shut down and consumers staying home during the pandemic, whereas online sales are increasing enabling online retailers to increase their presence within the e-commerce retail sector^[25].

Conflict Theory

First reports of fast fashion, which was during the industrial revolution in the 1800s, shows the industry introduced textile machines, factories, and ready-made clothing. This was also the era where clothing started to be made in bulks as well as in a range of sizes, in comparison to being made to order^[19]. Increased production of clothing in bulks allowed then retailers to see a spike in their profits, and this is how the concept of fast fashion was designed^[1]. Slowly moving onto 1900s to 1950s, by this time there were increased number of clothing factories as well as sewing innovations, however majority of clothing productions were still being undertaken within households or small workshops^[12]. WW2 preceded an increase in standardised production for all clothing due to restrictions on fabrics and functional styles^[21]. During the 1960s, the younger generations started to embrace cheaply made clothing in order to stay up to date with new trends, as well as reject the sartorial traditions of their older generations^[12]. Increased demand for clothing was becoming more prominent, which led to textile mills opening across the developing world, enabling the US and European countries to save costs of production^[1]. 1960s to 2000s were when fast fashion actually started to evolve, with Zara, H&M and TopShop being few of the key players in the sector currently^[21]. Comparing the modern-day fashion industry to the fashion industry in the 1800s, it is evident that there have been dramatic changes in terms of clothing. In their modern day, customers are able to purchase apparel on their electronic devices which no one could have predicted in the 1800s^[19]. For the future, it can be argued that

there will be increased usage of automated technology beyond the warehouse within the fast fashion industry which will cut down the need for manual labour^[21].

With regards to disruptive theory, fast fashion can be labelled as a disrupter of the fashion industry, due to gaining the ability to innovate and reduce costs through disrupting the market^[12]. It can be arguably said that in the future fashion will focus more on the sustainable aspects of manufacturing. Currently the fast fashion sector is among the top sectors of producing waste^[19]. In a world where the number of eco-conscious and climate activism consumers are increasing, fast fashion brands will adopt more ethical and sustainable practices in the future to stay relevant among customers and to ensure that customer wants are met^[1]. One current day fashion practice that will change in the future is degrading non-sustainable fabrics to make clothing and instead use sustainable fabrics. By doing so, firms will be contributing to producing less wastage, thus contributing to an environmental benefit^[22]. Disruptive innovation will also allow fast fashion retailers to experiment various styles that can be worn to express themselves, but also be useful to the customer simultaneously^[13]. For instance, research is being undertaken to produce solar powered items of clothing which can be used to charge phones while people are on the move^[21].

Community

In terms of localisation, there are several factors that have been delivered which effect the fast fashion industry. Examples include staying relevant within the market segment, increasing global presence, mitigating cultural sensitivity, etc^[15]. One way in which the fast fashion sector can involve a sense of community both locally and internally as a brand is through ensuring localisation is achieved through localising the merchandise according to the target market in each location^[5]. This is essential since the global market is unique and customers from different countries and backgrounds have differing style^[6]. As a result, when localising merchandise to a specific country, brands need to ensure they tailor the merchandise to meet the needs of the specific target market^[5]. Additionally, when localising, it is essential that no mistakes are made^[17]. For instance, getting the wrong merchandise style for each country can lead to decreased sales which will affect sales dramatically. Conservatism is the main feature of Arab clothing. It is unwise to put exposed clothes in Arab shops for sale. Intensive investment in localisation ensures retailer satisfy customer wants and allows customers to browse products that match their style. This enables the firm to have increased customer intimacy due to increased customer shopping experience^[15]. The downside of localisation is the costs associated with it. Localisation is not inexpensive and most certainly is not affordable for small retailers. However, Keane and Morschett^[17] argues localisation is worth investing in as the payoffs are unbelievable as evidenced by Zara who spends most of its budgets on localisation and not marketing^[6].

Commerce and Connectivity

When the term ‘frictionless trading’ was coined by retailers, the term literally meant “lack of friction” and was used to describe increased ease and lack of hassle^[11]. However, since the development of this term, several innovations have occurred which has reshaped customer shopping habits, resulting in a slight change of meaning for the term “frictionless”^[16]. Currently, frictionless does not just mean increased ease of less hassle, but the meaning has expanded to greater speed, personalisation, and wow experiences^[8]. The way in which a retailer can gain competitive advantage utilising the concept of frictionless is through using big data and Artificial Intelligence (AI) to predict customer needs, followed by personalised adverts which assists in increasing customer engagement^[14]. Integrating buying opportunities as seamlessly as possible into the everyday activities of shoppers through personalized adverts, reduces the amount of time and hassle involved in the steps between desire for a product and receiving it^[25]. This is extremely beneficial in the future retail environment as majority of the customers will have a ‘I want it now’ attitude which brands will have to keep up with to ensure customer satisfaction and sustain their market base^[11].

In recent years, stores have witnessed increased usage of technology to ensure customer engagement and enhance customer shopping experience. In the future, the fast fashion industry will utilise Augmented Reality (AR) technology within their stores that enables customers to turn clothes to life instore using the AR app^[8]. Experiences such as this emphasise that in the future, technology will be more prominent within customer shopping habits^[11]. There is also possibility that customer service assistants within stores can be replaced by robots in the future who will be able to assist customers to find items they are seeking for and searching for product information^[21].

Central Place Theory

First articulated in 1933, the Central Place Theory attempts to clarify the size, nature and spacing of cities as central places supplying goods to the surrounding population. Having formulated this theory, Walter (1933) was able to explain in loose terms why cities such as London, New York and Paris contain many of the top fashion destinations and stores and smaller towns around the UK and world do not contain high concentration of major shopping districts. The Central Place Theory is split into two parts: threshold and range of goods. The minimum population that is required to bring about the provision of certain good or services is called threshold^[2]. Whereas, the average maximum distance people will travel to purchase goods and services is categorized into the range of goods or services section^[13]. As a result, it is argued that expensive luxury goods (comparison goods) which are ‘infrequent’ in the way the consumer purchases them have a ‘higher’ threshold, revealing that customers will travel further for luxury goods. On the other hand, inexpensive (convenience) goods have lower thresholds^[9]. Central Place Theory has faced criticism because the theory is based on classical, arguably unsustainable, economic assumptions such as the uniformity of consumers and travel^[2]. However, Parr^[22] argues the rise of shopping areas in UK towns can be advocated using the central place theory principles.

Using the Central Place Theory to analyse the fast fashion retail sector, it is evident that this theory is vital when deciding where to locate stores^[13]. As argued by Parr^[22] attractiveness of fast fashion retailers in the modern-day society is extremely high, especially among the younger generations. Consumers have moved forward from the concept of buying clothing few times a year (in the 1800s) to few times a month, due to wanting to stay up to date with trendy styles^[9]. Fast fashion consists of inexpensive clothing, and therefore customers are willingly accepting garments of lesser quality in substitution for lower prices. Thus, they are also quick to discard items

and move onto the next trend, revealing that fast fashion is disposable fashion^[13]. Since the increase in demand for fast fashion, it can be observed that fast fashion retailers have stores in places with high levels of footfall to attract more customers, but also areas in which household incomes are higher^[9]. Economic status of consumers in the area is vital to maintain attractiveness of the sector as consumers with higher disposable income tend to be more mobile and bypass goods with lower threshold^[13]. In the future, there are arguments that all of fast fashion will be online and that stores will be shut down to save costs. However, Parr^[22] argues that customers will still enjoy the occasionally shopping spree experience where they can go in, see, touch, and try on clothing before making a purchase. Dennis, Marsland and Cockett^[9] supported this argument stating that shopping for clothing in stores may become a luxury experience with fashion retailers only being in areas with higher consumer income and higher footfall, meaning those who are not in the area will have to travel for shopping. Highstreet shops may close down, however increased number of concept stores will be built as these will be most suitable for the future lifestyle of a customer who places high importance on convenience^[21].

Content

Content within fast fashion is vital due to the needs of customers of wanting to stay trendy all throughout the year, thus fast fashion retailers need to ensure they have trendy products. According to Kotler (1967), characteristics of a product does not just lie within a physical object or part of a service. Instead Kotler (1967) states the description of a product is anything that has the ability to meet a customer need or want. This implies that shop assistants can also be considered as a product. Kotler's (1967) definition of product goes beyond just being a physical object of a service. Instead, he defines a product as anything that can meet a need or a want. This means that even a retail store or a customer service representative is considered a product. As a result, due to customers of fast fashion have high purchasing and bargaining power, it is crucial for fast fashion retailers to ensure their products go beyond customers' perceived values to ensure each retailer maintains their customer base^[24].

Ranging from core to psychological needs, Kotler's Five Product Levels model reveals the different levels of need a customer may have for a product^[31]. At each level, more customer value is added. This framework suggests that there are three ways in which customers attach value to any product: either through customer need, customer want or through customer demand^[13]. Fast fashion products are bought due to customer wants of liking to stay trendy with latest apparels^[24]. This reinforces the fact that fast fashion retailers must have the relevant products since content is at the heart of customer experience^[3].

Competitive & Communication Strategies

One competitive communication strategy a fast fashion retailer can use is through providing the customers an emotional brand experience^[20]. In recent years, the fast fashion sector has witnessed that the objective and functional benefits of products are less important. Instead, customers want to associate their selves with well-known brands while staying trendy^[13]. Building up an emotional brand experience aids firms to engage customers on a deeper level, which transports their shopping experience^[20]. Thus, this strategy can be used to generate synergy effects which can draw the customer into the brand and lead to repeat purchases^[22]. Dennis, Marsland and Cockett^[9] argues that in the future there will be an increased number of fast fashion firms who will market their brand providing emotional brand experience to its customers as the changes in the fashion industry reveal customer shopping experience is becoming more and more important in maintaining a loyal customer base.

Personalising adverts to each customer are another way in which the fast fashion sector can be transformed. This is currently utilised by several brands to increase brand relevance among customers as well as improve company ROI^[20]. Currently, personalised advertising are only carried out on electronic devices to engage customers, however it is predicted that in the future personalised adverts will also be on TVs as Channel 4 and Virgin Media are in the process of adopting Sky's AdSmart advertising style^[13]. Once this AdSmart advertising style comes into play, fast fashion retailers will also step utilise this communication strategy to tailor relevant advertising to mass customer base in one go^[9]. Speed and immediacy are key factors that are crucial in the rapidly evolving fast fashion sector, so AdSmart advertising will be a game changer in the market that will assist firms to achieve things that were not practical to have been achieved beforehand^[10].

Curation

Analysing the historical changes within fast fashion sector earlier on reveals how the fashion world is evolving constantly. Due to the changes occurring within fast fashion, retailers within the sector need to ensure they adapt to customer and industry needs to stay float^[13]. This means that ensuring suitability, accessibility and feasibility of products is vital, while retailers become more and more innovative^[18]. For example, there will be an increase in the amount of concept stores in the future as these allow customers with one stop shopping experience which suits their busy lifestyle^[21]. There will also be a rise in resale of worn items^[10]. This is something that occurs currently on low levels, however Diaz Soloaga^[10] predicts this will further increase in the future as more and more customers are becoming eco-conscious. The fast fashion industry is among the largest contributors of waste, and an increased number of global consumers are understanding the negative impacts of fast fashion on the environment^[13]. As a result, the need for sustainable fashion has increased and resale of clothing is a suitable solution^[18].

Conclusions

In conclusion, this report reveals that the fast fashion sector will change dramatically over the course of the next few years. Despite being around over a century, the analysis revealed that fast fashion transformed the most in recent years due to changes in customer shopping habits and lifestyles^[21]. Disruptive innovation will enable firms to produce cutting edge fashion items with multiple purposes, which cutting overheads as well^[19]. Another finding of the analysis was that technology will play a huge part within the fashion sector that changes the way in which the industry operates. For example, retailers will use AR technology to enhance customer experience^[8]. While, online presence is increasing for fast fashion, the analysis found that shopping in stores will not be obsolete but will become a luxury experience that occurs occasionally^[22]. Another finding was that AdSmart advertising will become popular as a

way in which retailers can personalise ads on TVs for mass audience^[13]. The analysis also revealed that resale of clothing will be more prominent in the future due to increasing amount of concerns over the harm wastage does to the environment^[18].

Overall, this report has critically reflected 'Future of the Retail Store' using topics such as conflict theory, community, commerce and connectivity, central place theory, content, competitive and communication strategies, and curation, to assist with the analysis. The main findings are summarised above and can be summed up stating technology and growing concerns over the environment are the two key factors that will change the fast fashion sector in the future.

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Author:

Wang Rui ,(1998.11-), female, Han nationality, Jinan, Shandong, undergraduate, Winchester School of Art, University of Southampton: Direction: fashion Marketing.

The Experimental Research on the Influence of Core Strength Training on Special Athletic Ability of Wushu Forms Athletes

Huidi Zhao^{1,*}, Dexiang Gu²

1.School of Physical Education, Changzhou University, JiangSu,Changzhou, 213164, China

2.Changzhou University Huaide College, JiangSu, Jingjiang, 214500 China

Abstract: The core strength training is one of the important prerequisites to improve the athletic level in Wushu forms training. it is an important link in the whole Wushu forms technology power chain, and it is an indispensable part of physical training. The paper, adopting the methods of literature review and controlled experiments, compared the respective influence of core strength training and traditional training on 20 subjects of male and female players of Wushu forms from Jiangsu Wushu forms team. According to the result, 16 weeks of core strength training has improved the muscle groups in their core body part in terms of strength, stability as well as the controllability on body. Besides, these athletes' special abilities have been enhanced. It mainly reflected in improving the special mobile ability, upper limbs and lumbar muscles group of lower limbs explosive strength and endurance, the onset of coordination and sensitive quality.

Keywords: Wushu forms athletes; Core strength; Experimental research; Special ability

1 Introduction

As the rapid development of modern information technology and big-data era has gradually enhanced people's understanding of practical training, competitive sports training has become more of an integrative discipline with its concept changing from developing an athlete's single quality and ability into developing his systemic-functional ability¹. As a research subject popular at home and broad, core strength training concentrates on the strength, stability and balance of core muscle groups in the core body part. Initially, it belonged to the strength training program in rehabilitation training. Here "core" means "the central part of body", namely the area between shoulder joints and hip joints where muscle groups are key to the entire body strength and junctions in the body since they play a role in keeping a balance and transferring strength². Wushu is composed of two sub-disciplines: Sparring and Forms. The latter, unique to Chinese martial arts, is a combination of offensive and defensive movements. Founded on the movements of sparring, Forms is an exercise routine referring to the rules of such paradoxical movements featuring "offensive and defensive", "dynamic and static" and "hard and soft". May movements of Forms, in comparison of those of Sparring, have experienced changes in technical specifications and ranges, but still have maintained the original styles. Although some movements excluding attacking and defending are added for the sake of continuity and linkage, the whole routine features kicking, punching, wrestling, catching, beating and stabbing³. Generally speaking, Forms is the essence and art reproduction of Sparring. In other words, it, derived from and superior to Sparring, is the highest expression of Wushu.

Thus we added core strength training to teenage strength training program. After 16 weeks of training, these teenage athletes have improved the muscle groups in their core body part in terms of strength, stability as well as the controllability on body.

2 Research subject and methods

2.1. Research subject

This thesis selects 20 Wushu routine athletes from Changzhou Youth Amateur Sports School as research subjects. There are 12 male athletes and 8 female athletes respectively, with an average age of 11 and a training period of 3 years. They are randomly divided into two even groups; Group A is the experimental group and Group B is the control group.

2.2 Research methods

2.2.1. Literature review method

The author consults a great deal of literature and references concerned about Wushu, strength training, special strength training and core strength training at home and abroad. Therefore, the research theoretical and methodological basis is established by classifying, inducting and summarizing the previous valuable results.

2.2.2. Expert interview

With the help of the sports administrative departments, the author arranges the interviews with coaches and experts who engaged in sports competition theory and training research, talking about the feasibility and methodology when introducing the core strength training into the strength training of teenage Wushu forms athletes. This paper discusses the methods and existing problems in core

strength training which provides the theoretical basis for improving athletes’ sports skills.

2.2.3. Experiment

The experiment lasts 16 weeks, testing the respective number of Supine up from Both Ends(30 seconds), Forward Front Kick in Place(10 seconds), Crescent Kick in Place(10 seconds), Front Kick In Motion(10 seconds), Crescent Kick In Motion(10 seconds), Success Rate of Whirlwind Kick 540°--Horse Stance(10 times) and Success Rate of Outward Lotus Kick 540°– Horse Stance(10 times) as well as Duration of Single-leg Front Lever. By comparing all the data mentioned above, we find that the statistics for two groups show no statistical difference. Then, the two groups carry out core strength training and traditional strength training respectively for 16 weeks. After that, we test these items again with the same method.

Tests	Experimental group	Control group	t	P
Supine up from Both Ends 30s (X±S)	21.20±1.40	21.10±1.60	0.15	P>0.05
Forward Front Kick in Place 10s (Total)(X±S)	23.90±1.37	23.80±2.25	0.12	P >0.05
Crescent Kick in Place 10s (Total) (X±S)	21.90±1.97	21.70±1.25	0.27	P>0.05
Front Kick In Motion 10s (Total)(X±S)	11.10±1.10	10.90±1.20	0.39	P>0.05
Crescent Kick In Motion 10s (Total) (X±S)	10.20±0.92	10.10±0.99	0.23	P>0.05
Duration of Single-leg Front Lever (X±S)	10.10±1.60	9.80±0.92	0.52	P>0.05
Success Rate of Whirlwind Kick 540°--Horse Stance 10 times	4.00±0.67	3.90±0.74	0.32	P>0.05
Success Rate of Outward Lotus Kick 540°– Horse Stance 10 times	4.30±0.95	3.90±0.57	1.14	P>0.05

Table 1 Core Strength of Experimental Group and Control Group before Tests

2.2.3.1. Workouts of the experimental group

Sixteen weeks’ core strength training is designed for the experimental group in two phases. Basic core strength training is used for 4 weeks in the first phase which includes Hip Thrust, Lying Leg Raise and Abdominal Curl, Single Elbow Push-up and Abdominal Curl, and Lateral Prop on the Side. As the initial period of the workout, the first phase focuses on the isometric training to lay a foundation for the second phase, a more complex one.

A 12-week core strength training program is aimed at consolidating and increasing strength in the second phase where dynamic exercises and dynamic-static exercises such as Lying Raise from Both ends with Swiss Ball between Feet, Lying Rotate with Swiss Ball between Feet, Push-ups on Swiss Ball and Ball Rotation, Squatting on a Balance Ball with One Foot and Closed Eyes, Resistance Swing leg from Inside and Outside. The movements should be done properly with right inhalation and exhalation. Also, the nervous system and the mind are trained so that the athletes are healthier physically and mentally.

2.2.3.2. Workouts of the control group

Traditional strength training is carried out on the athletes in the control group. Its contents are as follows. Table 2.

Group	Experimental group	Control group
	Workouts	
	Hip Thrust	Ribs for lifting legs
	Lying Leg Raise and Abdominal Curl	Sit-ups
	Lateral Prop on the Side	Weight-bearing Squat
	Lying Raise from Both ends with Swiss Ball between Feet	Jump over the Box Horse
	Lying Rotate with Swiss Ball between Feet	Horse Stances
	Push-ups on Swiss Ball and Ball Rotation	Supine up from Both Ends
	Squatting on a Balance Ball with One Foot and Closed Eyes	Resistance Stretch Knee
	Resistance Swing leg from Inside and Outside	Bench press

Table2 Workouts of Experimental Group and Control Group

2.2.3.3. Experimental control

First, inform the coach of the essentials and requirements of the movements. Every time their supervision is trained, their movements must meet the requirements with the intensity and frequency increasing gradually. The two tests are carried out under the same conditions including the weather and the physical condition of the tested subjects.

2.2.3.4. Experimental evaluation

We have referred to relevant literature at home and abroad. Considering the characteristics of teenage Wushu forms athletes and the limitation of experimental conditions, we have indirectly evaluated the core strength through the change of stability and balance of the athletes before and after the experiment to study its change.

2. 2.4. Mathematical statistics

The effective data of all experiments should be analyzed by SPSS11.0 statistical software. The data should be expressed by mean number ± standard deviation. The T test between groups is used. P<0.05 means significant difference, and P<0.01 means greatly significant difference.

3 Results and analysis

3.1. The evaluation of the core strength of teenage Wushu forms athletes

The core refers to an integral whole composed of waist, pelvis and hip joint, including the pelvic region from shoulder joint to hip joint, which contains back muscles, abdominal muscles and all muscles that constitute the pelvis⁴. The core of Wushu Forms athletes includes abdominal muscles such as musculus rectus abdominis, external oblique muscles and internal oblique muscles, back muscles like erector spinae, and pelvic floor muscles, quadriceps femoris, biceps femoris, adductor magnus and so on⁵.

Strength quality refers to the ability of body-muscle system to overcome the resistance, and the strength quality of human body is determined by many factors. In various projects, strength quality takes different forms, including maximum strength, fast

strength, strength endurance⁶. Strength quality, an aggregative index, should be evaluated from different perspectives. Testing and evaluating core strength training scientifically is the premise of training monitoring as well as the sign of high-level development of modern training. At present, the main evaluation methods are core strength site tests, core stability measurements⁷, electromyogram measurements and intra-abdominal pressure measurements⁸. Due to limited conditions, the stability and balance of athletes are usually evaluated indirectly now⁹. Based on literature at home and abroad, and in consideration of the characteristics of teenage Wushu forms athletes, we take the changes of athletes' stability and balance after the experiment to make an indirect evaluation of core strength, so as to study the changes of their core strength.

The thesis takes as the evaluation indexes the points of 30-second Supine up from Both Ends as well as the respective points of Forward Front Kick in Place, Crescent Kick in Place, Front Kick In Motion and Crescent Kick In Motion within 10 seconds, with importance attached to the changes of speed strength and strength endurance after the experiment. Finishing Whirlwind Kick 540°—Horse Stance 10 times, Outward Lotus Kick 540°—horse stance 10 times and Duration of Single-leg Front Lever requires better stability, balance and body control. These indexes highlight body's stability and control, thus all indexes above are able to make a comprehensive and objective evaluation on core strength.

3.2. Contrastive analysis of the control group before and after tests

Table 3 shows that the control group's performance of Wushu forms athletes, after 16 weeks of two-phased traditional strength training, have experienced, to varying degrees, improvements in 30-second Supine up from Both Ends, 10-second Forward Front Kick in Place, 10-second Crescent Kick in Place, 10-second Front Kick In Motion, 10-second Crescent Kick In Motion and the duration of Single-leg Front Lever as well as the success rates of those two difficult movements. However, there's no obvious difference according to the statistical test, which shows that the control group didn't significantly improve the core strength. By analyzing the reasons, we found that the sport Wushu requires lower limb strength and explosive power, besides the completion of some movements are in urgent need of better physical control. Only under the premise of maintaining the body's stability can rotation, jumping and other movements do favor to stably standing on floor in the end. Although traditional Wushu strength training emphasizes the strength training of lower body, in ways of weight-squatting and frog jumping which are used to improve the strength of large muscle groups and partial muscles. Even if the maximum strength of partial muscles has increased, the deep muscle groups are rarely involved in training, and the absence of the whole body's stability exercises and the lack of control capacity exercise, altogether leading to the poor performance of muscular coordination. To have a better performance of Supine up from Both Ends in 30s, Forward Front Kick in Place in 10s, Crescent Kick in Place in 10s and other movements, one must be able to maintain body's balance. Therefore, the indexes of Supine up from Both Ends in 30s, Forward Front Kick in Place in 10s and other movements did not increase significantly. All in all, there's no statistical difference between each index in this experiment.

Tests	Before	After	t	P
Supine up from Both Ends 30s(X±s)	21.10±1.60	21.80±1.23	2.69	P>0.05
Forward Front Kick in Place 10s(total)(X±s)	23.80±2.25	25.60±2.99	2.02	P>0.05
Crescent Kick in Place 10s (total) (X±s)	21.70±1.25	22.60±1.84	1.79	P>0.05
Front Kick In Motion 10s(X±s)	10.90±1.20	11.80±0.92	2.21	P>0.05
Crescent Kick In Motion 10s(X±s)	10.10±0.99	10.40±0.97	1.15	P>0.05
Single-leg Front Lever (X±s)	9.80±0.92	9.9±1.52	0.25	P>0.05
Success Rate of Whirlwind Kick 540°—Horse Stance 10 times (X±s)	3.90±0.74	4.00±0.94	0.43	P>0.05
Success Rate of Outward Lotus Kick 540°—Horse Stance 10 times (X±s)	3.90±0.57	4.20±0.63	1.41	P>0.05

Table 3 Core Strength of Control Group before and after Tests

Notice: P<0.05 refers to significant difference, P<0.01 refers to insignificant difference. The same is as the following tables.

3.3. Contrastive analysis of the experimental group before and after tests

As is shown from Table 4, after two phases of a 16-week core strength training, the Wushu forms athletes have experienced, at different degrees, improvements in 30-second Supine up from Both Ends, 10-second Forward Front Kick in Place and 10-second Crescent Kick in Place and the duration of Single-leg Front Lever as well as the success rates of the two difficult movements. "P<0.05" indicates that there still exists the statistical difference. With all, it suggests that the stability and balance ability of the experimental group have been significantly improved after the core strength training.

The core strength is generated when the muscles and ligaments attached to the core of the human body contract under the control of the innervations. It is the main strength that stabilizes the core parts of the human body, controls the movement of body weight and transmits the strength between upper and lower extremities¹⁰. The core strength training especially focuses on the training of those small muscle groups that are located in the deep, and one important principle of it is to make muscles work in coordination, not to perform in solitary joints, so that the muscle groups surrounding the upper and lower back and abdomen will work at the same time and coordinate the whole organism. This ensures that the core muscle groups will transmit the energy and stabilize the body of an athlete during his performance¹¹.

Du Zhencheng's Study on Fencer's Core Strength Training has found that the greater the contractility of the core muscle group is, the stronger the stability of the core body part will be. The two are positively correlated with each other¹². Therefore, core strength training highlights enhancing the capability of power transmission, body coordination and control of muscle strength. It reflects a new idea that the whole body and multiple muscle groups can simultaneously participate in sports in many dimensions. Thus, for Wushu athletes, core strength training can not only enhance the control of nerve to muscle, but also improve the transmission efficiency of strength from upper body to lower body and accelerate the transformation of specific movements. Movements like Front Kick In Motion, Crescent Kick In Motion and Inside Crescent Kick In Motion can be better completed. Besides, the success rate of completing difficult movements is increased. This is the most important and fundamental reason for such significant differences among each

index.

Tests	Before	After	t	P
Supine up from Both Ends 30s (X±s)	21.20±1.40	26.30±3.09	4.68	P<0.05
Forward Front Kick in Place 10s(total)(X±s)	23.90±1.37	29.10±3.35	5.27	P<0.05
Crescent Kick in Place 10s(total)(X±s)	21.90±1.97	24.70±1.64	2.98	P<0.05
Front Kick In Motion 10s (X±s)	11.10±1.10	12.90±0.57	5.01	P<0.05
Crescent Kick In Motion 10s (X±s)	10.20±0.92	12.30±0.82	5.16	P<0.05
Single-leg Front Lever (X±s)	10.10±1.60	13.80±2.70	5.84	P<0.05
Success Rate of Whirlwind Kick 540°--Horse Stance 10 times (X±s)	4.00±0.67	5.30±0.95	4.30	P<0.05
Success Rate of Outward Lotus Kick 540°-- Horse Stance 10 times (X±s)	4.30±0.95	6.00±1.33	4.02	P<0.05

Table 4 Core Strength of Experimental Group before and after Tests

Notice: P<0.05 refers to significant difference, P<0.01 refers to insignificant difference.

3.4. Contrastive analysis of control group and experimental group after tests

After 16 weeks of training, dramatic differences have been found among each index of control and experimental groups. Reasons are listed as follows:

(1) Coordination between muscles like musculus rectus abdominis and erector spinae are required in order to do Supine up from Both Ends well and fast. To do Forward Front Kick in Place and Crescent Kick in Place, one must have strong quadriceps, gluteus maximums and biceps femoris muscle of lower limbs to sustain his body. Pelvis, rectus abdominals, external and internal oblique, erector spinae are necessary to keep balance. At the same time, doing kicks of different directions requires contractions of different muscles, like tensor fascia lata, sartorius and rectus femoris. When doing core strength training, one is supposed to complete most of the movements under unsteady conditions with the help of Swiss ball and balanced pad. Therefore, coordination of muscles and the ability of body to keep balance and steady are improved, resulting in a better performance of Forward Front Kick in Place, Crescent Kick in Place and other items.

(2)When doing Single-leg Front Lever, musculus erector spinae, abdominal rectus abdominis, musculus obliquus externus abdominis and musculi obliquus internus abdominis contract simultaneously, keeping the back straight and vertical. Meanwhile, gluteus maximus, musculi quadriceps femoris and musculi biceps femoris in the lower limbers contract simultaneously, keeping balance of legs. The contraction in gluteus maximus of the other side makes the hips tilt upwards and the contractions in erector spinae keep the heads upwards and the back arched. There is little traditional strength training which involves exercise of balance. Here, core strength training, making use of training tools like Swiss ball and balanced pad, is practiced in an unstable condition, which can promote the coordination of the upper and lower limbs and the transmission of muscular strength between multi-joints, and enable the whole kinematic chain keep a state of high efficiency. Core strength training can better stabilize spine and pelvis to strengthen controllability and balance, increase power output and further improve the coordination of limbs, so as to prevent athletes from being injured¹³. Therefore, the duration of Single-leg Front Lever is enhanced greatly under a stable condition.

(3) Whirlwind Kick 540 --Horse Stance and Outward Lotus Kick 540 – Horse Stance are difficult movements in Wushu, which incurs higher standards of physical coordination and controllability. The take-off, rotation, and touchdown are all closely related to core muscle groups. Core muscle groups undergo moderate stretch before the take-off; high-level physical stability and controllability are called for in the rotation through the air; strong core muscle groups can be coordinated by the touchdown to buffer the impact and centrifugal force as well as to keep center of gravity stable during the falling. Core muscle groups play an important role in coordinating upper and lower limbs and keeping body balance, which lays a foundation for the successful performance of a series of movements in the take-off and rotation. And at the same time, under the influence of constantly changing reactive force of supporting, core muscles force the body to make continuous adjustments to unstable physical conditions so as to improve the proprioceptive sensibility of nerve-muscle, which can further activate and assemble more muscle fibers that will participate in muscle contraction. The improvement in the stability of core muscle groups is of key support to the completion of movements of Wushu forms athletes, in that coordination and control of center of gravity in quick movements is the key factor in completing the difficult movements.

4 Conclusion

(1)The control group of the teenage Wushu forms athletes, after 16 weeks of two- phased traditional strength training including ribs for lifting legs, sit-ups and weight-bearing squat, have experienced, to varying degrees, improvements in 30-second Supine up from Both Ends, 10-second Forward Front Kick in Place, 10-second Crescent Kick in Place, 10-second Front Kick In Motion, 10-second Crescent Kick In Motion and the duration of Single-leg Front Lever as well as the success rates of the two difficult movements. However, there is no difference according to the statistical test, which shows that the core strength of the control group has not improved significantly.

(2)The teenage Wushu forms athletes in the experimental group took 16 weeks of two-stage core strength training including Hip Thrust, Lying Leg Raise and Abdominal Curl, Single Elbow Push-up and Abdominal Curl, and Push-ups on Swiss Ball and Ball Rotation, and have obtained improvements in 30-second Supine up from Both Ends, 10-second Forward Front Kick in Place, 10-second Crescent Kick in Place, which indicates that their core stability and balance are enhanced to some extent.

(3) An indirect evaluation of the core strength is made based on the comparison of athletes' stability and sense of balance before and after the experiment so as to study the change of the core strength. After the 16-week training, there arises a striking disparity of all indexes entailed between the experimental group and the control group, indicating that the movements that we have designed are more beneficial than those of the traditional strength training in enhancing the core stability as well as the core strength of the teenage Wushu forms athletes.

5 Suggestions

(1) Core strength training can prevent the negative effects of overload on teenagers, effectively coordinate the movements of their upper and lower limbs, and stabilize and control the balance of the body. Core strength training should be based on the characteristics of youth athletes and sports programs, progressively and pointedly selecting the most effective training method, which is worthy of further research and application.

(2) Traditional strength is the basis of the core strength. Compared with the traditional strength, although the core strength training can better improve the balance and controllability on the body, it cannot totally replace the traditional strength training. To obtain the most ideal effect of training, it is supposed to combine them together to make a comprehensive application.

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* **Corresponding author:** Huidi Zhao*

A Stereotype or a Fact: Females are Better Second Language Learners

Yuxin Liu

Warner School of Education, University of Rochester, Rochester, NY, 14627

Abstract: There are some general perceptions which say that “girls have a better language aptitude.”, or “women are better language learners.” Combining considering the women’s dominant position in the field of language education, it is widely known as common knowledge that females are better language speakers and learners. Some pieces of research hold an idea that females are more excelling in their mother tongue (first language/L1) than males^[1]. The scientific community then naturally speculated on a hypothesis, which suggests that female are better language learners in the second language(L2). In order to verify the hypothesis, some studies in Twenty century have investigated the gender differences in the second language acquisition^{[2][3]}. However, the outcomes are either dated or that the number of subjects is sparse.

Keywords: Language aptitude;Language learners;Language abilities

In this article, several latest studies will be introduced to draw attention about the language proficiency gaps between female and males. Then, the article will carry out some recent research studies of gender differences from the perspective of individual differences. The aim of this article is to look at how the factor of gender are functioning in the second language acquisition and critically review some updated researches. Thereupon then to see if it is a stereotype or not that female are better second language learner. It should be noted that this paper is not intended to be a comprehensive evaluation and analysis of the origins and reason behind this matter. Some extended discussion of social-culture influences of the sex social status and stereotypes is beyond the scope of this paper.

This paper is organized into distinctly four sections. The first part is the theoretical framework, which is based on the general introduction and guideline of the theory of individual differences. In the second section, it will be provided with the literature review of some studies investigated in the gender gaps of language abilities. For the second language reading ability, different studies have yielded different results: male have more advantages than women^[4], or female score higher than male^[5]. In the L2 speaking, reading and learning of grammar, female outperformed their male counterparts^{[6][7]}. Also, additional research shows that women are more vocal in vocabulary than men, and a matter of age was appeared in the same study^[8].

After exploring the differences in language proficiency, our curiosity turned to the reasons behind this gender differences. In order to inquire the factors from the perspective of individual differences, the section three addresses the review of some of the existing literature on individual differences in second language learning between the two different gender. Some personalities are more specific to males and females, which continues to cause effects on individuals’ grammar and phonic imitation abilities in second language learnings^[7]. And for the learning style in L2, different researchers hold opposite views on whether there is a preference difference between different genders. Furthermore, Scholars are also controversial about preferences of different gender for different learning strategies^{[4][9][10]}. The final section is the conclusion of the review, which includes the instructional implication for second language teaching, the analyzing the limitation of the current research and address some future research possibilities and directions.

The use of some key terms and words need to be clarified. Namely, the distinction of “sex” and “gender” has to be notified. Generally, the “sex” refers to the biological and anatomic characters of a human, which is determined from the genetic endowments. However, some individuals’ sexes might not correspond to their identities, then comes the “gender”. “Gender” is the social-cultural role of different sex, which might refer to “transgender, non-binary, or gender-nonconforming”^[11]. What need to mention is that, in our article, we only explore our linguistic gender stereotype from the separation of “female” and “male”.

1 Theoretical framework

As an emerging research direction, the study of gender differences in the second language is a large branch of the theory of individual differences. Scholars explore the gender differences from different aspects of the existing theory. Therefore, the theoretical framework of this paper will briefly outline some of the key subordinates and related principles or models of the theory of individual differences.

Individual’s ego or psychological attitude are suspected to cause varied reactions towards L2 speaking and learning. Researches began to inquiry some specific personalities that are more associated with success in L2. There are three most used personality trait

models. The first is Eysenck's model (1964), it is also called as PEN model because it contains three traits: Psychoticism, Extraversion and Neuroticism.^[12] Secondly, Myers and McCaulley (1985) put forward the Myers-Briggs Type Indicator model (MBTI), which divided the traits into two opposite sides: extraversion/introversion, feeling/thinking, perceiving/judging and intuiting/sensing.^[13] The third one is the five-factor model of personality (FFM or 'the Big Five'), and the five factors are emotional stability, extraversion, agreeableness, conscientiousness and openness to experience. Under the support of the three models and instruments, communicative competence was defined by Verhoeven and Vermeer (2002) as a crucial character to achieve L2 success and was connected to openness to experience.^[14]

Foreign language anxiety is another focus in the field of individual differences. There are two instruments are worth to noted, which are Foreign Language Classroom Anxiety Scale or FLCAS and the Input, Processing and Output Anxiety Scales or IPOAS. Several results from the measurements of FLCAS and IPOAS found that anxiety has a correlation between academic grades and self-evaluation. The study of anxiety spark discussion and study of Willingness to communicate (WTC). Communicative confidence of individual was defined as contributing to one's WTC.

Speaking of the learning-style side of individual difference study, what deserved to be mentioned is the synopsis-ectasis dimension. The model proposed by Ehrman and Leaver (2003) is regarded as the most important instrument. According to the Ortega (2006), "Synopsis refers to the preference to rely on the holistic, at-a-glance perception of information. Synoptic learners...are intuitive learners. 'Ectasis'...refers to the preference to rely on detail and system when processing new information. Ectenic learners...are methodic learners"^[15].

Beyond the cognitive learning style and attitudes towards L2 learning, some learning strategies are engaged in the process of second language learning. In this area, O'Malley and Chamot (1990) are study classified learning strategies into divisions: cognitive, metacognitive and social-affective strategies. This classification was developed into the Strategy Inventory for Language Learning (SILL) by Oxford (1990), which extended to six types: affective, social, metacognitive, cognitive, memory-related and compensatory strategies^[4].

2 The gender differences in second language proficiency

In this section, three parts are provided. The first part comprises the reviewing works of literature of the gender differences in the extent of different language abilities. Some scholars have conducted researches on the gender gap in diverse aspects of second language proficiency. One of the aspects is from the four essentially basic language skills: reading, speaking, listening and writing. And other researchers make the exploration from the angles of phonetic ability, grammar learning as well as lexical ability. The second part of this section will have consisted of the discussion of some factors that have a negative impact on the results of studies of gender differences in the area of language proficiency. In the end, some effecting factors of the researching results will be discussed, including the gender bias in terms of testing formats and evaluation staff.

To begin with, in terms of one of the four basic language skills, In Slik, Hout and Schepens (2015)'s study of gender gaps in the acquisition of Dutch as the second language, there are 27,119 immigrants from 88 countries with 49 mother tongues are investigated. According to the results, male get significantly higher grades in reading than their female counterparts.

However, the study brought by Payne and Lynn (2011) examined second language reading abilities and the results shown that in the L2 learning (Spanish), female has a remarkable advantage in second language reading comprehension. They inquired 73 native English speakers who learn Spanish as a second language. There are four control variates of ages, the quantity of class-taken, working memory capacity and reading comprehension in L1 (English).

Considering the number of the subjects, the absolute opposite conclusion of the reading ability in second language learning in the second study mentioned beyond could be due to insufficient samples. At the same time, the subjects from the first study mentioned beyond have diversified culture and language background, which could be assumed to be more persuasive.

The study of gender gaps in the acquisition of Dutch as the second language has also shown that female outperformed male in speaking and writing abilities in Dutch as L2. Whereas, no gender gap was found in listening proficiency. Moreover, a general educational effect of gender has emerged from the findings: in second language acquisition, female benefited more from higher education than male^[4].

On the other hand, Wucherer and Reiterer's study (2018) searched for the gender language gap from two domains: phonetic imitation ability and grammar learning ability. The second language proficiency (English) of 64 German native speakers as subjects are examined. In the results, female learners outperformed male learners in grammar learning, while an advantage of phonetic speech imitating was found in male learners. There is research also discovered that advantage in grammar tasks have appeared in female learners more than male learners. In Andreou et al.'s research, there are 452 participants (306 females and 146 males) involved in the study and all of their second languages are English. The study concluded that female accomplished better in syntax and semantics in their L2.^[6]

A noteworthy verbal superiority in the second language was found in female compared to the male: female spend much less time on their lexical task.^[8] In Trofimova's study, 1271 subjects from different backgrounds are divided into five groups of ages. The highlight of this research is that age could be an influencing factor in the inquiry of gender gaps. Gender differences are varied in line with the different levels of ages, from which gender factor had more influence on younger groups (especially 17-24 years old) but decaying in older groups.

There are some controversial factors affecting the results of language proficiency studies. Firstly, some believed that the testing format could influence by the gender bias during the process. For example, females are found that they perform better on open format tests but worse in multiple-choice format tests. Ryan and Demark (2002) put forward that comparing with their male counterparts, females are more likely to succeed in the tests of constructed response item rather than selected response test formats.^[16] Generally,

tests with an open format or constructed response format (e.g. writing an essay) were usually used in the evaluation of listening and writing, while the multiple-choice format or selected response item of tests (e.g. true or false) are frequently found in measuring speaking and reading. Then it could be inferred that the performance of females and males in language tests could probably reflect the true level thanks to the interference of the test forms.

However, consequences from other research cannot match the view of item formats. Engine and Ortaçtepe (2014) organized their study containing 303 students (140 females and 163 males) and they investigated the students' language from five experimental modalities: reading, writing, listening, grammar and vocabulary.^[17] The five sections are distributed into two different testing formats, which are selected response and constructed the response. according to the tests results, females in this study outperformed males in writing, grammar and vocabulary significantly, in where constructed-response questions are used in writing exam while grammar and vocabulary examination employing selected-response questions formats. Males scored higher in listening tests with multiple choices item formats. In this way, the results from this study are not in line with the claims argued that some specific types of testing items formats favoring each gender and causing damage to the fair conclusions.

Secondly, some unconscious gender bias could influent the results of language tests, especially some face-to-face modality of testing like speaking exams. The possibility is that male raters have an inclination of scoring higher for female testers or female raters preferring male test takers. This kind of tendency may cause the results to be inconsistent with the real situation. Therefore, in future research, it is necessary to guarantee the average gender distribution of experimental participants (including test takers and raters) and to emphasize the avoidance of this negative tendency.

3 Factors of gender differences via individual differences

This section provides a brief reviewing of some recent research outputs on gender differences in the individual differences, to present some

Above all, the influence of personality is one of the factors in L2 language-acquisition gender differences. In their 2018 article, Wucherer and Reiterer revealed that the trait of openness to experience (self-confident) significantly corresponds with MLAY III score (Modern Language Aptitude Test III), in which males performed better than females and indicated the superiority of phonetic imitation ability for males. The article then suggested that because of the characters of "extrovert, open to (new) experiences, proud and committed"^[7] (p.128) in the males' personalities, the males' advantage in speaking imitation abilities are prominent. Rather, female learners' personality of self-control, neurotic, conscientiousness could cause them less likely to act greatly in phonetic imitation. However, under the detecting personality traits by the big five, the "agreeable, conscientious self-controlled and neurotic"^[7] (p.128) characters in female learners are associative with their outperforming in the grammar learning than males.

Secondly, some gender differences have been spotted in learning style, which usually contains female learners are more interested in using auditory in second language learning, while the least likely adopt learning style is kinesthetic.^[18] However, the study brought also found that kinesthetic learning is preferred by males, but for male learners, the least preferred L2 learning style is tactile learning. Nevertheless, Shuib and Azizan, in their study in the same year (2015), pointed out that no significant gender differences have been found in second language learning styles.^[19]

In order to preliminarily compare the two different experimental results, here is a brief introduction of the basic situation of the two studies. In the study of Ramezani et al. (2015), 40 Iranian high school students (20 females and 20 males) are been investigated. Since the number of subjects in this study is namely sparse, the conclusion of this study might be premature. In contrast, the study of Shuib and Azizan's study (2015) has subjects of 211 Malaysian students (174 females and 37 males) who learn English as their second languages. Given the larger sample size, the results of Shuib and Azizan's experiment (2015) may be more persuasive comparing to the study of Ramezani, Dehgahi and Hashemi. However, in the Shuib and Azizan's study (2015), because there was such a large gap between the proportion of males and females in the experiment (17.5% are males, 82.5% are females), more studies are needed to confirm the results of the data from this research.

Furthermore, the collections of information are different in the two studies. In the study Ramezani, et al.(2015) used the method of a structured interview to collect information on the 40 interviewees' English as their second language. Based on three learning styles: auditory, kinesthetic and tactile, a set of five questions was asked. Unlike the Ramezani, Dehgahi and Hashemi, Shuib and Azizan's study (2015) gather their data of learning style from their participants by employing the Index of Learning Styles (ILS) questionnaire (Felder & Soloman, 1991) developed from Felder-Silverman Learning Style Model (FSLSM) (Felder & Silverman, 1988). The dimensions of learning styles are including four aspects: active/reflection, sensing/intuitive, visual/verbal, sequential/global. The results appeared a balance of distribution in all pairs of dimensions, from which the authors defined that no significant gap in preferences of learning styles has been found among female and male second language learners. The analysis of the study based on ILS is more authoritative than the other one because of the usage of the method. So that the conclusion indicated from the second study could be more valid.

Finally, there are some discussions about learning strategies in the researches of L2 gender differences. In a study of gender differences in the acquisition of Dutch, the authors pointed out that as the time of education increases, the advantage of females in verbal abilities is more obvious.^[4] The article then ruled that this increase in strengths might be owing to the learning strategies. The assumption was based on some previous research findings suggested that the females' frequency of using cognitive and meta-cognitive learning strategies are more than males.^[9]

Nevertheless, different opinions are proposed by some other scholars. Nhan and Lai (2013), in their study of gender comparison on the usage of second language learning strategies by Vietnamese students, argues that females prefer indirect learning strategies instead of direct strategies in the comparison of males. The article adept a model called Strategy Inventory for Language Learning (SILL) raised by Oxford (1990). At the same time, the authors divided the six types of Language learning strategies (LLS) into

the categories of direct and indirect strategies. Which is that, the direct category is consist of memory, compensation and cognitive strategies and affective, metacognitive and social strategies are included in the indirect classification. Under this category, it suggests that with the comparison to males, female have more favor in memory, compensation and cognitive strategies but not in affective, metacognitive and social strategies.

In the work of Nhan and Lai (2013), a slightly different frequency has been found in the use of language learning strategies between different gender. The males use language learning strategies more frequently than females. However, because the participants of the study are 100 Vietnamese students (50 males and 50 females) learning English as L2, it is indicated that the quantity of the participants is not sufficient to distinguish the gender difference in the frequency. Plus, In the case of such a sample size, such a small difference (females: $M=3.1$; males: $M=3.2$) is not enough to draw the difference in the frequency of use of learning strategies between men and women. As well, the conclusion of this article that the females' preference in indirect learning strategies and males' favoring in direct strategies in L2 might require further prove.

4 Implication and conclusion

There is a long-standing idea that females are more adept at learning second language than males. To enable us to have a more rational and clearing understanding of this idea, this paper has stressed the importance of exploring the gender differences in the second language learning by reviewing some current researches. Males was found have advantages in reading and pronunciation/phonetic imitation by some studies, while female learners shown better performance in speaking, writing, grammar learning and lexical tasks. According to the findings, both males and females have distinct superiorities in second language performances. As for individual differences, variety in personality between males and females may lead to different advantages in language learning ability. Besides, in terms of learning styles and strategies, no explicitly significant preferences in L2 learning was defined by linguistic communities. Therefore, it is untenable to think that females are more excelling in second language learning than males. In conclusion, the saying that females are better language learners in L2 could be identified as a stereotype.

Some limitations have been aware from our research review. Firstly, in order to draw more defendable proving for the conclusion, some discussions of genetic factors in the second language learning is needed. The conclusion of this paper would be supported by containing some researches about gender differences in language learning nature and some related topics including the phycological-linguistic researches, cognitive and language aptitude. Secondly, it has to admit that gender differences in motivation is a widely studied field, from which indicates its significance. However, due to the space limitation of this paper, discussion on this topic is not included in the scope of this article.

In addition, some possible applications and implications for second language teaching instruction could be raised from our paper. In the first place, the stereotype saying females have more advantages in second language learning could cause negative effect on students' language learning attitude and motivations. Meaningfully, our work highlighted the elimination of a linguistic stereotype and has gone some way towards enhancing our understanding of gender differences in second language learning. For second language teachers, casting light on this myth of language learning could help no matter female or male learners establish a positive and healthy view of learning. Which is that, Language learning ability and preference have little to do with gender. Secondly, teachers should pay attention to the individual differences of students, rather than considering the language ability of students from a gender perspective. some differentiation of students could be introduced towards individual differences. For example, for students with different personalities, second language teachers could support them by using targeted teaching methods and strategies. Other elements include the willingness to learn, learning styles and learning strategies.

In the end, for the problem of gender stereotype in the field of second language learning and teaching, we recommend that future research should be undertaken in the following areas: a) For the social-culture reason behind the formation of the gender stereotype, as well as the impact of the stereotype on second language teaching and learning, more research analysis and summary are needed. b) At present, the number of empirical experiments for the comparison of individual differences between the two gender is too small to establish a final conclusion. The results should be validated by a larger sample size. c) current study of gender differences on learning strategies/styles only focus on the frequency of using different types of them, which was not enough to generate a comprehensive understanding of the topic. Therefore, we call for more connection established between the learning strategies/styles and the consequent effect on different gender.

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Research on the Operation Mode of New Retail Enterprises under the Concept of Low Carbon

Wei Wu

Suzhou, Jiangsu, 215000 China

Abstract: Developing low-carbon economy will become an important basic national policy in China now and even in the future. For new retail enterprises, they should actively respond to the call of developing low-carbon economy and get policy support. Build a low-carbon business information platform, innovate low-carbon consumption and operation mode, and coordinate the relationship between economic development and social sustainable development of enterprises. This paper will focus on the new retail enterprise operation mode under the concept of low carbon.

Keywords: Low-carbon concept; New retail enterprises; Operation mode

1 Introduction

Low carbon economy is also low carbon development, the use of low carbon technology to lead a low carbon life is a general term. To change the operation mode of high consumption and high pollution is the goal and direction of the development of the current new retail enterprises, and vigorously promote the economic development mode of low energy consumption and low emission. As a developing country, China has a particularly prominent problem in environmental protection, which requires efforts from all walks of life. This paper mainly studies the operation mode of new retail enterprises under the low carbon concept.

2 Features of low-carbon economy

With the rapid increase of the world population and the rapid development of economy, energy consumption and environmental pollution have brought a series of environmental problems, which threaten the survival and development of human beings. In this regard, low carbon economy, low carbon life has been gradually rooted in the hearts of the people, but also accompanied by the promulgation of relevant policies. Low carbon economy mainly has the following characteristics:

2.1 Comprehensive

At present, the development of low-carbon economy is no longer a simple economic or technical problem, but is closely related to social life and ecological environment, and is a comprehensive problem. Under the influence of low carbon concept, new retail units no longer take the old road of energy for economy, that is, at the cost of the environment, vigorously develop the economy, but plan the social development path in a planned way, focus on addressing climate change. Global warming and other environmental issues. The new retail business model focuses on energy conservation and emission reduction, while promoting development, so that the quality of life can be avoided due to energy conservation. In the current era, human life is closely related to energy, so there is a difference in the space for emission reduction. Therefore, different retail enterprises need to choose different operation modes according to the actual situation.

2.2 Global and strategic

The climate problem is not a corporate problem, but a whole concept, is a common human problem.^[1]Therefore, no country has the ability to deal with climate change. Instead, we need to make strategic changes through global cooperation in terms of energy consumption, production and life style.

2.3 Game and equilibrium

This feature mainly includes two aspects: first, the implementation of low-carbon economy needs to strictly abide by the market related economic laws and mechanisms to develop; The second is to ensure that in the process of developing a low-carbon economy, human production and living standards do not significantly decline. That is to say, to develop a low-carbon economy requires not only to oppose extravagance and waste, but also to improve people's living standards.^[2]

3 Effective approaches to low-carbon transformation of new retail enterprises

3.1 New retail enterprises develop low-carbon economy

In order to further narrow the gap between domestic retail enterprises and international large enterprises, specific activities can be carried out from the following aspects:

First of all, store transformation. Infrastructure transformation is the simplest energy saving measure. If the store transformation

of an enterprise is successfully completed, it can save 20% to 30% energy, which means it can save a lot of energy. The specific aspects of the facade renovation include: first, the building, the renovation of ventilation and other facilities; Second, energy saving shop equipment, electrical equipment, such as reducing the use of floodlights, switch to natural light; Third, water-saving renovation, including the construction of circulating water tanks, waste water recycling and rainwater collection systems; Four is the unit can be installed at the same time solar, wind or ground source heat pump equipment, the use of new energy, from the source to reduce the use of traditional energy, reduce the release of carbon dioxide.

The second is technological mitigation. The development of a low-carbon economy must be based on certain technologies, so it is important to pay attention to the great value of new technologies in the retail industry. New retail enterprises developed under the concept of low carbon can reduce emissions from the following aspects: first, the implementation of energy-saving technology for air conditioning, including frequency control technology, automatic cleaning condenser and the use of cleaning and disinfection technology in the air cabinet at the end of the air conditioning, etc. Two is the use of packaging materials recycling technology, retail units of packaging box usage is very much, if not to be used and recycled, just one-time use, then will increase the waste, and energy conservation and emission reduction concept; Thirdly, water recycling and utilization technology. Retail enterprises use a large amount of water resources and should recycle it. Fourth, e-commerce, retail enterprises should pay special attention to the use of e-commerce, if the use of appropriate and not urgent can avoid energy loss, reduce pollution, but also conducive to the optimization of the mix of resources, reduce transaction costs; Five is the intelligent control technology, such as the lighting system control, temperature control, through automatic control, can reduce unnecessary energy waste.

Finally, it is necessary to guide consumer behavior. The development of low-carbon economy needs the participation of all citizens. The implementation of the concept of low-carbon consumption by residents in their daily life is the strongest driving force to improve the development of low-carbon economy. It is not enough to develop a low-carbon economy by relying only on new retail enterprises. Consumers need to be guided. Its specific approach is as follows: first, through posters, broadcast or billboards and other forms, to inform consumers of the carbon dioxide emissions of different goods, so that they can be selectively consumed in the usual consumption, as far as possible to reduce carbon dioxide emissions; Second, to strengthen the publicity of economic knowledge, let consumers better understand the carbon footprint, encourage consumers to carry out reasonable and scientific consumption; Third, to simplify the packaging of goods, try to use green packaging, reduce pollution; The fourth is to establish a packaging recycling system to realize the recycling of packaging boxes; Fifth, low-carbon consumption mode should be promoted, including reducing the consumption of luxury goods and eating less meat and more fruits and vegetables. The establishment of low carbon life needs the joint efforts of consumers and retail enterprises.

3.2 Expand low-carbon operation levels

First, we can use a variety of technical means to improve the efficiency of energy conservation and environmental protection. Retail enterprises can obtain systematic and novel energy-saving means to improve the utilization rate of energy through learning and other ways. For example, central enterprises have realized the comprehensive monitoring and management of energy through the transformation of energy-saving equipment, and the audit system of electrical energy can also be widely realized through this means. Secondly, it promotes the low-carbon development of upstream suppliers. Under the guidance of the concept of sustainable development, new retail units should gradually raise upstream suppliers' awareness of environmental protection and ecological sustainability. While expanding new suppliers, they should use all available means to ensure that their operations are in line with ethical laws and environmental protection. The third is to reduce waste and recycle it. For example, Walmart China is committed to composting organic waste, so that the composting will eventually return to the fields to ensure the recycling of resources. Four is to develop low carbon economy development of store space, many enterprises in the process of building a previous operation mode and no attention to the development of low-carbon economy, therefore, how to effectively improve the efficiency of stores the overall energy-saving environment, to reduce energy consumption at the same time, reduce costs and increase profits is each new retail enterprises should focus on key issues, Strive to achieve a win-win outcome of economic growth and environmental protection. Finally, it is necessary to assume social responsibility and advocate green consumption. Retail enterprises should make use of all available conditions to guide consumer behavior toward the direction of green development. They can use social welfare activities or other public activities to make consumers realize the importance of environmental protection in consumption and understand how to protect the environment.

3.3 The government shall formulate necessary policies and measures

Through the previous constraints on the development of retail enterprises in low-carbon economy, it can be concluded that a large part of the reason is that the government does not give retail enterprises corresponding preferential measures for energy conservation and emission reduction. Therefore, from the current development situation, in order to promote the rapid development of low-carbon retail enterprises, the following measures must be introduced as soon as possible: First, retail enterprises need to cooperate with the government to take certain powerful measures to help consumers form the awareness of low-carbon consumption, create a low-carbon consumption environment, and then promote this behavior.^[3]

Secondly, it is necessary to seize the time to complete the establishment of operation standards for retail enterprises under the concept of low carbon economy that are suitable for China's national conditions. As mentioned above, there is no corresponding low-carbon standard for the retail industry, which leads to the poor development of China's retail enterprises in this respect. Therefore, it is necessary to formulate the national low-carbon retail industry standard to regulate and restrict the low-carbon activities of the retail industry. For this, we can learn from the experience of the UK. In 2010, the UK launched the PAS2060 standard, which takes inclusiveness, accessibility and openness as the three principles of business operation, and quantified the greenhouse gases such as carbon dioxide emitted by enterprises.

Conclusion

In the retail industry of our country, the large chain supermarket is an important component of the department, and is also the main shopping place for consumers. At present, there are still many deficiencies in the operation process of retail enterprises, resulting in excessive energy consumption, such as refrigeration system and exhaust system technology content is too low, can not meet the standards of low carbon economy. In this regard, some measures should be taken to recycle the corresponding resources and reduce energy consumption, so as to realize the low-carbon operation of new retail enterprises.

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Author Information:

Wei Wu, Han Nationality, Suzhou, Jiangsu Province, M.S. candidate, research interest: international business.

Notions of Childhood and Value of Reading Children's Literature

Lan Huang

Department of Humanities and Foreign Language, Hunan Agricultural University, Changsha, Hunan, 410129, China

Abstract This essay focuses on the exploring of the notions of childhood and its influence on the value of reading children's literature through time. It dates back from children's book in 17th century in Europe to picturebooks in 21st century. It shows that the changing notions of childhood has a great impact on the value of children's literature for children. It also shows that reasons behind the development concept on childhood in history and it also explores the values of reading literature to children in relation to their personal fulfillment and academic gains.

Keywords: Childhood; Children's literature

1 Introduction

Children's literature is commonly defined as 'books created to amuse and interest children, material that is written to appeal to their emotional, cognitive, and experiential levels'. (Goldstone, 1986) Children's literature intends to cover 'topics of relevance and interest to children, through prose to poetry, fiction and nonfiction'. (Lynch-Brown, Tomlinson, 1999) Children's books have a long history around the world and they have absorbed various elements into the writing such as oral legends, folk story and fairy tale. In the 17th century in Europe books were written explicitly to teach children behavioural and ethical lessons. However, the starting point of history of children's book can be traced back to the 18th century when John Newbery, a publisher, issued the first edition of *A Little Pretty Pocket Book* in 1744. (Knowles & Malmkjar, 1996) A growing number of books were published provide enjoyment and fun for readers. From the late 19th century to the early 20th century, Britain witnessed the first Golden Age of children's literature. It was the time that a great many famous writers such as Lewis Carroll, and Charles Kingsley flourished. Fantasy became, arguably, the most important feature in writing for children. Critical analysis of children's literature is often concerned with the content described and characters portrayed by adult writers. It is believed that children are physically and psychologically vulnerable and susceptible, so they need to be protected through language without manipulation. Many factors contributing to the development of children's literature in history depended on some major shifts in the perception of children's role in social and cultural contexts. The purpose of this essay is to explore some of the reasons behind the development concept on childhood in history and it also explores the values of reading literature to children in relation to their personal fulfillment and academic gains.

2 Notion of childhood and its influence on children's literature

What is childhood? What does it feel like to be a child? Childhood is a concept that varies geographically and culturally. Mouritsen states (2002) 'Everyone has a childhood in his or her baggage, with the memories, the knowledge, the attitudes, the sensory and cognitive mind-set, this involves some long for childhood, some are stuck in it, some seek to be rid of it. Whatever this case may be, one does not escape the fact that one has had a childhood'. Childhood is an essential stage for everyone. But the notion of has not always been the same. The notions of childhood in western history vary from place to place and time to time. Understanding the development concept of childhood is an essential part of appreciating the writing of children in literature.

According to French historian Phillipe Aries (1962), the notion of childhood was almost nonexistent in the Middle Age and early Renaissance. He argues that children were portrayed no differently to adults and were dramatically ignored or treated like an objects. He suggests for example: 'The fact that children were seen as "miniature adults" is clearly seen in medieval paintings'. (Goldstone, 1986) The lack of a clear conceptualization of childhood means there was no "real" children's literature except some early books for instructional and didactic purposes written by clerics. McMunn and Willam Robert (1972) states that 'There was a lack of any genuine literature aimed specifically at children before the 18th century'. In the sixteenth and seventeenth centuries, the emerging concept of children was emphasised by the Puritans. Bette claims that 'It was believed that children were born to be sinful. For children to become the most productive adults, they had to be cleansed of their iniquities'. So during that time, books were written mostly to stress their evilness and to correct their fault.

By the end of seventeenth century, John Locke, an English philosopher, argued eloquently in his 1690 *An Essay Concerning Human Understanding* that 'let us then suppose the mind to have no ideas in it, to be like *white paper* with nothing written on it'. The idea of "white paper" shows that he believed that humans are born like a blank slate which was against idea of original sin. Locke also

advocated in *Thoughts Concerning Education* that ‘the little and almost insensible impressions on our tender infancies have every important and lasting consequences’. Locke stated that good education at early stage is very important. What’s more, he argued that a child should learn through pleasure and enjoy the learning experience. This was an important driving force to emphasize the importance of children rather than seeing them as “miniature adults”. The Enlightenment was centred on reason and progress, Fiona says ‘it took an optimistic, progressive view of society and regarded children as having a great potential for intellectual development’. Locke’s thoughts shifted the concept of childhood which impacted in turn on the idea of children’s literature. John Newbery started to publish books specifically written for children. *A Pretty Little Pocketbook* was the most success book in that time. With the successful market sale of Children’s books, children’s literature opened its market for many children and juvenile readers. In the eighteenth-century, the concept of childhood supported learning for useful information and learning for fun. During that time, interesting and informative children’s books were published.

The conceptualization of childhood went through another change due to one underlying factor from Rousseau’s text, *Emile* or *On Education*. Rousseau rejects the idea of original Sin, and argued that children came into the world innately innocent, and were corrupted by their experiences in life. For parents, children’s innocence should be protected. The religious way of thinking of children began to fade and Kimberley(2014) states that ‘childhood came to be associated with a set of positive meanings and attributes, notably innocence, freedom, creativity, emotion, spontaneity’ Rousseau’s idea of the child contributed significantly to Children’s literature and, arguably, to the start of the first Golden Children’s literature when ‘children were considered carefree, devoid of responsibility, enjoying a time to romp with elves and sprite’. (Goldstone, 1986) Magic and fantasy began to play roles in children’s literature. Romantic poets such as William Blake and William Wordsworth inherited and developed Rousseau’s ideas on childhood. Blake wrote in his collection of poems *Songs of Innocence* and *Songs of Experience*, depicting innocent children who suffered the cruelty and an ugly world. Coveney (1967) claims that ‘it is William Blake who believes children having imagination and spirituality.’ Wordsworth also wrote many poems full of images of the innocent Romantic child. In his poem ‘My Heart Leaps Up’, He wrote

My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began;
So it is now I am a man;
So be it when I shall grow old,
Or let me die!
The child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety. (Wordsworth)

In his poem, he believed ‘The Child is the father of the man’. This was a great challenge to traditional ideas about the differences between adult and children. In his view, children were the source to inspire the imagination and nature.

In the nineteenth century, the Industrial Revolution dramatically shifted the role of childhood and how children were perceived in society. McCulloch (2011) believes that ‘Childhood, then, became increasingly regarded as a separate sphere from adulthood, given the freedom to be indulged outside the world of work, and it became a cherished time of nostalgia to be protected, as the Victorians inherited Romantic discourses about childhood innocence’. The time between 1860 and 1900s was regarded as the first Golden Age of Children’s literature. Lewis Carroll’s fantasy, *Alice’s Adventures in Wonderland*, marked the feature of fantasy in writing style by using satire to explore what he saw as serious problems in Victorian ideology.

The notion of childhood changed dramatically again after the 1960s. Children were seen increasingly as participants in social functions and as equal to their parents. They were given the right to challenge authority and they could play a role in the family and make their own decisions, to some extent. This shift also brought many changes in the ways in which children’s literature was written. Instead of describing a fantasy world where children can hide from the outside world, children directly face the chaotic and brutal world without much protection from their parents. William Golding’s *Lord of the Flies*, for example, reflects ‘a tension between the adult world of conservatism, with its pastoral tropes and the child’s world of modernity, corruption’ (McCulloch, 2011), which showed the consequences of the War and pushed children to find ways to find a way ‘to negotiate with modern society and its rapid changed’. (McCulloch, 2011) Many books written for children at this time move away from fantasy to real world where children are seen to be searching for their ways to protect themselves.

3 Values of reading children’s literature

Children’s books are mainly about children’s experience of life. They put children in a different space to the real world to an imagined world or a different time from past, present to the future. They take many different forms such as adventure stories, fairy tales, school stories, fantasies and family stories attracting both young readers and adult readers. Some classic children’s books pass down for every generation and attract academic concerns worldwide. The values embedded in such children’s books must be enormous and significant. Children’s literature carries many cultural values and authors, consciously or unconsciously decided to write these stories in order to teach readers especially children about social and ethical values, behavioral norms and good attitudes towards life. ‘Children’s books are important educationally, socially and commercially’. (Hunt, 1994) ‘It is arguably impossible for a children’s book (especially one being read by a child) not to be educational or influential in some way’. (Hunt, 3) It is acknowledged that ‘literature for children leads to personal fulfillment and academic gains’. (Lych-Brown & Tomlinson, 1999) The most undeniable achievement for children is that reading means enjoyment. Children will remember the stories that were funny: for example the cute image of Winnie-the-pooh who acts and speaks making readers laugh out loud. This enjoyment also comes from the vicarious experience when a story creates a space and time imaged and unreal which can never be happen in a reader’s life. Some earlier

reading experience builds a lifetime of enjoyment for readers. Children fancy the world full of imaged creatures and fantasy. ‘By seeing the world round them in new ways and by considering ways of living other than their own, children increase their ability to think divergently’. (Lynch-Brown & Tomlinson, 1999)) The story of Alice, in *Alice in the Wonderland*, who falls down a rabbit hole and meets many imaginary creatures and objects wandering in a strange world that inspires children’s imagination. Children can also benefit from stories depicting children who have suffered great harm from political or economical crisis in history. Young readers can relate them to their own life experience and show their empathy with others. At the same time, some characters are depicted in a setting that requires them to tell right from wrong. For example, the children portrayed in *The Lord of Flies* show the difference between ordered society and human’s savage animal instincts. The War destroyed their home and brought them into a strange place. A group of children are supposed to share knowledge and wisdom to save each other, but on the contrary, they split into two bad and good parts. Some of them are optimist and follow the rule of a civilised society but some of them are lost in desires, which turn them into a monsters killing and bullying other children. The two competing impulses are embedded in human beings and, arguably, exposure to the story educates readers to face the tension between their inner desires and social rules. This type of reading helps young readers to form their own moral judgments in real life experience.

Children’s literature, especially picture books with stories with illustrations, help children to form their own aesthetic tastes and preference for certain types of stories. For academic gain, children’s books used as textbooks in classrooms can help young readers focus on language and reading skills. By reading excellent literature, children are immersed in excellent writing styles which can be absorbed into their own writing. The best children’s books not only provide readers with enjoyment but also offer unforgettable characters and stories and in-depth insights into the human beings. Therefore, it is extremely important to offer children varieties of literature. It is a way to cultivate and enlighten children emotionally and psychologically.

4 Conclusion

A very brief introduction to the development and notion of childhood and its close connection between the writing of children’s books in history is an essential step for further reading and studying of Children’s literature. Much critical analysis of children’s literature ‘frequently embrace[s] an historical context and acknowledge[s] the importance of the changing concerns within the texts over time’. (Thacker & Webb, 2002) Exploring the influence of historical contexts helps readers or critics to better decode the content and language in the text. Images of children depicted in literature draw on the childhood self to reflect who we are. Engel explains that ‘In recalling childhood we look for those experiences or moments that provide us with a sense of identity and sameness across time and situation, while also capturing the unique qualities of childhood’. Children play an important role in this complex modern world. They are on the road to be adults and to be aware of the danger and evil in front of them. Writers share the responsibility for children to read or appreciate the socially or culturally constructed figures of children. As parents or professionals who are responsible for selecting books for children, it is of great importance to identify the notions of childhood and its influence on the ways in which books for children have been or are being written.

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Equity, Diversity and Inclusion (EDI) and the Internationalisation of Higher Education

Sijia Chen

University of Edinburgh Holyrood Road, Edinburgh, EH8 8AQ

Introduction

Education institutions have emphasised the concept of equity, diversity, and inclusion to cope with the newly emerged problems in its internationalisation process. This essay will start with the background information and a literature review of previous research in EDI. The following section consists of the possible and probable approaches to better deal with EDI issues in higher education.

Background Information

Internationalisation in higher education is typically defined as a process that integrates an international dimension into the teaching, research, and service function of higher education^[1]. This process is appreciated for developing deliberative pedagogies, the growth in cross-border and cross-section communications, the generation of immigrants, and the rise in cooperation between various cultures. However, criticism emerges simultaneously since it also addresses cross-cultural challenges and conflicts^[2]. EDI, though it lacks a clear definition in the academic field, always contains some essential elements, including race, gender, age, sexual orientation, socio-economic class, and disability, with additional considerations of religion, education, and family/marital status^[3]. Considering their outstanding function in minimising the objective effects of implicit bias and preventing social and academic isolation, it deserves an in-depth insight.

Literature Review

Wherever internationalisation occurs, it can be catalogued into three main models: commercial-driven models, cultural-integration models, and curriculum-driven models^[4]. Consequently, this section will discuss previous relevant literature from three aspects, the commercial, the cultural, and the curriculum aspect.

The first is the financial perspectives. At the very beginning, educators and scholars claimed that it could offer every individual a chance to join in higher education regardless of their backgrounds. However, as Kao (2021) found, the real-world outcomes do not stay consistent with them. Students from financial-challenged families can have limited opportunity to participate in this process^[5]. Altbach and Wit made a more detailed statement. All institutions express their ambition to build a world-class university; however, the term ‘world-class’ implies rank order and attendant inequalities. Opportunities are virtually non-existent in the poorest regions where the expansions of higher education have arguably made an enormous difference^[6].

The curriculum part received both appreciation and criticism. Puleda found that the diversity in the curriculum has been threatened. Formal schooling gradually substitutes traditional education because students’ account joined in the mass education system increasing to more than 90% since 2003^[7]. George came up with a similar conclusion and pointed out the causality of the situation that such transition generally indicates the progression in adopting new cultural, social, and cognitive challenges^[8]. ‘Hidden curriculum’ is another case in point. Ample evidence shows that in almost every discipline area, from academic reading to disciplinary knowledge, it is substantive in acknowledging the difficulties international students face in their transition into successful tertiary education environments^[9].

EDI in culture is the most prominent part as the enrolled international students and teaching staff have built a multi-cultural community. Most universities prioritise maintaining diverse international teams of faculty and provide them with an inclusive atmosphere so that they can settle and work in the community as it is a critical component in the achievement of academic performance and educational mission^[10]. With the atmosphere of equity, inclusivity, tolerance, and empowerment, those well-educated talents can feel free to seek their fortune to work for a better life.

Possible solutions

This section will focus on the different actors to analyse possible solutions to these existing and potential problems. Neither of the stakeholders, faculty team, and students can enhance EDI in internationalisation in higher education more effective without the others.

First of all, policymakers and other stakeholders can regulate and adjust the promotion of EDI in two aspects, the affirmation of diversity and the creation of an inclusive atmosphere. As actors who influence this process from a macro level, they ought to have a solid international focus. The affirmation of social diversity and human diversity includes the promotion in both the appreciation of

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human differences and students' belief for their bright future, especially about life circumstances and opportunities that directly or indirectly impact their lives and the lives of their family members, community and country^[11]. In addition, a more significant political consciousness is forced to be allocated to the equal status of people from different groups, especially the minority ethnic groups. Offering students and faculty from diverse ethnic group and age group the same amount of service and right is the foundation of achieving EDI from the policy level^[12].

Faculty teams are the main actors in knowledge re-production and production process. Treating students equally can construct effective bridges between the knowledge providers and receivers. Knowledge of other social and cultural groups is fundamental. More tolerance and patience are consumed during the process. The most frequent scene of the practice of these issues is the workshop, where a welcoming atmosphere should be created to relieve anxiety from tutors and students. Another responsibility is to tackle bullying. International students are overseas and from the minority groups in the local community, making them the most likely victim of bullying^[13]. Success in anti-bullying is vital to strengthen students' sense of belonging and the faculty's sense of achievement.

Students are suggested to establish stable, friendly connections with classmates from other social backgrounds and understand other cultures' values. Individualism and competition are two of the norms which stop students from being included in the community. To undo the isolation, time and courage should be allocated to learn about each other, care about each other, and find ways to communicate with each other^[14]. Another thing is to rethink how to approach conversations and invite people into the conversation rather than increase their defensiveness. It requires students to see the world in new ways to understand others better. Instead of coming up with the right thing to say, developing active listening and critical questioning skills may bring more benefits.

Conclusion

Equity, diversity and inclusion go alongside the internationalisation in higher education. Better practice in EDI can help with the improvement in the status of the university in the global market, the recruitment of talented intellectual and the enrolment of well-educated students. This essay has critically reviewed the comparative literature and developed some pragmatic suggestions for enhancing EDI in higher education institutions. However, as it is still a young topic, huge gaps are waiting to be filled. Future research can be done in the inclusion of diverse minority ethnic groups in the university, the equity in transnational education and the EDI in cross-border higher education alliance.

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The Application of Thinking Map Method in the Chemistry Teaching of University—Take Chemical Equilibrium as an Example

Juan Gao

Zibo Vocational College Department of Chemical Engineering Shandong Province 255300

Abstract: The application of thought map in university chemistry teaching is helpful to help students to sort out the chemical knowledge, make the complex knowledge clear and concrete, stimulate the students' enthusiasm for study and promote the students to grasp the chemical knowledge quickly. Chemical balance is an important part of Chemistry Teaching in University, and also the basis of students' learning chemistry knowledge. In the chemical balance teaching, the application of thinking map can make the knowledge systematic, organized and improve the teaching efficiency. Based on the teaching content of chemical balance, this paper analyzes the application of mind map in college chemistry.

Keywords: Mind map; College chemistry teaching; Chemical equilibrium; Application

1 The application of thinking map in the teaching of university chemistry

The middle school chemistry teaching mainly focuses on the knowledge of concept and conclusion, or the content of learning is limited to the knowledge in a certain situation, and the scope of knowledge is relatively small. The knowledge involved in university chemistry is complex, which is a huge knowledge system connected by many knowledge points. Therefore, university chemistry learning is not only the extension and deepening of senior high school chemistry, but also forms multiple knowledge points. It is necessary to sort out and integrate these knowledge points to form a knowledge system, forming different knowledge nodes and frameworks. To promote students' understanding and extension of knowledge concept, and master the corresponding teaching theory, and improve students' ability to find and solve problems. Thinking map is a kind of graph form thinking tool which can express the human thought process, and it is a revolutionary and innovative thinking tool mode. It can clearly show the relationship between different themes through thinking map, and improve the efficiency of mathematical knowledge arrangement and learning^[1]. Although the current thinking map has been gradually applied in the teaching field, it is mainly used in primary and secondary schools, and the application of thinking map in university education is relatively small. The main function of thinking map is to form different themes by scattered knowledge points and nodes, and the themes are integrated and cross, forming a thinking diagram with each node showing the emission stereoscopic structure with the theme as the core. Therefore, the application of mind map in university chemistry is feasible, which is conducive to the effective connection of each node in chemistry and the improvement of students' learning efficiency.

2 Analysis of the teaching theme of chemistry balance in university

The main object of chemical equilibrium research is reversible chemical reaction. It can be expressed as $a + b \rightleftharpoons c + d$. by this formula, the equilibrium constant can be deduced as. Through the derivation of constant, the factors affecting the constants can be analyzed, including the constant only related to temperature, and the equilibrium of chemical reaction can be judged under certain conditions, The direction of chemical reaction can be determined. At the same time, the knowledge also includes reversible chemical reaction, the characteristics of reversible chemical reaction include reverse reaction, quantitative reaction, equivalent reaction and dynamic change. In reversible chemical reaction, no matter it is positive or reverse reaction, the reaction can not be completed completely. In addition, this part also introduces the conversion rate of reaction equilibrium. The conversion rate of positive reaction is equal to that of reverse reaction, which is equal to the ratio of reactant quantity and total reactant quantity $\times 100\%$ ^[2]. Finally, the external conditions of chemical equilibrium movement are introduced, and it is called the leshterian principle. The equilibrium movement is mainly affected by temperature, pressure and concentration. The change of temperature is that with the increase of reaction system temperature, the direction of equilibrium movement is the direction of heat absorption reaction; The reaction in pressure is that with the increase of pressure in the reaction system, the equilibrium reaction will move to the small side; From the concentration perspective, if the concentration of reactant is added to the reaction system, the reaction will move to the side not added. These knowledge contents are the core contents of chemistry balance teaching, and they have many knowledge points and are scattered.

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3 The related knowledge points and the extension of knowledge points of chemical equilibrium

Chemical equilibrium is a kind of relationship between reactants and products on the surface. In the research of change quantity, we can start from thermodynamics to extend the teaching knowledge points. The movement of chemical equilibrium and conversion rate are analyzed by thermodynamics. The mode of thinking map is formed by the generalization of limit node. The specific mode of thinking map is as follows:

In this part of knowledge, the limit and direction of chemical reaction can be judged by thermodynamic data, and the balance of yield and movement of chemical reaction can also be analyzed by actual measurement value.

Analysis of knowledge nodes of chemical equilibrium constant. Chemical equilibrium constant is divided into many small nodes, including empirical equilibrium constant, standard state, standard equilibrium constant, etc. at the same time, each small node is divided into different knowledge points. The equilibrium constant includes pressure empirical equilibrium constant and concentration empirical equilibrium constant. The standard state can be expressed as $p^\ominus = 105\text{Pa}$, $c^\ominus = 1\text{mol/L}$. The standard equilibrium constant can be divided into two types: standard pressure equilibrium constant and standard concentration equilibrium constant. These knowledge points have their own characteristics. For example, there are essential differences between pressure empirical equilibrium constant and concentration empirical equilibrium constant. There is no unit between standard pressure equilibrium constant and standard concentration equilibrium constant, and the dimension is 1. The value of concentration empirical equilibrium constant and standard concentration equilibrium constant is equal, The values between the empirical equilibrium constant and the standard concentration equilibrium constant need to be equal under certain conditions. The corresponding values can be obtained by thermodynamics for both the standard pressure equilibrium constant and the standard concentration equilibrium constant. The application of equilibrium constant is helpful to the judgment of chemical reaction direction and conversion rate. These knowledge contents can be sorted out by thinking map, which can form a clear framework for students to master knowledge.

4 The cohesion strategy of university chemistry balance

Chemical balance is the content that starts from the high school stage, but the content of chemical balance in high school is relatively simple and has a small scope, most of which have set certain restrictions. Through the comparison, analysis and understanding of the similarities and differences between the chemical balance in senior high school and the university chemistry balance, it is helpful to promote the students' understanding of the chemical knowledge. The application of thought map is helpful to help teachers and students distinguish high school chemistry from university chemistry, including the differences in content, connotation and application.

The relationship between chemistry in senior high school and chemistry balance knowledge in University. From the analysis of the reaction situation between high school chemistry and university chemistry balance, the two are identical in the direction of reaction. The difference is reflected in the introduction of thermodynamics. The introduction of university chemical thermodynamics is based on the concept of potential function. By comparing the normal number of standard pressure balance with chemical reaction, the reaction quotient is compared and analyzed. The main contents of the comparison of temperature applied in chemical balance in high school are empirical equilibrium constant and concentration quotient in the reaction, which are essentially different. At the same time, there are some differences between the chemical balance in high school and university chemistry in terms of reaction range, method and condition. The chemical balance of university includes empirical equilibrium constant, standard equilibrium constant and mole fraction equilibrium constant. But the high school did not fully involve these contents in the explanation of chemical balance, only for the empirical equilibrium constant to learn, and the concentration balance constant as the main content of the explanation, involving a narrow range, depth is insufficient.

Conclusion:

In conclusion, the application of thought map in university chemistry teaching is conducive to the systematization and centralization of complex and scattered knowledge. Students can sort out knowledge through the drawing of thinking map, and the completed thinking map can be used as an important guide for students to study and review, so that students can find their own weaknesses at a glance, And combined with the weak points to strengthen the targeted, improve students' chemical learning ability. Especially in the aspect of chemical balance, students have a certain learning foundation, which will be difficult in the connection between high school and university teaching. The application of thinking map can promote the rapid connection and transformation of students' thinking and improve the efficiency of chemical balance learning.

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Motivation and Motivating in Second Language Acquisition: A Literature Review

Quan Hu

Wuhan Business University, Wuhan Hubei 430000

Abstract: In the field of second language acquisition, motivation has always been considered as a crucial element in second language learning and achievement. Few pieces of research, however, have been conducted to analyse motivational techniques, even fewer have focused on empirical studies concerning the effectiveness of motivational strategies. To fill the gap, this review aims to update major literature of motivation from both theoretical and practical perspectives, especially focusing on the effectiveness of motivational strategies applied in the classroom. Suggestions concerning further research directions are also provided.

Keywords: L2 Motivation; Motivational Strategies; Literature Review; Second Language Acquisition

1 Introduction

‘Motivation’ is frequently used by teachers and learners when explaining successful second language (L2) learning^[1]. It has long been considered as a vital factor determining L2 achievement. According to Dörnyei, L2 motivation explains why people initiate L2 learning and how much time and effort they are willing to invest to pursue and sustain the process^[2].

For decades, far more researches have focused on motivation than on motivating^[3]. It was not until the 1990s, when a group of academics led an educational shift, that motivational strategies (MSs) received considerable attention for the first time^[4]. The past 20 years have witnessed a growing number of academics designing and summarising motivational practices based on theoretical models, which indicates that more scholars have realised the importance of locating MSs in a specific context to increase practical effect.

2 Main approaches to L2 motivation and motivating

2.1 Approaches to L2 motivation

Looking at the big picture of L2 motivation, there are mainly four periods in the development of motivation research. Before the 1990s, Gardner and Lambert had dominated the field with a social psychological approach^[5]. They laid the foundation for L2 motivation by dividing it into ‘integrative motivation’ and ‘instrumental motivation’. Due to their focus on a general community level in Canadian context, a large number of scholars called for an educational shift, thus beginning the cognitive-situated period. Among the research, Dörnyei’s paper was salient, since it established a comprehensive model including three levels of motivation (‘language level’, ‘learner level’ and ‘learning situation level’), thus drawing researchers’ attention to practical MSs^[6]. More recently, motivation research seems to enter the socio-dynamic phase as Dörnyei and Ushioda featured it as a period with ‘more socially grounded, dynamic and complex interacting systems’ when analysing L2 motivation in the context of globalisation^[7].

2.2 Frameworks for L2 motivational strategies

Due to the educational shift in the 1990s, MSs received considerable attention for the first time, and scholars started to explore and develop various lists and models of MSs. It began with Dörnyei’s pioneering three-level framework (‘language level’, ‘learner level’ and ‘learning situation level’) with 30 MSs adapted to this system.

In reply to the challenge from Gardner and Tremblay, who required empirical evidence to prove that teacher MSs are effective in strengthening student motivation, Dörnyei and Csizér concluded 10 MSs to motivate L2 learners by conducting a survey among 200 Hungarian teachers^[8]. Based on this and previous studies, Dörnyei established perhaps the most systematic MSs taxonomy with four dimensions in teaching process order, and many empirical studies have chosen this taxonomy as their theoretical framework and observation instruments of motivational behaviour in the classroom.

3 The effectiveness of motivational strategies

3.1 From subjective perception to objective observation

The study concerning the effectiveness of MSs began in the 1990s, when there was a debate focused on whether MSs were useful in the classroom-specific environment. Gardner and Tremblay challenged the advocates of educational shift by requiring empirical studies and evidence to prove the positive effectiveness of teachers’ use of MSs^[9]. Dörnyei and Csizér replied to the challenge just in time with their study towards 200 Hungarian teachers’ perceptions of most important and frequently used MSs; however, it was limited in Hungarian context and lacked cultural comparison as well as a theory-based MSs framework.

Regarding the effectiveness of Dörnyei's MSs taxonomy in terms of cultural transferability, an investigation different from Hungary in educational, social and cultural perspectives was conducted. According to the result, some MSs could transfer across various cultural contexts, while certain motivational instructions might only suit in the specific context.

Though some empirical studies have made contribution to suggesting the influence of MSs on learner motivation, there are mainly two gaps: one is that the previous studies are based only on teachers' subjective perceptions of MSs; the other is that the real effectiveness MSs depends on student perceived ones rather than what teachers see or do. Thus, it is necessary to evaluate the effectiveness of MSs by considering student perceived motivation, observing student motivational behaviour and measuring L2 achievement^[10].

To narrow the gap, some more sophisticated studies started to highlight the importance of student perceived motivation by including both teachers' application of MSs and students' perceived use of MSs. Further improvement was made in Sugita and Takeuchi's research, which indicated the effect of MSs was affected by students' language level^[11]. Based on this research, they further indicated that learner's original motivational intensity should also be considered as a factor influencing the effect of teachers' MSs.

3.2 From significant correlation to positive causal relationship

Compared to previous studies, Guilloteaux and Dörnyei's pioneering study in 2008 was far more reliable since they were the first to combine self-reporting method with classroom observation instrument. In 2012, Papi and Abdollahzadeh conducted an improved study which further supported the strong correlation between instructors' motivational practices and language learners' motivation^[12]. The causal relationship between MSs and L2 motivation remained to be confirmed.

To date, perhaps the most sophisticated and ambitious quasi-experiments is Alrabai's investigation, as it extends the effect to achievement, indicating trained MSs can lead to better L2 achievement^[13].

4 Conclusion and further research suggestions

This review firstly introduced theoretical development in L2 motivation, and frameworks of MSs were discussed chronologically. Followed by a series of studies approaching the effectiveness of MSs, several future research directions are to be provided. As Ushioda emphasised, a 'small lens' is needed when approaching L2 motivation study^[14]. In the context of globalisation, further empirical studies considering cultural factors can be conducted^[15]. For example, the effectiveness of MSs in various cultural contexts can be compared, thus providing teachers with tailored pedagogical suggestions to increase students' motivation. In the response to the COVID-19 pandemic, further exploration for online-specific MSs is also warranted as online language courses are likely to take larger proportion.

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About the author:

Quan Hu (1993-), female, Wuhan Hubei, graduated from University College London, MA Applied Linguistics, now is a teaching assistant at Wuhan Business University. Her research interests include Second Language Acquisition, L2 Motivation, Positive Psychology, Discourse Analysis, etc.

Discussion on Advanced Microsoft Office

Yunzhi Jiang¹, Xinhong Song² corresponding author

1. Guangdong Technical Normal University, Guangzhou, Guangdong Province, 510000

2. Traditional Chinese Medicine University Of Guangzhou, Guangzhou, Guangdong Province, 510000

Abstract: Microsoft Office advanced application course is very important for students' study, scientific research and daily office after work, so it is necessary for universities to offer public selected courses for students with non-computer majors. First, the course content is divided into five modules: computer basic knowledge module, operation skills module of WORD, operation skills module of EXCEL, operation skills module of PPT, operation skills module of Office document security and VBA application module. Then it mainly discusses the setting scheme of the curriculum content, the effective way of the course assessment, the problems existing in the process of teachers' teaching and students' learning, and gives the corresponding solution strategies. Finally, we give some summary of the public selection course teaching experience.

Keywords: Microsoft Office teaching; Public selection class; Micro-class

Introduction

Microsoft Office (MS Office) Software Advanced Application is a public elective course that can be offered for most non-computer specialty students and undergraduate students in the whole school, which can deepen and improve students' computer foundation and office software application ability, and is an indispensable skill for college students in the Internet era. The course mainly includes the foundation knowledge of the computer, the advanced application and operational skills of the Microsoft Office software, and is a highly operational and practical course. This paper first divides the course content into five modules, then mainly discusses the setting scheme of the curriculum content, the effective way of course assessment, the problems existing in the process of teachers' teaching and students' learning, and gives the corresponding solution strategies. Finally, some summary of the teaching experience of this course.

1 Course content setting scheme

Because it is a public choice course, General colleges and universities do not arrange many class hours, This article follows a total of 32 class hours, Refer to the National Computer Level Examination Level II MS OFFICE Advanced Application Examination Outline (2018 Edition), The course can be divided into five modules: computer basic knowledge module (2 hours), WORD operation skills module (total of 8 hours), EXCEL operation skills module (total of 10 hours), PPT operation skills module (8 hours), Office document security and VBA application module (4 hours); The latter four modules are combined with the case explanation.

1.1 Computer basic knowledge module

Mainly introduces the origin, development stage, classification of computer, the characteristics and use of various kinds from different angles. The components, principles and main technical indexes of computer software and hardware system. The component part, principle and main technical indexes of the smartphone hardware and software system. Represents and storage of data in the computer. The concept, characteristics and application of multimedia technology, and the influence of multimedia technology on the field of education at all levels. The principle, characteristics, classification of computer viruses, the characteristics of existing viruses, the characteristics of virus Microsoft Office documents, and the prevention and killing of computer viruses. Origin, concept, development history, composition and classification of computer network; the concept of physical and logical security of computer LAN, ULAN, WAN and the corresponding prevention technology. The concept of the network information security of the Internet of Things and the corresponding prevention technology. The concept, principles, and application areas of network services for the Internet and the Internet of Things.

1.2 Operating skills module for WORD

This module mainly explains the contents:

(1) How to clear the WORD2010 format; typesetting, horizontal and vertical operation methods; column, section, paging operation methods.

(2) Cross line operation method for header, header, header, including inserting preset header or footer, creating different header or header, creating different header or header for parity pages, creating different header or footer for each section, deleting header or header, header; insert chart operation method.

2 Effective methods of course assessment

This course mainly evaluates the students' knowledge of advanced operation theory of Word, Excel and PowerPoint in MS Office.

The assessment method one is the course paper. The subject of the paper is Word or Excel or PowerPoint. Total = scores * 30% course * 70%. Usually the results include: class carefully, active thinking, actively answer questions, homework, attendance. The course paper can detail some practical operation techniques of Word (Excel, PowerPoint), requiring subsections, clearly organized, layered, illustrated, and accurate and concise language. The number of pages of the course paper counts about 20 - 30 pages from the main body beginning, and the paper content should be divided into at least three chapters, and each chapter should have a chart or table. In the video, the students should appear, and the content of the operation description is the operation steps and key steps of the corresponding ten functions.

Assessment method three is on the scene assessment, teachers prepare the corresponding question library. After each student logs in the test system, the test system automatically generates a set of questions to complete the paper within 90 minutes.

3 The existing problems and the countermeasures

3.1 Problems and problems in teaching and countermeasures

Because most college students do not pay high attention to public selected courses, it is relatively easy to think in class, and they do not like to ask the teacher when they encounter more difficult content to understand. Some students occasionally need leave to attend community activities and some meetings of the college. In view of this situation, teachers can use multimedia technology and network assisted teaching, multimedia technology can be more vivid display of class content, can make micro - courses of course key content and small videos of case teaching^[1] on the network, for students to self - study and deepen understanding.

Teachers are also very challenging when preparing MS Office teaching content. If the classroom content is difficult and the case is complex, and most students cannot understand and complete the case quickly, it will affect the enthusiasm of these students to listen to the class, and even their evaluation of teachers. Teaching evaluation is particularly important for college teachers. If teachers pay more price, but they receive a less ideal evaluation score, which will crack down on the enthusiasm of teachers in teaching. If the classroom content is easy, students respond that they cannot learn anything. Therefore, teachers need to spend some time in class and extracurricular work to investigate the students' understanding and mastery of the last course content, so as to adjust in time. The task is easily implemented by teachers through some questionnaire websites.

3.2 Existing problems and countermeasures in the learning process

Most students choose the purpose of class selection is not clear, often do not have professional teacher guidance before class selection, mostly listen to the advice of senior senior. The public selection courses in colleges and universities are selected in the academic administration system, and the course selection system generally only the course name, credits, teachers, class time and place, there is no detailed introduction of the course content. Initially, the scores of college public courses were only credits, not considered, but in recent years. Therefore, students with strong utilitarian nature will choose courses that are easy to learn, not strict with teachers and easy to get high scores. Zhang Zizhen and other^[2] did a questionnaire survey, and concluded that 70% of the students took the Excel Advanced Office Application Technology course because of the pursuit of high scores. Therefore, the content of teachers' class should reflect the interest and practicality to attract students' attention. After explaining the corresponding knowledge points, choose interesting comprehensive cases in actual life, study and work, and deepen and consolidate students' understanding of knowledge.

4 Summary

Public elective course is an important part of the quality education of college students, which is opened by each university based on its own discipline development, professional construction, regional characteristics, according to the relevant national training of compound talents. In today's Internet era, Microsoft Office office software is a powerful assistant for students to study, people work and research. The course can improve students' long document editing ability, improve their processing and analysis of data, improve the technical level of multimedia display graduation papers, survey reports, research reports, planning plans, product description, etc., improve VBA application ability; therefore, students should pay more attention to the course, teachers should enrich the teaching content, teaching means, and teaching department should also improve the corresponding teaching quality supervision and final evaluation system of public course students.

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First author introduction:

Name: Jiang Yunzhi, gender: male, year of birth: 1982.2, nationality: Han, native place: Anhui Province, title: associate professor, degree: doctor, research direction: intelligent algorithm, higher education management.

Name: Song Xinhong, gender: female, year of birth: 1962.3, nationality: Han, native place: Henan Province, title: professor, degree: Bachelor, Research Direction: Traditional Chinese Fitness, Higher Education Management.

History of China-Japan Film Culture Exchange and Cooperation Strategy

Yi Zhang

School of Fashion Media, Jiangxi Institute Of Fashion Technology, Nanchang 330001, Jiangxi, China

Abstract: China and Japan are two countries with different political systems. Since the two countries share great differences in social background and values, their artistic aesthetic understandings therefore various. The year of 2018 is the 40th anniversary of the signing of the Treaty of Peace and Friendship between China and Japan, and on May 9 of the same year, China and Japan signed the Treaty on Joint Production of Chinese and Japanese Films, which laid a This article is based on the Sino-Japanese Film Co-production Treaty.^[1] This article is based on the background of the signing of the Sino-Japanese Film Co-production Treaty.

Keyword: China-Japan Film ;Cooperation Strategy ;Cultural Exchange

1. Introduction

From a philosophical point of view, aesthetics is the opposition and unity of things.^[2] The existence of different cultures in different countries makes the existence of opposites and the formation of different aesthetics; however, the influence of objective things on people's psychology is more or less the same, thus creating the "unity" of culture.

Ambassador of Japan to China Tarumi Hideo (Japanese: 垂秀夫) once said that "Japan and China are neighbors that cannot be moved away". During Shinzo Abe's administration he proposed a "strategic reciprocal relationship", the core of which is "to establish a stable and constructive relationship that is not influenced by the external environment". In other words, the cultural exchanges and cooperation are essential. As the saying goes, "seeking common ground while preserving differences", China and Japan must grasp the sameness of things while consider the opposites and correctly understand the opposites and unity of things in the exchange of film culture.

2. Flow between Chinese and Japanese films

With the frequent cultural exchanges between China and Japan in recent years, instead of the consistently sluggish performance in the box office in China, Japanese films in fact won considerable favor among Chinese audiences than ever before. In particular, the 2015 animated film *Your Name* (Chinese: 《你的名字》; Japanese: 『君の名は』) earned 577 million yuan at the box office after its release in mainland China.^[3] In September 2020, the warm-hearted road movie Japanese movie "Kikujiro's Summer" (Chinese: 《菊次郎的夏天》; Japanese: 『菊次郎の夏』) was released in mainland China after 21 years since the premiere. Many netizens have said "I didn't expect to see it on the big screen 21 years after it was released". At the same time, this is also the first time that Takeshi Kitano's (Japanese: 北野武) work is shown in mainland China. Of course, the hottest Japanese movie in mainland China in recent years is definitely "A Thousand and One" (Chinese: 《千与千寻》; Japanese: 『千と千尋の神隠し』), which earned 460 million yuan at the box office in just 19 days of release. The movie has also gained incredible reputation, and that section of the sea subway has even made the original scene Xiamen subway line 1 and other cross-sea subways attract lots of tourists.

Similarly, Chinese movies have also gained better box office and reputation in Japan, and the movie "Journey to the West: Conquering the Demons" (Chinese: 《西游·降魔篇》; Japanese: 『西遊記・はじまりのはじまり』), which was released in Japan in November 2014, even made the legendary Japanese manga artist Akira Toriyama (author of the Seven Dragon Balls) comment that the movie can show the audience the familiar Journey to the West and also a different Sun Wukong. In February 2018, after releasing the movie "The Legend of the Demon Cat" (Chinese: 《妖猫传》; Japanese: 『空海』), directed by Chen Kaige for just one month, the number of viewers exceeded 1.13 million,^[4] setting a new box office high for Chinese films in the Japanese film market in the past decade. From this perspective, such a neighborly relationship between China and Japan is bound to have many cultural commonalities, thus facilitating the exchange of cultures between the two countries.

3. Sino-Japanese Cooperation

The history of Sino-Japanese film cooperation can be traced back to 1920. At that time, around 100 film companies were concentrated in Shanghai, which was known as the "Hollywood of the East". During this period, many filmmakers traveled to Shanghai to make Chinese films. Several Japanese cinematographers, including cinematographer Kawatani Shohei (Japanese: 川谷庄平), were active in Shanghai's studios. Japanese films are often shot in Shanghai, and Japanese actors who are eager to appear in

Chinese films are also looking for opportunities in Shanghai. For example, the film “Shanghai Floating Life” (Chinese: 《上海浮生记》; Japanese: 『上海バンスキング』), which was produced in 1984, had many Japanese artists trying to break new ground on the Shanghai stage at the time.

A Sino-Japanese co-production was released in both China and Japan in January 1982, which attracted the attention and deep thoughts of people in both countries - “A Game of Chess Not Finished” (Chinese: 《一盘没有下完的棋》 Japanese: 『未完の対局』). The film was co-directed by Chinese director Duan Jishun and Japanese director Junya Sato (Japanese: 佐藤純弥), and co-starred famous Chinese actor Sun Daolin and famous Japanese actor Rintaro Mikuni (Japanese: 三国連太郎). The film, which follows the decades-long lives of two chess players in China and Japan during the war, encompasses the common culture of both countries and provides a good start for subsequent Sino-Japanese film co-productions.

The year 1988 was the “sweetest year” for Sino-Japanese diplomatic relations. Such a good environment for Sino-Japanese relations created a remarkable film, “Dunhuang”, which can be considered the pinnacle of Sino-Japanese film cooperation so far. 2005 was the year when Zhang Yimou (Chinese: 张艺谋) directed by Zhang Yimou (Chinese: 《千里走单骑》; Japanese: 『単騎、千里を走る』) (Japanese: 高倉健), brought in the famous Japanese actor Ken Takakura to contribute to Japan-China friendship by integrating him with China in a cross-country drama.

Of course, there are also other films that made in the collaboration between China and Japan, and such transnational cooperation is for the promotion and development of the common culture of the two countries, as well as contributing to the long-lasting excellence of China and Japan.

4. Development Trend

The 2018 signing of the Sino-Japanese Film Co-production Agreement between China and Japan can be seen as a positive trend for future exchange and development through film production. As the second and third largest film markets in the world, this agreement is conducive to bringing the film industries of the two countries closer together and will also affect the pattern of the international film industry.⁵ This has also prompted a new stage of cultural exchange between Chinese and Japanese films.

Faced with the friendly relations between China and Japan in recent years, the two governments have dealt with political and economic exchanges, and cultural exchanges are also essential. Japanese films are among the best in the world today, thereby China can take this opportunity to improve its own film industry. From a commercial point of view, transnational films can meet the needs of audiences in both countries to the greatest extent, thus boosting the growth of box office.

As the policy promotes, there will be more Sino-Japanese film co-productions in the future. However, after overcoming the policy and financial difficulties, how to reconcile the differences in film culture and audience tastes between China and Japan is a realistic issue to be considered when co-producing.

5. Cooperation Strategy

(1) Strengthen the exchange and cultivation among talents. Education is the key to human resource cultivation, and foreign students are the messengers of cultural exchange. As a platform for exchange between the two countries, it is beneficial for public students (called “national students” in Japan) to take up this sacred mission. In this regard, both countries should expand the selection scale of international students, cultivate multinational artistic talents, and expand the ways and means of cultural exchange.

(2) Promote transnational creative cooperation. As two neighboring countries that cannot be moved away, China and Japan must have cultural commonalities, which gives film workers of both countries the opportunity to cooperate. For example, the 2021 Chinese New Year movie “Tang Dynasty Detective 3” brings Chinese people to Japan for a story, and Japanese attractions such as Tokyo Tower, Asakusa Temple, Shibuya, Akihabara and Shinjuku, and Japanese culture such as cosplay, are all shown on the Chinese screen through the movie. This kind of transnational cultural exchange using elemental symbols is relatively easy in creation and is relatively worth taking.

(3) Establishing a multinational film company. In the absence of multinational companies, more cooperation needs to be initiated between companies of both countries. However, in order to make the “Sino-Japanese Film Co-production Agreement” work, the establishment of a multinational film and television company is an extremely correct choice. This kind of enterprise across the ocean is conducive to the joint development of the two countries, whether politically, economically or culturally, and makes the friendship between the two countries warm up.

6. Conclusion

As an important medium of communication among different cultures, film is conducive to promoting communication activities among members of societies with different cultural backgrounds, and when it works for people, it is linked to different cultural exchanges in daily life. The search for the symbols of national cultural values that are compatible with overseas cultures, and the discovery of the cultural identity obtained by generating wonderful intertextuality with symbols that have special meanings in other national cultures, provide a stronger methodology for the exchange and innovation of human civilization.

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Original Research Article

Discussion on the Path of Delegating the Right to Use the Living House Base from the Perspective of Rural Revitalization

Yibin Yang, Shourui Ma

Department of Law, Xinxiang Engineering College

Abstract: In order to implement the spirit of Rural Revitalization policy documents and Promote Rural Revitalization Strategy by liberalizing the right to use homestead, we should deeply analyze the connotation of liberalizing the right to use homestead, clarify the value of liberalizing the right to use homestead, investigate the practice of liberalizing the right to use homestead in pilot counties, and then clarify the path of liberalizing the right to use homestead.

Keyword: Rural Revitalization; The right to use homestead should be liberalized; Connotation; Dilemma; Break the game

Xinxiang Social Science Foundation Project: Research on the effective path of releasing the right to use homestead in Xinxiang from the perspective of "separation of three rights". Fund No.: 2021-488.

2021 In the year No. 1 central document, the CPC Central Committee and the State Council, on the proposal of comprehensively promoting rural revitalization and speeding up the modernization of agriculture and rural areas, pointed out: "strengthening the management of homestead, and steadily promoting the pilot reform of rural homestead system, and exploring the effective realization of Homestead ownership, qualification rights and the right to use the right place." It is a concrete practice to respond to the spirit of No. 1 central document by exploring the circulation, mortgage, voluntary paid withdrawal and paid use of the right to use the homestead, and it is also an important way to promote the strategy of Rural Revitalization.

1 The connotation of releasing the right to use Homestead

On the legal connotation of releasing the right to use homestead. Xia Qin (2018) believes that the right to use homestead is designed as usufructuary right, and the reform of "Three Rights Separation" of homestead is used to release the identity attribute of the right to use homestead and promote the circulation of the right to use homestead; Ding Guomin (2019) believes that the right to use homestead, as a usufructuary right, should include the complete content of possession, use, income and disposal; Wang Liming (2018) and others believe that the circulation of homestead use right should be restricted to protect its identity and welfare attributes.

The constitution, land management law and other laws have clearly stipulated that the ownership of homestead belongs to the collective, and the use right belongs to farmers. From the perspective of the provisions of homestead in China's property law, the right to use homestead is a usufructuary right. However, the law does not specify the content of the right to use homestead in detail. In this way, the provisions on homestead should apply to the relevant provisions of the land management law. However, China's "land management law" also has a relatively conservative attitude to make provisions on rural homestead, especially laying the tone of prohibiting the transfer of homestead. Such provisions not only make such a usufructuary right incomplete, but also limit farmers' enjoyment of the benefits brought by land. Under the background of Rural Revitalization Strategy, the top priority of rural homestead separation of three rights should be to activate the right to use, so that farmers can enjoy the benefits from the land price rise, and ease the urban-rural economic contradiction under the urban-rural dual system.

2 The significance of liberalizing the right to use Homestead

For the significance of releasing the right to use homestead. Wang Xiaohua (2018) believes that the release of the right to use rural homestead is compared to a wheel to promote the continuous progress of rural revitalization, opening and entering the door of social capital flowing into the field of rural life; Dong Zuoji (2018) believes that this is a breakthrough in the separation of the two rights and the formation of the separation of homestead property rights, which not only conforms to the law of free and fair operation of the market economy, but also meets the practical requirements of the current deepening development of the rural economy; Zheng Jinlong (2018) believes that the decentralization of the right to use the living house base from the perspective of "separation of three rights" of the homestead is to release the policy dividend generated by the clarity of the land property right system.

It has certain value in the allocation of land resources, the construction of homestead system, the improvement of rural management system and the realization of Rural Revitalization. First, it is conducive to optimize the allocation of land resources: it is conducive to the intensive and economical use of homestead, and it is conducive to the efficient use of land resources. Second, it is conducive

to the construction of homestead system: it is conducive to the construction of homestead ownership, the construction of homestead use right and the construction of homestead qualification right. Third, it is conducive to improve the rural management system: it is conducive to improve the villagers's self-management system, and it is conducive to improve the risk prevention management system. Fourth, it is conducive to Rural Revitalization: it is conducive to supply side structural reform; It is conducive to promoting the process of urbanization.

3. Practice of liberalizing the right to use Homestead

It seems to be a simple requirement of homestead reform to "liberalize the right to use Homestead", but many factors need to be considered in the process of reform. The first is to explore ways to revitalize the right to use homestead. The survey found that the practice of each pilot county is different on how to activate the right to use homestead. It is the consensus of 15 pilot counties to set up the homestead mortgage guarantee company and allow farmers to have the right of rural housing mortgage. A small number of pilot counties not only implement homestead mortgage guarantee, but also broaden the scope of homestead transfer, and expand the homestead transfer from the village to the county. At the same time, some pilot counties with better development also explore the reform path of homestead circulation in order to maximize the property value of homestead.

4. The destruction of releasing the right to use Homestead

Let go of the right to use homestead and grasp the premise of "maintaining rural social stability"; We should take "cautious treatment of homestead transfer" as the way; The content is to reduce the restrictions on homestead mortgage; In order to "develop a diversified way of use" as the form of realization.

First, moderately liberalizing the right to use homestead must be placed under the premise of maintaining rural social stability. It has also become a trend to moderately liberalize the right to use homestead. In practice, the way villagers use the homestead is not limited to living, not a few villagers living in the suburbs of the city use their homestead to build a large number of houses and then rent them. Although this way of using the homestead according to local conditions conflicts with the contents of the current laws and regulations, it does bring extra income to the farmers. Second, the transfer of rural homestead should stick to the bottom line of "home ownership". First of all, the transfer of the main body to review "Rural villagers can only own one homestead, and those who apply for homestead after selling or renting their houses will not be approved. It is not difficult to understand that the main reason for the strict restrictions on the subject is to ensure that "home ownership" and maintain the order and stability of the grassroots society as far as possible. Third, reduce the restrictions on homestead mortgage. In order to realize the property rights of rural homestead and turn assets into capital, we must make an issue of "mortgage and transfer" of homestead. Although China's "guarantee law" has set many restrictions on homestead mortgage, the pilot counties have achieved good results in exploring homestead mortgage guarantee after temporarily implementing the relevant provisions of the "guarantee law". Fourth, to develop diversified ways of use. Conditional rural residents can increase property income through leasing. Of course, in the villages with conditions, especially for the villages with more external leasing operation, the village collective can increase the income of the village collective and the villagers by collecting the income adjustment fund of homestead operation, and at the same time, it can also protect the public interests of the villagers. Of course, in addition to transfer, mortgage and lease, we can also boldly promote the reform of rural homestead use right in new ways such as joint construction.

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About the Author:

Yang Yibin (1994 -), male, Han nationality, master degree, assistant professor of Law Department of Xinxiang Institute of technology, intern lawyer of Henan Muye law firm. Main research direction: law.

Ma Shourui (1994 -), female, Han nationality, master, assistant professor of Law Department of Xinxiang Institute of technology, lawyer of Henan Baiquan law firm.

Zhao Mengfu “Ancient Meaning” Thought on Ke Jiusi’s Painting and Calligraphy Evaluation

Hui Wang

Jiangsu University, zhenjiang, 212000, jiangsu, China

Abstract: Zhao Mengfu is a groundbreaking great painter and theorist in the history of Chinese painting. His thoughts of “ancient meaning” and “entering painting with books” have influenced many literati, calligraphers and painters in the later generations, and also had a profound influence in the court painting and calligraphy of the Yuan Dynasty. Ke Jiusi was deeply influenced by it, and the construction of his painting and calligraphy evaluation plays an important role in the dissemination of the Han culture.

Keywords: Zhao Mengfu; Ancient meaning; With calligraphy into painting; Imitation and collection

1 The social and cultural background of the Yuan Dynasty

Although the Yuan Dynasty vigorously promoted the Han culture and widely recruited the Han people, it carried out ethnic discrimination policies in the social system. In the imperial examination, the number of Han people was limited, the probability of being admitted was very low, and it was difficult for them to give real power after becoming officials. A large number of southern people were forced to retire to hiding and express their inner emotions with calligraphy and painting. They often organized and participated in elegant collection activities and evaluated the excellent works of the past dynasties. Jiangnan region was the forefront of art and culture at that time and even today. The Mongols conquered the Han in their territory, but the Han culture has deeply influenced the Mongolian culture in terms of culture.

The Mongolian culture is very different from the Han culture. According to the record of dropout farmland: today’s Mongolian color eye officials, most can not write and escort, examples with ivory or wood, carved for it. Zai Fu and close temple officials to a product, with the jade book bet, not special gift dare not use. Even before the Yuan Taizu there are no words, “since Taizu, but borrow fear of my word, to call to arms. The ancestors used Basiba and made Mongolian characters, but in Chinese, they did not learn it.” Even the use of timid words or eight Sisi words is used to convey government decrees or record the historical facts at that time. The rulers of the Yuan Dynasty knew the profound Han culture and the The importance of national governance.

2 Zhao Mengfu “ancient meaning”

In 1289, Zhao Mengfu to his friend Wang Zhi in Hangzhou wrote: “In modern times, and follow the customs are all good Yan Shu, Yan Shu is a great change of calligrapher, children learn it, until the white head often can not be changed, hence a bloated and fleshy disease, no medicine can be bad, are all attracted to the reputation and not Still make the book study two Kings, loyal section like Yan, also what to hurt?” [Recorded from the Jilin Provincial Museum Collection of Song and Yuan Famous Poems. In the Cultural Relics Publishing House “Calligraphy Series” total 29 issues], from this letter can be illustrated Zhao Mengfu—“retro” thought The “ancient meaning” of Zhao Mengfu contains the following three aspects: first, “painting your ancient meaning” in the “Arhat in Red”, promote the road: I tasted the Lu Leng cangue Luohan image, the most Western people’s mood, so the best entry There were many people from the Western Regions in the capital during the Tang Dynasty, who were connected by their ears and eyes and spoke the same language. To the fifth generation of Wang Qihan generation, although good at painting, with the Han monk how different? Yu Shi Jing Shi for a long time, quite tasted with the proposal of Zhu Sangha tour, so in the Arhat statue, from that. This volume was made 17 years ago, coarse ancient meaning, unknown how Guanyin thought also. This sentence emphasizes that painting should pay attention to observation, to follow the external characteristics of the object, and then describe it with pen and ink. “Two Sheep Tu” promoted the saying: “I tried to draw a horse, but not a sheep, because Zhongxin asked for painting, I play for sketching, although not close to the ancients, quite because of the charm of the spirit” here ancient meaning “charm”. Second, “Clouds and mountains everywhere are my teachers” and foreign teachers of nature, the source of the heart is similar, close to the perspective of real life to retro, which is related to the social environment of the Yuan Dynasty at that time. Three, “the stone is like fragrantly white wood is like fragrantly” Zhao Mengfu in “forest show stone map” promotion: the stone is like fragrantly white wood is like fragrantly, write bamboo is also in 8 If there are people who can do this, they know that painting and calligraphy are the same. Emphasize the book into the painting, enhance the meaning of painting. The reason why Zhao Mengfu’s painting and calligraphy thought had such a great influence at that time was that it was widespread after literary people came into contact with the original works of the previous

generation Zhao Mengfu.

“The ‘ancient meaning’ advocated by Zhao Mengfu must be transplanted into the internal personality of the subject, only then will it become a psychological need and mission consciousness.”[The History of Chinese Painting, written by Chumo, page 255] Zhao Mengfu was an official of the Yuan Dynasty, who could not display his talents in politics, but put the Chinese As a result, calligraphy and painting became another peak after the Tang and Song dynasties in the period of minority rule, with far-reaching influence.

3 Ke Jiusi Revere Zhao Mengfu’s “ancient meaning”

Ke Jiusi (1290-1343 years) the word Jingzhong, the number of Danqiu, night number non-magic Taoist. KeJiuSi father, a teacher early KeQian vice lift, jiangsu and zhejiang Confucianism for lifting Zhao Mengfu deputy full test for mother and old sub-license temperature calibration by ambassador, zhuji state judge to big as shaoxing road, dynasty China promotion in jiangsu and zhejiang lifting, Confucianism was the official GuaiJian . It can be seen from this that Dade had been an official in his hometown Taizhou in the middle and later period of his reign, and Ke Jiusi had also spent his youth in Taizhou

Ke Jiusi, titled Zhu Derun and Wang Yuan as the Cooperation Cottage of Zhang Dechang, said, “I taste the Cottage is often written down as a virtue. When I see this volume again, I recite the words of Mr. Wufeng, which is very strange. Zhong Mu makes you the seal script, the pen is vigorous; Zemin, if the water of the painting clear; Zhang’s poetry flowing; They are all accused. Therefore, it is the knowledge of later. Dan Qiu Ke Jiusi inscribed in Wang’s Huan Qing Hall.” When evaluating this work, “very strange ancient, Zhong Mu made you seal seal, the strength of the brush is strong”, emphasizing the idea of ancient times, the seal character into the painting to enhance the interest of the picture, the lines are strong. “Zhang teaching assistant of the poem flowing” picture overall effect, poetic, lasting appeal.

Ke Jiusi “title Ming snow window painting orchid”: “qing things phase over the day of social interaction, mountain monk pen move new autumn. Wang Sun left the law of the wind in the solution to make the platform stone nod “¹. “Mountain monk writing to move the new autumn” is the praise of Ming Xue, “Wang Sun left the law romantic in” respect for the Wei and Jin charm, emphasis on the overall atmosphere of the picture.”It is because of the establishment of this rice crown that Kokai Kitai, the crown prince and the crown prince, has been kept in the Kitai Pavilion until the 1898 day of the founding of the Yuan Dynasty.

“Show stone thin forest figure” Zhao Mengfu poem: “Stone is like zhoubai wood is like fragrantly, write bamboo also in eight If there are people who can do this, they know that painting and calligraphy are the same.” Ke Jiusi pull out cloud “water essence palace person is like jade,eye view gull wave can fish. Xiu stone stepped on the forest autumn color full, Jianbi test running script, Danqiu Ke Jiusi title²” in this work, there are Zhao Mengluo and Ke Jiusi two people’s title, Zhao Mengfu emphasized to the book into the painting, Ke Jiusi first comments on the overall feeling of the picture, artistic conception charm, also shows that the book into the painting, the pen is healthy and transparent.

4 Conclusion

Zhao Mengfu also served the court and was rational. He used the advantage of his official position to learn from the excellent ancient works, integrated the painting style of Wei and Tang into his paintings, and summed up the “ancient meaning” and “using books into painting”, which had a great influence. It has exerted an important influence on the continuous spread of Chinese and Han culture. Ko is emotional. In the court, we tried to serve, but no major theoretical ideas were produced, and they were handed down. After returning to his hometown, he participated in the Yushan Yaqi organized by Gu Ying, and sang and believed in Taoism. Among the friends around him, many people also believed in Taoism and practiced the elixir. In this environment, Kus also ate Sdan and eventually died of taking transition Deceased.

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About the author:

Wang Hui (1999.5 -), female, Han nationality, native place: Jinzhong, Shanxi, graduate student of School of Art, Jiangsu University, master’s degree, major: fine arts, research direction: art history and art archaeology research

¹ [(RMB) “zhang yanghao set” volume. “the place such as jiangsu and zhejiang Confucianism lifting KeJun epitaph”, pp. 189-1 Jilin Culture and History Press, 2008.]

² [Yuan Painting Complete Works, Volume 4, Volume 2]

An Analysis of Healthy Diet in *Holy Bible*

Xinya Liu

School of Foreign Languages and Literature, Wuhan University, Wuhan , 430072, Hubei, China

Abstract: *Holy Bible* has a profound influence upon Western ideology and culture. The biblical food rules are also abundant, from which we can also see the diet of ancient Mediterranean residents. This is of great significance to the study of the healthy diet and literature with the increasingly prominent environmental and food safety problems nowadays. The biblical food rules can not only provide ancient dietary wisdom for modern people physically, but also help those in trouble spiritually for mental health.

Keywords: *Holy Bible*; Biblical food rules; Healthy diet.

The *Holy Bible* is the religious scripture of various religions, including Protestantism, Catholicism, Islam, Judaism and so on. The book was written in the 2nd century BC. It vividly records the ethnic, social, political, military and many other aspects of the ancient Middle East. It is also a collection of ancient Hebrew myths, legends, historical stories and literary works. The *Holy Bible* exerts indelible and complex influences on European social life, ideology, cultural customs, historical development, literature and art (Kunin 379). The *Holy Bible* infiltrates western history and culture into its vast literary ocean. It is not only a religious text, but also a rich literary text. As a literary text, its literary identity was formally proposed by British sociologist Matthew Arnold in modern times. Literary works are nothing more than two aspects of structure, one is the form structure, the other is the content structure. In this thesis, the biblical diet content will become the focus of analysis. From the biblical diet, we can understand the ancient Mediterranean people's philosophy of life and its significance to modern society.

The biblical records of diet are also very rich, from which we can also see the diet of ancient Mediterranean residents. The diet thought and the life view embodied in the *Holy Bible* are worth studying. This is of great significance to the study of the healthy diet today. With the increasingly prominent environmental and food safety problems, we should actively learn the ancient recipes beneficial to the physical and mental health of human beings from the *Bible* and use it in the contemporary era, which can have far-reaching enlightenment to the construction of the harmony between the acquisition of food and nature, the balance of diet, and the health of body and mind. This thesis will explore the biblical food rules and their impacts upon healthy diet nowadays.

1 Biblical food rules

According to Jonathan Crane, the writer of *Eating Ethically: Religion and Science for a Better Diet*, eating is a prime example and it is so fundamental to all lives that the *Bible*'s stories of humanity's beginnings include eating. Compared to eating, moral concerns like murder and sexual licentiousness which appear only in the later parts of *Holy Bible*, are all pale in significance (103). What we can tell from Crane's view is that moral issues are to be solved by people only when physical concerns involved in eating are something easy to get right. As we all know, *Holy Bible* starts from stories about how the world and human beings are created by God. Among God's creations, eating has been built to be an ontological concern confronting all people. From the creations of cosmos and human to the Noah chronicles in Genesis, food and eating have consistently been those stories' common thread (Crane 104).

From the perspective of religious belief, the *Bible* holds that God is the source of food, food is the synonym of life, and it is God who gives food to us rather than nature recommended by modern science. In Genesis, God gives people "every seed-bearing plant" on the land (1-30). In Corinthians, people are told to eat and drink and "do it all for the glory of God" (10-31). The *Bible* shows reverence for life by sanctifying food. Food becomes a part of the world and God plays the role of a food provider (Crane 105). The greatest significance of food is to give the postnatal life continuity and to assist God in the creation of human.

1.1 Plants and animals

According to God's creations and rules, all biblical foods in this world are created to have their own eating rules. Vegetation is highly praised by God. The original food, such as plants, originally comes from the soil, and people also come from the soil. Vegetarianism means eating plants from the soil, and people may do the same. If someone is integrated with the soil, he will live a long life, otherwise he will live a short one. Yet for the edibility of different animals, God has made clear regulations. Fresh and normal death are the basic requirements for animal meat. Besides, all these edible and forbidden animals primarily contains creatures from land, air and water. From the *Holy Bible*, land animals which "have cloven hooves and chew their cud" are edible (Kunin 382). Based on this regulation, land animals like cows, deer, and sheep are edible while horses, camels and pigs are forbidden. Actually, animals which chew cud and have cloven hooves are almost herbivores. This is fairly similar to the vegetarian food God worships from the very beginning of the *Bible*. One paradoxical category in land animals is pig which has cloven hooves but does not chew its cud. Potential connection between the edible and the forbidden may exist and there are evidences to prove that pigs are eaten by people in Canaan (Macdonald 32). Contrarily, people in Israel never allow this kind of connection happen and pigs are strictly forbidden there (Kunin 382).

Fins and scales are two requirements for edible water animals, which contains all animals and even insects in fresh water and sea. According to these two requirements, Fish without scales like dolphins and sharks are inedible, and aquatic creatures without fins like loaches and eels are also forbidden. What's more, creatures like shells and squid that have neither fins nor scales are not edible. As for air animals, all bird and insects with wings are permitted. Yet they must not eat meat or carrion, and they must have the ability to fly and hop (Leviticus 11:20–23).

1.2 Blood and wine

In addition to plants and animals, biblical food rules also includes requirements for blood and wine. The *Bible* states that blood is inedible because it contains life. God asks Israelites do not "eat blood, nor shall the alien who resides among you eat blood" (Leviticus 17:11–12). Blood in the *Holy Bible* cannot be eaten since it has unique function for expiation (Biale 10). For instance, the blood that Jesus Christ shed on the cross for human sins redeemed all those who believed in him. Hence, blood shows the unique essence of expiation. For this reason, pious Christians do not eat blood. The most forbidden liquid in the *Bible* must be blood and menstrual blood is the most tabooed one (Fonrobert 24).

In the *Bible*, both fresh and fermented grape juice are called wine. The Mediterranean region is the main subtropical fruit producing area in Europe, rich in citrus, figs and grapes. At that time, the residents of the region had generally drunk wine. The universality of wine also made God realize the importance of drinking taboo. King Lemuel was once told that "it's not for kings to drink wine lest they drink and forget what the law decrees" (Proverbs 31-4). Worried about alcohol addiction, God warns the world to drink carefully through Noah's mistakes after drinking too much. Most of the wine in rituals is used to show people's piety and respect for God (Rosenblum 219).

1.3 Wisdom of processing food

In addition to the strict selection criteria for natural food materials, the *Bible* also records a lot of human wisdom on processing food. As one of the carbohydrates, bread or cake is one of the representatives. Joseph was once told by a baker about his dream of "three baskets of bread" on his head (Genesis 40-16). David gives an Egyptian "a cake of pressed figs and two cakes of raisins" (Samuel 1 30-12). Bread and cakes without yeast are usually mentioned in Exodus. These processed carbohydrates are not only fine in workmanship, but also environmentally friendly in the way they are baked. The fuel used here is human manure or cow manure, which is recorded in Ezekiel. Additionally, most bread and cakes mentioned in the *Bible* are without yeast, and the number of consuming bread and cakes is pretty large. There is a description about a bread as a 390-day food (Ezekiel 4-9). Some bread and cakes can even cure disease. Isaiah once told the king to apply "a poultice of figs to the boil" and promised that he would recover soon (Isaiah 39-21).

2 Healthy diet

The detailed records of plants, meat, blood, red wine and food processing methods from biblical food rules are not only a specific reflection of people's life at that time, but also an important inspiration for today's healthy diet. From the *Bible*, we can tell that the sanctity of food lies in the faith that it is given by God and it can give postnatal life. Therefore, in a certain sense, food means life. The sanctity of food shows people's the reverence for God and life. The biblical food rules are still useful nowadays.

2.1 Food and physical health

Physically speaking, God's wisdom of selecting natural food like animal meat and plants contains a lot of information about healthy diet. The changes in the structure of food in the *Bible* have caused a dramatic change in the life span of people to some extent, which is mainly manifested before and after the flood. Before the flood, the world had no control over food and drink. Before the flood, God ordered Noah to build an ark to preserve the animal species including the edible and the forbidden ones.

After the flood, God allowed people to eat the permitted animals from the ark. Then edible animals which have cloven hooves and chew their cud are permitted to be eaten by people. The average life span before the flood is more than 900 years old while it falls to more than 400 after the flood, and then more than 300 and 200. More than three hundred years after the flood, by the time of Abraham, it was only a hundred years old on average. Another five hundred years later, by the time of Moses, “the length of our days is seventy years or eighty if we have the strength” (Psalm 90-10).

Soon after the flood, the human body and age began to degenerate and decrease rapidly. Since God sees that human beings still do evil, so he lets the long-lived human eat the meat of animals to reduce the life span of doing crimes and evils (Crane 114). Although people have a unique position in the food system, eating other animals means killing life and showing no respect for animal life. From the aspect of nutrition, red meat like beef and mutton from land animals which are edible according to the biblical food rules, has a high fat content and eating too much of them may increase the risk of heart disease (Robenstein 630). However, scaleless fish, which is forbidden by the biblical food rules, contains high cholesterol, which should be avoided by most of the elderly and obese people. This rule has also been confirmed by modern science. To some extent, modern humans violate many taboos in biblical food rules. Some people kill animals and destroy the environment in order to pursue delicious food, which seriously damages the process of harmonious coexistence between man and nature.

For the changes of environment, air, drinking water, sunlight, living conditions and diet before and after the flood, the deterioration of meat and the impact of virus on human body are also closely related. The main change of food structure is that the main food has changed from vegetables to meat, which has greatly changed the life of people. This point has certain enlightenment significance to the problems of unreasonable diet structure, such as hypertension, hyperlipemia, and obesity. Besides, biblical food rules also highlight the importance of fresh and normally-dead animal meat since nutritionist also mentions that if the frightened and strangled animals panic excessively before they die, their bodies will produce a lot of toxins to the body's flesh and blood (Robenstein 640). Out of the respect for life, many slaughterhouses in the modern West will euthanize animals and then cut them. A moderate intake of animal meat every day can not only supply high-quality protein and fat for body, but also promote the development of healthy diet (Robenstein 634).

Like eating meat, eating blood means a cruel deprivation of life. What we can tell from the biblical food rules is that blood not only contains soul, but also saves soul. Until now, many people who believe in the Holy *Bible* deem that eating blood was not only the disrespect to the Israelites, but also blasphemy to all the descendants of Noah (Hanneken 4). In fact, animal blood is rich in protein and trace elements, which can be easily absorbed by human body, and can also play a role in moistening intestines. But in the remote ancient society, the process of eating blood was inevitably mishandled, resulting in bacterial parasitism causing diseases and threatening life. Hence, in consideration of food safety, it is reasonable not to eat blood. It is better to say that God wants human beings to respect life than to say that God forbids human beings to eat blood. Unlike blood, wine has always been prevailing throughout history. Objectively, nutrition shows that regular drinking wine can reduce blood fat and blood sugar, and it has many other effects like strengthening heart and fighting aging. Furthermore, God's taboo on drinking wine also conforms to the concept of modern healthy diet. For modern doctors, wine is regarded as a kind of therapy for both body and mind, and this is consistent with the medicinal value of wine for ancient Greek doctors (Jouanna and Allie 2).

As the most important nutrient for human body, carbohydrate, the *Bible* has also repeatedly mentioned the reasonable eating method of it. In Numbers 9-16, the Lord told Moses “to eat the lamb, together with unleavened bread and bitter herbs”. This standard “protein + carbohydrate + vitamin” nutrition combination is highly recommended in the healthy diet now. Yet this healthy diet recipe appeared in the *Holy Bible* so early that we have to admire the wisdom of ancestors. Simultaneously, the skilled use of flour by ancestors has also affected today's eating habits. During the process of making cakes and bread, the amount of flour is fairly accurate, which has the characteristics of western style in baking. The Sovereign Lord once told his people to provide grain offering “consisting of a sixth of an ephah with a third of a hin of oil to moisten the flour” every morning. In addition, the unleavened bread, the bread of affliction, is highly recommended by God than the bread with yeast (Deuteronomy 16-3). From the perspective of cooking, the unleavened bread belongs to the pastry products made of cold water dough, and the storage time is relatively long. However, the bread with yeast will be enlarged due to yeast. Under the conditions at that time, the purity of flour fertilizer is not very good. There are not only yeast but also other miscellaneous bacteria to play the role of fermentation. The bread with yeast may produce sour or other miscellaneous flavor after a long time of storage, which will affect health. Nowadays, western people still like to eat flour and macaroni made of hard wheat with high quality protein, which is one of the reasons that can not be ignored to promote the health of residents in this area.

2.2 Food and mental health

In spite of the physical impact upon healthy diet today, the biblical food rules are also helpful for mental health, especially those people with eating disturbances. Eating disturbances varies from binge eating, chronic diet, anorexia, excessive exercising, weight cycling and so on. According to data, the prevalence of eating disorders in American women has increased by an average of 36%

every five years since 1950s (Van Hoeken et al. 13). Since different kind of religious involvement have positive influence on people's mental health, faith-based diet has been used to help those people in need (Harmon 217). Religious involvements like eating biblical food, showing respect for food and God, receiving and spreading love among helpless people through organizational groups not only provide the basis of regular diet for patients, but also make mental preparation for further healthy diet (Henderson 958).

3 Conclusion

Human life is an extremely complex system which cannot be separated from food. From the emergence of human life to the life span change caused by the change of food from vegetation to meat after the flood, all the taboos and requirements for food reflect the will and commandments of God. Without the sacred coat, the biblical food rules contain a lot of inspiration and requirements for healthy diet essentially. Although history is changing and life is evolving, as the essence of life, people who eat every day need to settle down in body and mind and pursue the value and significance of life. Nowadays, food safety crisis and environmental problems are increasingly prominent all over the world, which cause great damage not only to human life, but also to other species and ecological environment. In the *Bible*, the way of respecting life, caring for the universe, and improving the spiritual level provides a reference for modern people to construct their spiritual homes in today's materialistic world.

The biblical idea of diet is worthy of further exploration. There is no doubt that healthy diet plays an important role in both physical and mental health. It is advisable to pay attention to the quality and quantity of food. The *Holy Bible* teaches us not only the biblical food rules, but also the spirit of self-control and the temptation of useless food. If we ignore these truths, we will bring harm to ourselves and often bring pain to others. Therefore, actively exploring the dietary rules in the *Bible* is beneficial to the health of human's spiritual life and dietary life.

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Chinese-English Translation of Culture-loaded Words in Tourism Text from the Perspective of Eco-translatology——A Case Study of Yungang Grottoes in Datong City

Kexin Pan

University of Leeds, Britain LS2 9JT

Abstract: The surging tourism leads to the importance of the analysis of the culture-loaded words in the tourism texts. Eco-translatology, as a theory characterized by its inter-disciplinary features by emphasizing on selection and adaptation in the translation process, can be applied to the translation of tourism texts. This essay is intended to analyze the translation of culture-loaded words in the tourism text from the scenic spot of Datong Yungang Grottoes.

Keywords: Tourism text; Eco-translatology; Culture-loaded words; Yungang grottoes

1 Introduction

As the world economic integration trends have been strengthening further, cross-cultural tourism, the miniature of a social culture, between Chinese and western cultures are continually getting deeper. However, the biggest difficulty that translation meets lies in cultural differences due to disparities in religious belief, cultural tradition and value recognition. This also makes some words carrying rich cultural information difficult to understand and not easy to find equivalent words or phrases in target language.

Eco-translatology broke ice in 2001 by Hu Gengshen, which regards translation as a kind of translator's selective adaptation and adaptive selection to the translational eco-environment^[1]. Translator, as the central and dominant element, adapts the translational eco-environment and selects the target text actively and creatively. The thesis intends to put forward some positive solutions about Eco-translatology by analyzing and processing culture-loaded words in the tourism text of Yungang Grottoes from the perspective of multi-dimensional adaptation and selection.

2 Eco-translatology and translation

Eco-translatology is a matter of application of ecological holism and Darwin's theory of evolution in translation studies, in an attempt to study translation problems with the theory of Natural science^[2]. Although the ecological terms has been applied to translation studies early before, the theory was not established until the paper *Understanding Eco-translatology* was read by its initiator, the Chinese scholar Hu Gengshen, who has explained that translational eco-environment is a significant factor which determines translation adaptation and selection. In any translating, translators have not only to select on the basis of the ecological principle, but also to make the version adaptive to the translational environment. The purpose of adaptation is to survive, while the means of adaptation is to select, and hence the translator is always located at the "center" and takes on the "central, leading, initiative and subversive" role in the process of translation activity.

Theoretically, there are three dimensions of Eco-Translation, namely the linguistic, cultural and communicative approach. Transformation from the cultural dimension concerns with the cultural connotations both in the source and the target text, which requires translator to reconstruct the culture in an appropriate way which can bridge the cultural disparity caused by different languages.^[3] Linguistic transformation focuses on the transformations of the linguistic factors, the linguistic meanings and systems and also the rhetoric and aesthetic of the language form. Transformation from the communicative dimension lays emphasis on the achievement of the communicative intention and effectiveness conveyed and obtained by different communities.^[4]

3 Eco-translatology strategies and methods to the culture-loaded words in Yungang Grottoes tourism text from three dimensions

3.1 Strategies and methods from the cultural dimension

3.1.1 塔顶处蛟龙盘绕，须弥山逶迤。

The primary image on north wall is crossing feet Maitreya.

“蛟龙”——“Jiao Long” is one of the aquatic animals existing in ancient Chinese tales and legends. “须弥山”——This word comes from Sumeru and is a kind of Buddhist language. In this case, “蛟龙” and “须弥山” are too complicated to explain to foreign tourists. One can not handle translating and educating at the same time, and it is impossible to add the whole background information of the

legend and the Buddhism information to the target text since it would be against the eventual purpose of the tourism text, which is to inform the westerners important messages. In the process of adaptive selection, addition, omission and information restructuring are all commonly seen choices for translators, so omission of the whole sentence under domestication was the best choice.

3.1.2 北壁为交脚弥勒菩萨。

The primary image on north wall is crossing feet Maitreya.

Maitreya is a Bodhisattva who will appear on earth in the future to achieve complete enlightenment. Here in the text, the translator used literal translation method to translate “弥勒菩萨” into its equivalence “Maitreya” rather than into “Buddha”. That’s because, Buddhism is the main component of Chinese religious culture, but it is not in Western countries. Foreigners are not familiar either with “Buddha” or with “Maitreya”, so the translator used foreignization strategy of employing “Maitreya” to create some imaginary space for the target readers and save the cultural connotation to achieve effective cultural communication [5]

3.2 Strategies and methods from the linguistic dimension

3.2.1 该窟地下有泉水涌出，旧名“寒泉洞”。

The spring effuses from the ground of the cave, so named “Han Quan Dong” in the past.

When translating the geographic name “寒泉洞”，the translator used transliteration to transmit its name to better keep features of traditional Chinese geographical culture and does not interrupt the target readers. Here, a complex transition of the name of the place would cause confusion and distort understanding which are not necessary, so the transliteration in the linguistic dimension was the best way for the translator to translate the term.

3.2.2 五头六臂，颜若童子，跏趺喜笑，手中或托举日月，或执弓箭，左下手当胸持斑鸠

Kumara is sitting on a peacock on the western side of the door with 6 arms, kid’s face, curling hair and a smile, holding the sun and the moon.

The cultural and idealistic distinction between Chinese and westerners can often be seen in linguistics, such as the apparent differences between the structure of Chinese language and that of western countries. For example, Chinese pay more attention to parataxis while English hypotaxis and forms. So it often requires information reconstruction when translating Chinese text into English. Except for adding information, in the adaptive selection, translators often use omission method to flexibly delete some expressions that not suitable for the language habits and expressions of the target language so as to avoid repetition and put more emphasis on the key points.

Four-character phrases in Chinese are the major component of Chinese society and culture which stands for the broad and extensive wisdom and language of Chinese. Here are some four-character phrases exerted from above text.

Table

Source Text	Target text	Translation method
端静秀丽	Elegant	Free
风姿绰约	Charming	Free
上乘之作	Excellent works	Free
三头六臂	3 heads, 8 arms	Literal
面型圆润	Round faces	Literal
手托日月	Holding the sun and the moon	Literal
因施善教	Kindness and teaching	Free
降服外道	Conquering of unbuddhist	Free

From the above chart, we can see that four-character phrases have strong meaning but simple form from the content, balance and regular in structure, smooth and catchy in sound. Westerners usually express directly and freely on whatever subject they are working on and they do not have the four-character style. So when translating four-character phrases into English, translators usually use free translation and literal translation to express its meaning to adapt to the Westerners’ style and to attract readers’ interest especially in tourism texts without deducting its cultural meaning and connotation [6].

4 Conclusion

This thesis makes detailed analysis of C-E translation of tourism text of Yungang Grottoes with a theoretical framework of Eco-translatology given from the following two aspects: the mainstays of the theory and its three-dimensional transformation method which highlights translator’s central position and dominant function in translating activities through his/her selective adaptation and adaptive selection under the translational eco-environment. So Eco-translatology is an excellent choice when it comes to the translation of rich culture-loaded information tourism texts which can not only give a better translation of the source text but can also bring tourism texts’ attraction and interests into full play so as to please the visiting tourists and also to attract the potential tourists who are on their way.

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On Encouraging Higher Order Thinking in English Class of Junior Middle School in China

Ying Xu

University of Aberdeen, Britain AB25 3TN

Abstract: Thinking ability is one of the basic abilities that talents should have, and the cultivation of students' thinking ability is a particularly important issue in English teaching. Reasonable teaching plays an important part in the development of thinking. Therefore, it is necessary in order to develop students' thinking ability in English teaching. English teaching has a decisive influence on students' thinking ability. It is not only conducive to improving students' English knowledge reserve, but also to improve students' thinking ability. In this dissertation, the author on the basis of the revised version of the bloom target classification, studies how junior middle school English teaching affects Chinese junior middle school students' cognitive level of thinking development, as well as the current problems in the process of education, and in the process of English teaching provides an effective way to promote to cultivate the students' thinking level.

Keywords: Chinese junior middle school students; Thinking level; English teaching; Thinking ability

1. Introduction

1.1 Background

In the "Suggestions on comprehensively promoting curriculum reform and implementing the basic tasks of cultivating moral integrity" issued by the education department, it is clearly pointed out that the mechanism of constructing the comprehensive development of students' core literacy should be analyzed. In this context, China has officially released the overall framework of "Chinese students' development of core literacy". The curriculum reform of English teaching based on core literacy mainly includes four aspects: language skills, cultural quality, thinking quality and learning ability. The cultivation of thinking quality is one of the effective ways to improve students' core literacy. Therefore, how to effectively promote the thinking level of the majority of students in English teaching is the key issue to be considered in current English teaching.

1.2 Research purpose and significance

Purpose: The purpose of this thesis is to make in-depth study about the current situation of thinking quality of junior middle school students with Bloom's Taxonomy, and how English teaching promote middle school students' thinking level, to reach the goal of providing suggestions and advice for the teachers to optimize their teaching, especially in cultivating students' thinking development.^[1]

1.2.1 Theoretical significance

The thesis mainly focuses on how to improve junior middle school students' thinking level with the application of Bloom's Taxonomy in English class. Thus it will help to enrich the theoretical research on the specific application of teaching methods.

1.2.2 Practical significance

This thesis will study the junior middle school English teaching based on the revised version of Bloom's Taxonomy of cognitive domain, and explore how junior high school English teaching promotes the development of students' cognitive thinking level, which will help teachers to combine students' cognitive level characteristics when making teaching design, which can promote effective teaching and student cognitive development in the English classroom.

1.3 Research content and research methods

1.3.1 Research content

This paper collects research literature on thinking development at home and abroad from various aspects, sorts, analyzes, compares and summarizes them, and constructs the theoretical basis of this research. The characteristic of this paper is that Bloom's educational goal classification theory is the theoretical basis of this paper, focusing on the classification of cognitive thinking levels. In the process of writing the thesis, I read some relevant information about the development of thinking ability in junior high school English teaching, tracked the latest research trends, and borrowed relevant research results.

1.3.2 Research methods

Questionnaire: In this research, 30 teachers are treated as subjects, who are from 3 grades, junior 1, junior 2 and junior 3, 10 teachers from each. The questionnaire is composed of 10 items, which aimed to collect information of teachers' opinions about the

cultivation of students' order thinking through English teaching. To help the teachers understand the meaning of the questionnaire well, all the questions are written in Chinese and designed as multiple-choice.

Case study: It makes research about the English text books of junior middle school and try to find some cases to make in-depth research.

2 Literature review

2.1 The definition of thinking

Thinking ability is one of the basic abilities that talents should possess. It refers to the ability of people to comprehensively and deeply understand things through analysis, synthesis, judgment, and reasoning through the brain. Thinking skills include questioning ability, analysis and comprehensive ability and imagination. The youth stage is an important stage in the development of thinking ability. All courses in the basic education stage should be conducive to the development of students' thinking ability, and the English major is no exception. Language and thinking are very closely related, learning languages other than mother tongue promotes brain and mind. The development has an important role. In view of this, it is especially important for Chinese students to further developing their thinking ability by learning English.^[2]

2.2 The six levels of Revised Bloom's Taxonomy

Remember: mainly refers to the knowledge of memory, which can be recognized and reproduced by the learned knowledge and related materials. This goal requires students to: confirm, define, choose, dictate, recite, etc.

Understand: Constructing or interpret meaning from instructional message, including oral, written and graphic communication long term memory.

Apply: Knowing when to apply or use a procedure in a given situation, recognizing patterns to transfer to situations that are new.

Analyze: Breaking down material into parts and determine how they relate.

Evaluate: Making judgments based on criteria or standard.

Create: Combining elements together to form a coherent or functional whole: We organize elements into a new pattern or structure.

The above six levels of learning are a process from shallow to deep and from low to high. The cognitive level of shallow learning stays at the first and second levels, while the cognitive level of deep learning corresponds to the next four layers. Therefore, deep learning means that on the basis of understanding learning, learners can critically learn new ideas and facts, integrate them into the original cognitive structure, be able to connect among many ideas, and Some knowledge migrates to new situations, making decisions and solving problems (Ye Lian, Lin Shuping, 1992).

2.3 The current situation home and abroad

2.3.1 Studies on English Teaching and Thinking

It is not uncommon to discuss the development of English learning and thinking skills.^[3] Some researchers have theoretically explored the necessity and possibility of promoting the development of students' thinking ability through English learning. Some first-line English teachers have explored how to develop students' thinking ability in English classroom teaching in combination with teaching practice. Some studies focus on how to develop students' thinking ability, especially critical thinking ability, in English reading and writing teaching. Some studies explore how to develop students' thinking skills in language practice activities such as English speeches and debates. Some studies have introduced how to develop students' thinking ability in class discussion activities and game activities. These discussions are mainly about learning from English (such as analysis and discussion of reading material content), learning activities (such as group discussions, debates), classroom teaching methods (such as question types and methods) to examine how to be in English. Promote the development of students' thinking ability in teaching. Some researchers also explore how to cultivate Chinese and foreign cultural differences and English-Chinese language differences in English teaching from the perspective of cultural differences between Chinese and foreign cultures. It should be acknowledged that these studies and discussions are valuable.

2.3.2 Studies on Blooming's Education Target Taxonomy in English Teaching

According to the requirements of the syllabus and Bloom's point of view, junior middle school English courses should cultivate junior high school students' ability to understand and apply knowledge based on textbook contents, and cultivate their ability to analyze and solve problems on this basis, so as to guide students to conduct critical evaluation of textbook contents. Junior middle school English teaching is faced with the learning stage with weak English foundation, and it is more shallow learning. The cognitive level should be focused on the first and second level, and then gradually enter the cognitive level of deep learning after it is consolidated, continuing to the latter four levels. Therefore, deep learning refers to the learning that, on the basis of understanding learning, learners can critically learn new ideas and facts, integrate them into the original cognitive structure, transfer existing knowledge to new situations, make decisions and solve problems. In this process, learners promote the development of thinking level and improve their thinking ability.

2.4 Comments

To sum up the above research, there are researches on elementary school, high school and college students at home and abroad. How to improve students' thinking ability, the questioning strategies of English classroom teachers and the development of students' thinking ability, effective teaching design to promote thinking ability and student thinking The impact of development is dominant. The research on Bloom's educational target taxonomy in English teaching, the research of domestic and foreign scholars generally focuses on the educational teaching objectives and English test, and there are also some researches on the cognitive thinking level of English teaching to promote junior high school students. However, the research on English teacher teaching and student cognition development can be further studied. Based on the above research, this paper will analyze the cognitive level and different backgrounds of junior middle school English and teaching focus from the classification of Bloom's cognitive domain. The influence of factors on

the development of thinking ability of junior high school students.

3 Body

3.1 The difficulties needs to overcome

3.1.1 Teacher's thinking habits

In the process of teaching, the teacher's thinking habit is just to stay on the Knowledgeable and Comprehension, these two low-order goals. They directly tell the students the general idea of the article and some reading skills, grammar knowledge, do not let students subjective to independently ponder and think, ignoring the cultivation of students higher level appreciation and evaluation ability. This kind of thinking habit that only stays on the imparting and explanation of knowledge points leads to the difficulty in improving students' thinking level. This habit of thinking is particularly prominent in junior high school English classes. In response to this problem, teachers first reflect on their own inherent habits of thinking, and then let students also reflect on their own learning methods, and then strive to build a harmonious teaching environment.

3.1.2 Students' English language ability

Many students mistakenly learn English for learning by rote. It is wrong to learn and remember what the teacher says in class without thinking. English learning also need to think, English is a language, language is a communicative tool, if you want to use English to elaborate their views, do not think first, how to speak English conversation, do English exercises, learning the basic knowledge of English need to think.^[4] In the study of a student is willing to use the brain, like to think actively, is his thinking ability to develop the primary conditions. Besides these, students have a weak English foundation, lack of enthusiasm in class, do not speak actively in class, and do not have a firm grasp of knowledge points. Many words and sentences are only at the superficial level of understanding, and in the face of deeper problems that need to be considered, they rely too much on the teaching of teachers.

3.1.3 Evaluation mechanism

The cognition and mastery of knowledge points is an important part of junior middle school learning. If we only focus on these two lower-order thinking, students' thinking level stagnates only in this stage. At present, knowledge indoctrination, grammatical analysis, test-taking tactics and rote memorization still exist in English classroom teaching to varying degrees. These practices are beneficial and helpful for the inheritance of basic knowledge and the cultivation of exam-taking ability, but from another perspective, they seriously inhibit the improvement of students' thinking level. Therefore, English classroom teaching should first establish a democratic, equal and harmonious teacher-student relationship, create a relaxed and harmonious education environment, so that students can take the initiative to explore and think in the classroom teaching, so that students can fully participate in and take the initiative to develop, and spark innovative thinking in the process of active learning. Therefore, it is necessary and necessary to properly guide students to develop higher-order thinking like analyzing, appreciating and putting forward their personal views on the views of the article.

To do this, we should pay special attention to understand students with a tolerant attitude, respect students, trust students, and positive motivation students. Allow students to be extreme and even wrong in their explorations. In a word, teachers first reflect on their own inherent habits of thinking, then students also reflect on their own learning methods and attitude, and then strive to build a harmonious teaching environment.

3.2 Strategies on Promoting Students' Order Thinking

3.2.1 Strategies on promoting low-order thinking

Based on teaching materials: Text textbook and PPT are the main teaching materials in the learning process. Therefore, We should use the textbook reasonably and efficiently. First, The content of the textbook should be appropriately supplemented or deleted to highlight key and difficult points. In teaching practice, teachers should distinguish between primary and secondary, grasp the key points, and appropriately cut or supplement the content of teaching materials. Abridging requires teachers to change the past practice of focusing on one eyebrow and beard, strengthen ability training, dilute knowledge point training, and reduce the teaching and training time of contextual words and sentences. The supplement is according to the teaching goal increases the related content suitably the study and the practice time. Second, Scatter the language knowledge and improve the reproduction rate. In view of the problems that the teaching content of the first unit in some modules is too much and the knowledge is difficult, teachers can first disperse the language knowledge points, and then present the language knowledge repeatedly in a timely manner. Teachers do not require students to fully master certain knowledge after one explanation and one activity, but they should let students master this knowledge in the process of repeated and circular explanation and practice. At the same time, the teacher is not necessary to a unit of all the language points are comprehensive and in-depth explanation, and should be appropriate to disperse the focus and difficulties. For the language points that have appeared many times before and need to be summarized in this lesson, we can properly focus on explanation and training. For the newly emerged language points, students are only required to understand their most basic semantic functions in this course and be able to use them preliminarily.

In addition, in view of the high starting point of language knowledge, teachers should grasp an important principle is: early penetration, heavy accumulation. Early penetration refers to that before the formal teaching of some words or a certain grammar, students should consciously appear in the previous text in a small number and repeatedly, so as to make students have some contact and understanding of it and pave the way for future learning. Re-accumulation is to combine the learned words or grammar with the new teaching content, so as to bring the old with the new, review the old, gradually accumulate, step by step.

Based on task design: First, be real. Both from the students' cognitive level and actual life, but also closely linked with social life. Second, be achievable. If the design of the task can not be completed to a large extent will hinder the students to play the level of the main body. Thirdly, tasks should be from simple to complex, from easy to difficult, and layer by layer, I construct a cycle from primary task to advanced task and from advanced task to cover primary task, so as to make the teaching hierarchy layer by layer. Forth

,be cooperative. The completion of the task must rely on the cooperation between learners, each learner in the process of performing the task, play their own different roles, all need to provide their own information, in the process of completing the task together to cultivate the spirit of cooperation.

3.3 Strategies on promoting high-order thinking

3.3.1 Based on questioning

Through the ingenious design of the problem to improve the thinking level of students. Therefore, it is necessary for teachers to design questions according to the progress of teaching and the different links in teaching. By using the characteristics of English and on the basis of mastering textbooks, teachers can improve students' learning enthusiasm and innovative thinking ability, encourage students to think actively and solve problems, and thus cultivate students' ability of inquiry and thinking. If the teacher raises the question in the teaching the dry law, not only is not advantageous to the student to grasp and the understanding to the knowledge, also is not advantageous to stimulates the student to study the English interest, does not use the student to enhance the independent inquiry and the innovation ability. Besides this, The teacher's classroom question must face all students, should grasp the difficulty "the degree". If the problem is too simple, it will be unattractive; if the problem is too partial, it will lose the key point; if the problem is too deep, it will be out of reach; Space is not the answer. Only on the basis of students' cognitive development level and existing knowledge and experience can teachers' questions be wonderful. Experienced teachers do not offer the truth directly to their students, but tempt them to seek it. Those who can grasp the characteristics of the teaching materials, from different aspects or perspectives of the proposed inspirational, ideological questions, will help stimulate students' curiosity, improve students' thinking ability, and thus improve students' thinking level.

3.3.2 Based on a variety of activities

Rich and open classroom activities can enable students to display their personality in the activities, flash smart thinking sparks, fly the wings of the ideal, stimulate the potential of thinking. Of course, there is no fixed mode to cultivate students' thinking ability in classroom teaching activities. The most appropriate method should be selected comprehensively according to students' age characteristics, knowledge level and learning content, not to mention mechanical operation according to the designed teaching plan. Teachers should always pay attention to students' thinking state, according to the feedback information in the interaction between teachers and students, students and students, and intelligently grasp the learning process, adjust the learning method, so that students can get the knowledge at the same time, get the development of thinking level.^[5]

3.3.3 Based on teaching methods

With the continuous reform of modern education, the development of future students' education must be based on selected textbooks and scientific teaching methods. In order to realize the creative education of classroom teaching, teachers should do everything possible to broaden students' knowledge and stimulate students' curiosity with a large number of vivid and interesting subjects, so as to stimulate students' creative thinking. However, to stimulate students' interest and improve the teaching rate, we should start with the reform of teaching methods. Start with creative retelling. The process of retelling is actually the process of thinking with the brain, which can train students' various thinking abilities. Therefore, the author on the text teaching to let students for creative retelling, students in grasping the original theme, story development daring and reasonable, on the basis of the content and form of the original after processing, sorting, induction, rewrite to repeat, in so doing, can promote the students' language knowledge ability of rapid transformation is beneficial to develop students' intelligence, cultivating students' rich imagination, to develop their creative thinking. Creative retelling can be divided into three kinds: (1) change retelling: let students change person tense voice or article type retelling. (2) The following retelling: according to the changes that may occur in the story, use the original knowledge to play the imagination, to tell the story may appear in the end, this retelling is conducive to the development of students' imagination and creative consciousness. (3) summary retelling: Analyze, summarize and reason according to the content of the material. This is a higher level of retelling, students need a strong inductive ability. Then sleep on your speech. In the listening and speaking class, give up the class time to the students as much as possible, so that they can fully show themselves and get the chance to speak. For example, in the debate, the students' enthusiasm was very high and the scene was warm, which fully demonstrated their language ability and thinking and imagination ability, and pushed the students' thinking level to higher.

4. Conclusion

The classroom is the main front of junior middle school English teaching. The use of bloom's educational goal classification theory in teaching to cultivate students, such an effective thinking method, is not only conducive to mobilize the enthusiasm and initiative of students thinking, but also conducive to the improvement of students' thinking level, and can promote the improvement of junior middle school English teaching efficiency

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Institutional Innovation of Democratic Elections at the Grass-roots Level in China--Based on the Comparison between Provisional Regulations and Formal Regulations

Yue Leng

School of Marxism Sichuan University(Chengdu 610213)

Abstract: Since the 18th National Congress of the Communist Party of China (CPC), great progress has been made in democratic elections at the grass-roots level in China." Regulations on the Election of Grass-roots organizations of the Communist Party of China On the basis of summing up the practical experience of grass-roots democratic election in the past 30 years and the Provisional regulations on Election work of Communist Party of China Grass-roots organizations, major institutional innovations have been made. It mainly includes the system innovation of election subject, the system innovation of election process and the innovation of election result system, among which the innovation of election subject is especially prominent, which plays an important role in giving full play to democracy in the new era. By comparing the formal regulations with the temporary regulations, combing the system innovation points will contribute to the further development of the democratic election practice at the grass-roots level in our country, strengthen the construction of grass-roots organizations, fully realize the grass-roots democracy, and in turn provide a scientific foothold and growth point for the formulation of the system.

Keywords: Grass-roots democracy; Elections; Institutional innovation

The concept of democracy first originates from the West. There are many different views on the definition of "democracy" in international academic circles, but it is generally believed that democracy must follow four basic principles: people's sovereignty, majority rule, political equality and political participation. At the same time, socialist democracy is generally different from western democracy. This paper analyzes the theory of western democracy in the 20th century (the history of western democratic thought), and makes an analysis and summary of socialist democracy and the democratic views of many schools in the west. In a word, socialist democracy is led by the Communist Party of China, the democracy of the vast majority of people, and all the working people do not directly lead the state power, but by the Communist Party of China, which can embody the will of the proletariat and represent the interests of the proletariat. Whether or not to embody the will of the proletariat and represent the interests of the proletariat is an important embodiment of socialist democracy. As the basic project of socialist democracy, grass-roots democracy plays an important role in the development of socialist democracy. At present, the academic research on grass-roots democracy is mainly reflected in combing the development situation and predicament of grass-roots democracy since the reform and opening up, or studying the compound motive force of the development of grass-roots democracy in China in the new era; in the aspect of grass-roots democratic election, it also analyzes the predicament faced by grass-roots democratic election from different levels, such as legal system, clan power, bribery and so on, and explores the reform path. There is little special research on the institutional level, and this paper attempts to sort out the development of democratic elections at the grass-roots level in China from the level of institutional innovation. This will help to strengthen the system construction and promote the development of democracy at the grass-roots level in our country.

1 Institutional innovation of the main body of election

Socialism with Chinese characteristics has entered a new era, and the great project of party building is also facing new challenges and historical tasks. Compared with the provisional regulations, the institutional innovation of the subject of democratic election at the grass-roots level in our country is obvious, which is mainly manifested in the expansion of the scope of the subject, the optimization of the quality of the main body structure and the expansion of the connotation of the subject.

2 Institutional innovation in the electoral process

The institutional innovation of the democratic election process at the grass-roots level will organically combine the leadership of the Party and the people as masters of their own affairs, and highlight the important position of democracy in the construction of grass-roots organizations. The election process of the provisional regulations and the formal regulations includes: the conditions of the meeting, the conduct of the meeting, the introduction of candidates, the establishment of the supervisor, the generation of the teller, the setting of the teller, the method of voting, the arrangement of the names of the candidates on the ballot paper, the problems that should be paid attention to in filling out the ballot paper, the confirmation of the validity of the ballot paper, the determination of the candidate

by the margin pre-election, and the determination of the candidate-elect by the formal election. In addition, the formal regulations have been added: reporting on the receipt of votes, the announcement of the list of elected persons, the arrangement of the list of elected persons and the reporting and examination and approval links. In the election process, compared with the provisional regulations, the institutional innovation of the formal regulations is mainly manifested in the following aspects: highlighting the organic unity of the leadership of the party and the people as the masters of the country, and optimizing the process more concretely.

3 Institutional innovation of election results

Chapter V of the provisional regulations is for supervision and punishment, and chapter VI of the formal regulations is for discipline and supervision. Chapter V of the provisional regulations mainly contains two aspects, namely, supervision and punishment, while the formal regulations contain disciplinary requirements, supervision and accountability. In Article 35 of the formal regulations, in terms of discipline requirements, the party’s political construction should be placed in the first place, the party should be strictly administered in an all-round way, the party’s organizational building should be strengthened, and ideological, political, organizational, and style of work should be combined, so as to “guide party members and representatives to correctly exercise democratic rights and ensure the smooth and orderly election work.”¹Secondly, the formal regulations are more prominent in strengthening supervision and paying more attention to the effect of system implementation. In the interim regulations, although elections are carried out under supervision, they are also investigated and dealt with afterwards. However, the formal regulations pay more attention to advance education and strengthen the effectiveness of the implementation of the system. Therefore, the institutional innovation of the formal regulations in the election results is mainly manifested in the following aspects: putting the party’s political construction in the first place and paying attention to the implementation of the system.

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About author:

Yue Leng(1991-), female, born in Meishan, Sichuan, graduate student of the grade of 2020, School of Marxism, Sichuan University, research direction: Building of the Communist Party.

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Thoughts on the Ideological and Political Construction of the Course “Basic Materials Science”

Zhihao Wang¹, Junyan Wu²

1. School of Material Science and Engineering, Qilu University of Technology (Shandong Academy of Sciences), Jinan 250353, Shandong China

2. School of Material Science and Engineering, University of Jinan, Jinan 250022, Shandong China

Abstract: Nowadays, in the process of continuous economic and social development, my country's awareness of education is also constantly improving. Some colleges and universities continue to strengthen the penetration of relevant knowledge of ideological and political courses when teaching. Relevant teachers, in the process of teaching, not only need to consider students' recognition of ideological and political courses, but also need to strengthen students' excellent learning of their own subject content. The study of ideological and political courses can fully reflect the teaching philosophy of colleges and universities, and can also reflect the importance of teaching to students. For the study of the course “Basics of Materials Science”, teachers need to infiltrate the content of ideological and political construction to a certain extent in the classroom to ensure students' enthusiasm for learning ideological and political content, and also allow teachers and students to focus on learning together Ideological and political content for learning.

Keywords: About “Basics of Materials Science”; Curriculum; Ideological and political construction; Thinking

Introduction:

In the process of teaching, colleges and universities should not only consider the basic knowledge teaching for students, but also consider the penetration of students' ideological and political knowledge. This can better realize the all-round development of students, and also enable students to have a clearer understanding of the basic ideological and political content of our country. In the study of the course “Basics of Materials Science”, teachers need to find corresponding ideological and political teaching methods for students. Fully consider students' study skills and use more modern methods to carry out basic ideological and political construction. Reflecting the importance of students, it can also improve the teaching quality of teachers and realize the exchange of knowledge.

1 Analysis of the existing problems in ideological and political construction at this stage

With the continuous improvement and innovation of modernization, in recent years, relevant national departments have carried out systematic planning and construction for different industries. In the entire planning and construction, the development and work of colleges and universities have been re-required, and the actual learning of different age groups has been combined. It is required to focus on the teaching plans of its various subjects to ensure the promotion of the all-round development of students. Ideological and political construction has always been the main topic of various colleges and universities. Scientific ideological and political education for students of different ages, but the effect shown is not obvious. Ideological and political construction should not be limited to students' campus living environment and daily life habits and requirements. If the scope of ideological and political construction is not comprehensive enough, the opposite effect may be achieved. At the same time, some colleges and universities do not pay attention to the ideological and political construction of students, and the ideological and political courses arranged every semester are not scientific^[1].

Some colleges and universities place too much emphasis on the integration of “Marxism” when designing ideological and political courses. The integration of some knowledge points can easily make students have a negative interest in ideological and political courses. If you neglect the training and education of students' self-cultivation during ideological and political construction It is also prone to lack both morality and talent. Talents in the new era need not only excellent professional skills, but also higher requirements for behavioral qualities and moral standards. In the ideological and political construction, some teachers ignore the important role and significance of the “material science foundation” course, and the content incorporated into the ideological and political construction is too simple, and some teachers simply do not have the ability to play their actual role. When teachers associate various material attributes with various behavioral qualities, the points of convergence are not scientific, and the existence and cultivation of various consciousnesses of students are too traditional^[2].

At the same time, some college teachers have not clarified the true role and significance of ideological and political construction. For example, the material science content selected when discovering and integrating materials science is different from the content of ideological and political education required in the classroom. The emergence of this situation can easily lead to students not

understanding the teacher's teaching content. When selecting some examples of breakthroughs in material structure research and material application, some teachers did not choose all domestic practical examples, and the emergence of this situation will also lead to the cultivation of Chinese excellent traditional culture and spiritual qualities in the ideological and political classroom. Certain problems.

2 How to perfect and innovate the ideological and political construction of the course “Basics of Materials Science”

First of all, college teachers should clarify the main teaching content and teaching links of the basic materials science courses. When designing teaching content, teachers should fully apply Xi Jinping's new era of socialism with Chinese characteristics, Marxism-Leninism, and patriotism, and give full play to their own importance. effect. Educational departments in all regions should increase the emphasis on the ideological and political construction of the course “Basics of Materials Science”, and combine the core values of socialism with the characteristics of the new era and the relevant requirements of ideological and political education in the new era to scientifically improve the ideological and political education work in colleges and universities. It is necessary to ensure that students can not only increase their own abilities after studying systematic materials, but also can systematically cultivate professional ethics and sense of mission.

In the teaching of material structure, teachers should explain some important research and development material examples. For example, how much effort and failure did Chinese scientists use to extract the components of a certain material structure or use a certain advanced science and technology to strengthen a certain material itself Strength of. The purpose of explaining these cases can stimulate students' interest in research and development, and cultivate students' awareness of building a powerful country in science and technology. In the process of combining the diffusion in crystalline solids, teachers can teach students the qualitative changes of crystalline solids and the conversion of scales, so as to stimulate students' correct learning attitude and help students to think logically and be creative in their future studies.

In the process of arranging the content of ideological and political courses, teachers should give full consideration to the students' enthusiasm for learning, and conduct sufficient investigations of the content that students are more interested in. In the teaching of the content of ideological and political courses, teachers can fully refine the more important knowledge points nowadays to ensure that students can form more recognition for the knowledge points. The school should also provide a better learning atmosphere for the content of this course. The school should continuously strengthen the propaganda of the content of ideological and political construction, so that students can be more proactive in learning ideological and political content, and achieve more complete ideological and political content learning. Teachers can ask students for their learning opinions when teaching, so that the content of the textbook and the content of ideological and political construction can be better integrated, and a more active teaching method can be fully realized.

3 Conclusion

Thinking about the ideological construction of the “Basics of Materials Science” course, comprehensive analysis and research should be carried out according to the actual requirements of the ideological and political construction of colleges and universities and the teaching courses of “Basics of Materials Science”. The curriculum is better integrated and developed to ensure the improvement of the ideological and political ability of college students and the quality of various aspects of behavior. The construction of modern universities should have new requirements and new concepts for the construction of modern universities. Speed up the ideological and political construction of universities to improve the overall development speed of modern university students, so as to ensure that more students can repay society and development with better spiritual qualities. country. To cultivate more outstanding behavioral qualities of college students in the new era, and to improve students' outlook on life, values and world outlook, not only requires students to master more professional skills, but also provides students with the right guidance to help them improve their own Value System.

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Educational Management of International Students under the “One Belt One Road” Strategy

Gemma M. Perey, Wendong Wang

College of Teacher Education University of the Cordilleras, 2600, City of Baguio, Philippines

Abstract: Since the 1950s, China has been accepting foreign students for cultural studies. With the continuous improvement of China's international status, the number of international students in China has also been increasing. At the same time, the education and management of international students in China also constitutes an important part of China's diplomatic work. In the context of the development of modern society, the efficiency of daily education management for international students in China should be improved. Based on ensuring the effectiveness of international student education, more scientific and reasonable management of international students should be conducted.

Keywords: International student; “One Belt One Road” strategy; Education management

The “One Belt One Road” is a national strategy advocated and promoted by China. Under the background of the “One Belt One Road”, new requirements have been put forward for the management of international students in China. The “One Belt One Road” advocates the complementary of advantages and mutual development of countries along the route, seeking common ground while reserving differences and common development. Regarding international students in China, management personnel should conduct scientific and reasonable management based on the cultural background and educational level of the international students, to promote the improvement of the educational achievements of international students, promote the extensive implementation of the “One Belt One Road” policy in education, and promote the profound implementation of national policies.

1 Focus on the quality of education

The purpose of international students to study in China is to improve their professional level and knowledge ability, so in the process of daily education and management of international students, the core point is to improve the quality of school education^[1]. At the same time, the most fundamental purpose of the establishment of a university is to cultivate talents. International prestigious universities such as Harvard and MIT all rely on cultivating talents with profound knowledge and have a very high international status in the world. Therefore, in the construction of the school, it is necessary to ensure the quality of students' learning, improve the level of scientific research, and then improve the quality and efficiency of foreign students' learning in the university.

First, it is necessary to establish a team of teachers with strong scientific research ability and teaching ability. The university study life is not like the study life of elementary and middle school basic education. Teachers will guide students in all aspects. When studying in a university, students' autonomy in learning plays a strong role. Facing international students who are thirst for knowledge, the university must first ensure that the teachers' professional ability and scientific research level can teach foreign students' solid knowledge. Second, we must ensure that this team of teachers is familiar with foreign educational backgrounds. Due to cultural differences, foreign students may argue with teachers. The thinking style of foreign students is also different from that of Chinese college students. Therefore, once teachers are familiar with foreign education models and educational backgrounds, they can deal with this flexibly when this problem occurs. Moreover, due to the unevenness of foreign education, the level of basic knowledge of foreign students is also different, which requires teachers to provide in-depth guidance to foreign students according to the characteristics of different foreign students, help them learn advanced engineering and technical knowledge, and improve their classroom learning efficiency.

2 Establish and improve the education management system

The education and management system includes an education part and a management part. The education part is mainly to improve the learning efficiency and quality of foreign students^[2]. The management part is to manage the daily life of international students, including the formulation of “Code of Conduct for International Students” and “Code of Conduct for International Students” and so on.

With the continuous deepening of China's reform and opening up, the number of foreign students entering China has also greatly increased. There is often news that certain foreign students enjoy special treatment. Under this social background, the school must improve the management system of foreign students, regulate the daily behavior of foreign students, and

make them understand that studying in China can accept some special preferential treatments like language habits and cultural backgrounds, but the daily behavior of international students should abide by the constraints of China's social ethics and the bottom line of laws, to help international students regulate their own behavior, and at the same time stabilize their beliefs in learning and create a good learning atmosphere for international students^[3].

For example, in the process of formulating a management system, the university can negotiate with representatives of international students, and develop the management system that not only meet the management requirements of the school, but also meet the cultural requirements of international students. Or when the school formulates scholarships for international students, it should not use academic performance as the only criterion for judging the attribution of scholarships, the daily behavior of international students should also be used as the basis for judgment. International students with good behavior records can have more opportunities to obtain scholarships.

3 Seek common ground while reserving differences, respect the cultural background of international students for education

Due to the different countries and cultural backgrounds of foreign students, there may also be interpersonal processing problems in daily life among foreign students. At the same time, when studying in China, foreign students face different cultural backgrounds and social customs, they are also prone to some psychological burdens and mental illnesses^[4]. Therefore, international student management teachers must adopt different educational comfort methods for international students from different countries, so that international students can relieve the pressure in their hearts and better complete their educational activities in China.

For example, Russian students and American students have different attitudes towards teaching management. American students find it more difficult to accept Chinese-style management and education. Russian students are relatively easy to accept, but they often take risks in their daily lives. This requires international student management teachers to actively guide American international students, so that international students can focus on their studies. International student management teachers are required to inculcate knowledge of the "Code for International Students" to Russian students and try to ensure that international students can complete their studies under healthy and safe conditions.

4 Improve the quality and professional ability of international student management personnel

As the staff who can directly contact the study and life of international students, international student management teachers must strengthen their own management ability and management quality. Faced with international students in different situations, international student management teachers should focus on professional training and strengthen the cultivation of language and psychological counselling skills, to further narrow the distance with international students, thereby effectively managing the daily study and life of international students and promoting their career progress in China.

5 Conclusion

All in all, the management of international students has always been an important part of the foreign education of Chinese universities. Under the influence of the "One Belt One Road" strategy, Chinese universities should improve their educational level and conduct scientific and reasonable management of international students. This will improve the international status and reputation of our universities, and ultimately promote the smooth implementation of the "One Belt One Road" policy in countries along the route and realize the peaceful development of China.

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About the Author:

Gemma M. Perey: College of Teacher Education University of the Cordilleras, Doctor, Professor of Arts in Education
Wendong Wang: born in May 1991, male, Hebei Xingtai, Master of Arts in Education, Research Interests: Pedagogy

Analyze Sir Gawain and the Green Knight

Wei Lu

University of Aberdeen, Britain AB25 3TN

Abstract: Sir Gawain and the Green Knight describes the story of a young knight in the legendary court of King Arthur. The poem begins with a narration of Camelot's Christmas party at King Arthur's court. During the banquet, a mysterious green knight, green hair and green skin, riding a green horse, challenges a strange game to the gathering crowd. This game has triggered a series of events, in which Gawain faces the test and temptation. Sir Gawain and the Green Knight belongs to a school of medieval literature, known as "romanticism". Romantic texts are not mainly about love, but more about adventure. Romantic texts usually involve a hero (usually a knight) in a mission, and many risky things will happen in the process of performing the mission. This poem experiences a long history, and the Old English used in it is quite different from modern English. This paper discusses the evolution of English by analyzing the differences between vocabulary, grammar and modern English.

Keywords: Evolution of Old English

Sir Gawain and the Green Knight is a famous medieval poem in the Arthurian legend.¹ Little is known about its author except he was a contemporary of Chaucer and probably a Christian priest.² The poem was composed towards the end of the 14th century³ as an evident effort to extol Sir Gawain and his knightly virtues of loyalty, valor, rectitude, and integrity.⁴ Due to the long history of the poem so that there are plenty of differences from modern English, the essay highlights the dissimilar characteristics between Middle English and Modern English from the perspective of orthography, lexical borrowing, and morphology.

1 Sir Gawain and the Green Knight is a famous medieval poem in the Arthurian legend.

The poem contained the runic characters.⁵ The thorn letter (þ) that was used in Old English and Icelandic to represent the sounds /θ/ and /ð/ and later written as -th, it symbolized a spirant sound (both voiced and voiceless sound). Another runic letter appeared in the text that was wynn (ƿ) which used in Old and Middle English, later replaced by -w. The word wynn, namely 'p', it sounded /w/. In the text, the word of 'watz' or 'wyl' was shown by w, not wynn⁶.

On mony bonkkes ful brode Bretayn he sette Wyth wyne⁷. Siþen þe sege and þe assaut watz sesed at Troye⁸. If ȝe wyl listen þis laye bot on little quile⁹.

As for the long vowel -a, the sound was equal to /a:/,¹⁰ in some areas such as London, East Midland or West Midland, the long vowel -a in some dialects of Middle English became -o.¹¹ In the passage the example of 'mony' in place of 'many', although the spelling of 'many' was found in the texts of northern dialects.

In mony turned tyme tene þat wroȝten¹²

2 Conjunctions in Modern English¹¹

Affected by the Norman-French, there are some linking words including -wh in Modern English, for instance, while or when, which adopts the orthographic feature of -qu in the text.¹³ In the sentences, the words 'quile' and 'quen' instead of 'while' and 'when'. However, there is not the word 'where' replaced by 'quere' in the passage so that the feature is not wholly contained the words' spelling of Middle English.

Where were and wrake and wonder¹⁴

2.1 The tortuous trend of Middle English changes

The change of inflections in Middle English has a reduction trend. The inflectional endings of the vowels a, o, u, e were indistinct to a sound, the so-called 'indeterminate vowel', which came to be written as -e (less often i, y, u, depending on place and date). Due to this reason, a mass of initially different endings, for example, -a, -u, -e, -an, -um were decreased commonly to a uniform -e, while the expressions of the previous grammatical distinctiveness were no longer supported.¹⁵ About the text, there are some examples of this characteristic such as the adjective word 'wele' and the noun word 'worlde', the determinant words 'alle' and 'bope'. In Modern English they are on behalf of words: 'well', 'world', 'all', 'both' respectively.

Welneȝe of al þe wele in þe west iles¹⁶. With all the wel of the worlde thay woned ther samen¹⁷. Bot of alle þat here bult, of Bretayne kynges¹⁸. And oft bope blysse and blunder¹⁹.

2.2 The present participle of verbs in English

Additionally, there are some suffixes about the verbal present participle in Middle English such as '-ende'/'-inde', but in Modern English they have become -ing, in the text the suffix is spelt-yng²⁰.

Fro the kyng watz cummen with knyghtes into the halle. The numerous words of the extract are from Germanic origin (Anglo-Saxon) which develop straightly from Old English to Middle English. For example, wele (OE 'wela'), welneȝe (OE 'welneah/welneh' ME 'nearly'), borȝ (OE 'burg'), brondez (OE 'brond'), bicomme (OE 'becuman'), brittened (OE 'brytnian'), athel (OE æthele), trewest (OE 'trew'), erthe (OE 'eard'), kynde (OE '([ge]- kinde)'). There are also some words influenced by French orthography such as quile (instead of while) or quen (instead of when)^[1]. Þe borȝ brittened and brent to brondez and askez. Hit watz Ennias þe athel, and his highe kynde. Þat siþen deprecd prouinces, and patrounes bicomme. In terms of the lexical borrowing in Middle English, the majority of the words are original from Old Norse and Norman French. Nonetheless, there are still a small quantity of words from Latin which are related to the mythological or historical characters and places.

The borrowing lexical from Old Norse are: askez (ON 'aska'), biges (Uncertain Scandinavian origin), brent (ON 'brenna'), bonkkes (from ON 'banki'), blunder (ON 'blunda'), boþe (ON 'báðir', cp. ODan. 'bód'), bigged (past participle of bigges, ON 'byggva'), bult (Uncertain Scandinavian origin, cp. Swedish 'bulta'), attle (ON 'ætla'), fro (ON frá), neven/nevenes (ON 'nefna'), ferlyes (ON 'ferligr'), gret (from ON, cp. OI 'grjot'), skete (Unknown Old Norse origin, cp. OI 'skjotr'), stad (ON 'staddr'), skyfted (Unknown Old Norse origin, cp. OI 'skifta'), tit (ON 'titt'), tulkes (ON 'tulkr'), kayred (ON 'keyra'), hap (ON 'happ'), glaum (ON 'glaumr'), þay (ON 'þeir'), lyftes (from ON 'lypta') and wylle (ON 'villr').

Þe borȝ brittened and brent to brondez and askez. Fro riche Romulus to Rome ricchis hym swyþe. As hit is stad and stoken.

The Latin etymology is Romulus and Rome, Ticius and Felix Brutus, because they all refer to Roman mythology. From the text, there are some words' etymon from Greek, for instance, nome (from Classical Greek 'νόμος' nomos).

And neuenes hit his aune nome, as hit now hat. Another fairly distinctive form is the present participle before the spread of the ending -ing. In the north, there is lovande, in the Midlands lovende, and in the south lovinde. In later Middle English the ending -ing appears in the Midlands and the south, thus obscuring the dialectal distinction^[2]

2.3 Pay attention to the present participle in English grammar

At the same time, there is one of characteristics in English grammar that should be noticed which is the present participle. Initially, about the present participle, the suffix -ing which was spelt -yng in Middle English replaced -ande and -ende. The former was the early suffix of the present participle in Northern in Middle English, and the latter was in West Midland. Another significant feature in connection with participles is the past participle drops the -ge prefix, for example, it developed from 'gemæte' in Old English to 'mete' in Middle English. Secondly, about noun plurals, adding -s or -es to the root of the words forms plurals such as homes, trammes, ferlyes. Besides this feature, some cases of inflectional endings are retained, a case in point is -ez/-z in the extract. The -ez of Arthurez is retained which is a genitive inflectional suffix in Late Middle English And an outrage awenture of Arthurez wonderez^[3]

3 Conclusion

In conclusion, Sir Gawain and the Green Knight was finished in the late Middle Ages which there were some linguistic changes at this time. In addition, the text is primality composed in the Northwestern dialect so that it is why there are some features that differ in respects of orthography, lexical borrowing, and morphology to other varieties of Middle English.

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The Era Meaning and Realization Path of Local Applied Undergraduate College Courses in Ideological and Political Education

Chunxia Wu

Organization Department Cangzhou Normal University Cangzhou Hebei 061001 China

Abstract: As the main battleground of educating people, colleges and universities should integrate the relationship between thought and politics, professional courses and general courses in curriculum construction, and give full play to the functions of curriculum value shaping, knowledge transfer and ability training. In particular, the curriculum needs to fully integrate the needs of student development, not only to impart students scientific theoretical knowledge and correct political position, but also to instill students in line with the needs of social development ideology, help students to establish complete life values, help students to their own development and objective understanding and scientific and reasonable plans, to train in line with the needs of socialist social development with Chinese characteristics.

Keywords: Local applied undergraduate colleges and universities; The course co-educates people; The implementation path

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Local applied undergraduate colleges and universities are positioned to serve local economic and social development, in order to highlight the application, we must follow the law of knowledge transfer, ability training and value-led three-dimensional talent training, the proposal of the curriculum cppcc with the education of people is undoubtedly a positive exploration and response to this problem, is the embodiment of the correct understanding of Lideshu people, is the meaning of talent training.

1 The curriculum thinking CPPCC with the education of people’s connotation of the times

In recent years, the role of “courses in ideological and political Education” in the construction of ideological and political education system and teaching reform in colleges and universities has become more and more prominent, and the academic circles have carried out a series of studies around “curriculum thinking and politics”. Scholars at home and abroad have a positive attitude towards the educational function of college curriculum, and think that the curriculum should not only impart knowledge and ability, but also carry out value education in the process of teaching, and scholars expound the mechanism, core connotation and significance of “curriculum thinking and politics”. Fudan University, Shanghai University, Shanghai University of Traditional Chinese Medicine, Shanghai Normal University, Shandong University, Beijing Union University and a number of representative universities, in the curriculum of political reform has carried out a wealth of practical exploration. According to this, the author interprets the “course” as the broad curriculum concept involved in the cultivation of college talents, including thought politics, professional and general courses. At the same time, scholars have carried out extensive research on the connotation, necessity and existing problems, themes and channels of thinking and educating people.

2 The basic requirements of the university curriculum thinking cppcc with the education of people to achieve

Generally speaking, the difference of interest subject means the different interest claim and the pursuit of goal, but there must be one kind or concentrate the common interest demand and the common goal pursuit between the different elements in a particular system. This common interest and goal will naturally become the premise of the unity of different elements in a system. College thought and politics courses and professional courses can be coordinated also because there is a common goal, thinking and politics class is the main channel to achieve students’ political education, professional courses are the main way to achieve higher education, from the results, both for the new socialist era to train the all-round development of moral, intellectual and physical beauty and labor socialist successors. The common goal pursuit of the two provides an opportunity for colleges and universities to practice courses and educate people together. The coordination of the two, on the one hand, provides a reference for the task of cultivating talents and

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the way to achieve the goal of training, only to achieve the effective coordination between the curriculum, different courses, different disciplines, different subjects, can ensure the better realization of educational goals. On the other hand, this work is not simply to add content to the curriculum, nor is it simply to appeal to students and teachers, but under the great goal of educating people to give full play to the role and value of political lessons, the use of a variety of high-quality resources and information to improve the quality of the curriculum, enhance the effectiveness of education. The Party Committee of colleges and universities should accurately grasp the fundamental task of Lideshu people, combine the orientation of school development, clarify the direction and characteristics of school personnel training, lead the direction of curriculum education; Student management and logistics service departments for the macro-to-middle, micro-educational courses to create a good campus environment, the creation of invisible education classes. Multi-dimensional goal-aligned, mutually undertaken curriculum coordination will impart knowledge and leading value closely combined, management and service closely combined, actively practice the responsibility of training new people in the times, committed to the practice of curriculum co-education.

3 To build a new path of collaborative education of local college courses

3.1 Do a good job in the top-level design of the school, and build a community of curriculum co-education

First of all, the school party committee should increase the policy guidance support, strong organization of leadership courses to educate people. The Party Committee of the school should carry out the political and organizational responsibility of curriculum co-education, set up the school curriculum leadership and teaching reform institutions, and establish the relevant functional departments and secondary colleges responsible for the curriculum co-education organization mechanism. Curriculum leaders and teaching reform institutions should take the initiative to coordinate the work of the curriculum and the relevant departments of the CPPCC in the course of education. Secondly, strengthen the policy and financial support for the construction of various courses, curriculum system construction and interdisciplinary professional curriculum construction, focus on improving the effectiveness of curriculum education and the quality of personnel training, and strengthen the construction of hardware and software resources for curriculum education. Finally, in the assessment and evaluation system of applied undergraduate colleges and universities, we should increase the evaluation content of the assessment and evaluation of the situation of the CPPCC with education, and form a system of curriculum co-education evaluation in which the leaders of the Party committees of colleges and universities, functional departments, secondary colleges and teaching and research offices participate together.

3.2 Integrate into the value-led characteristics, and create professional courses to co-educate people to grasp

The joint lies in overcoming the dilemma of weak organizational leadership, fragmentation, limited coordination and poor results in the process of promoting curriculum education in colleges and universities, creating an institutional mechanism for mutual benefit and mutual benefit, and achieving the goal of improving the level of personnel training and education. In order to realize the goal of cultivating high-quality comprehensive talents, highlight the requirements of local applied talent training, refine the characteristics of talent training, we must focus on improving professional professional professionalism and professional philosophy, integrate local and school-based culture into the professional talent training goal and curriculum system construction, build a professional talent training as the base point, distinctive features, three-dimensional goal through the professional practice teaching platform, production, research and development collaborative education platform, campus culture platform to educate people.

4 Conclusion

Education is the great plan of the country and the great plan of the Party, and it bears the fundamental task of the Liddeshu people. General Secretary Xi Jinping pointed out that “ideological and political work is the lifeline of all the work of the school”, all members should attach great importance to ideological and political work, the ideal of educating people in the course of thinking and politics strictly permeates the teaching process, education is not only the transfer of knowledge but also the cultivation of culture and thought, and actively implement the education and teaching plan of the ideological and political curriculum, give full play to the educational function of the curriculum, and jointly improve the effectiveness of education. Local applied undergraduate colleges and universities, based on their own characteristics of personnel training, but also to actively tap the professional courses in the education resources, professional teaching and professional education closely combined, to build a comprehensive coverage, type rich, progressive level, mutual support curriculum system, effectively serve local economic development, train good moral, intellectual and physical beauty and all-round development of the socialist qualified successors and builders.

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The Analysis of Three Chinese Versions on Robert Burns' A Red, Red Rose Based on the Theory of Aesthetic Psychology of Translation

Man Jiang

Civil Aviation Flight University of China, Guanghan 618300, Sichuan China

Abstract: *A Red, Red Rose* is one of the most famous poems of Robert Burns, this well-known Scottish poet is chiefly remembered for his poems being written in the Scottish language with harmony in phonology, form and connotation. This paper chooses three Chinese Versions of this poem and discusses the sound, word, sentence and text based upon the theory of *Aesthetic Psychology of Translation*, and tries to analysis the clear meaning, explicit quotation, true feeling and vivid image in these three Chinese versions.

Keywords: Clear meaning; Explicit quotation; True feeling; Vivid image

1 Introduction

A Red, Red Rose is one of the masterpieces of the famous Scotland peasant poet Robert Burns, and this poem sung by people all over the world who are yearning for warm love for hundreds of years. Living in the bankruptcy rural areas, the poem and poor peasants were related by flesh and blood, and he was a counter to the British Poetry neoclassical style, absorbing nutrients from the local life and folk literature, which has brought fresh vitality for the poetry creation, forming the basic features of his poetry.

"From the perspective of translation aesthetics, the aesthetic interpretation in translation is the translator's process for the original aesthetic attributes, aesthetic attributes is presented in the perfect embodiment of meaning, quotation, feeling, image and sound, word, sentence, text" (Yan Linhai, 70:12).

Hereinafter referred to "my love"(Bi Hong) version as TT1, "My Love's like a red red rose" (Wang Zuoliang) as TT2, and the "Red Rose"(Guo Moruo) as TT3.

The translation aesthetic standards are the criterion of the aesthetic appreciation, reflecting in artistry and the individuality of the translation version. These standards are mainly including appearance standards, which are clear meaning, explicit quotation, true feeling, vivid image, and internal standard refers as pleasant sound, proper word, smooth sentence and cohesive text. (Yan Linhai: 213-214)

2 The analysis of three Chinese versions

This part will discuss the three Chinese versions according to the analysis process of *Aesthetic Psychology of Translation*, trying to compare the meaning, quotation, feeling and image in sound, word, sentence and text in these three versions.

2.1 Pleasant sound

In order to pursuit a certain aesthetic sound in speeches, which are both the aim of the author and the translators. The pleasant sound is mainly reflected in the order of language, rhythm, rhetoric. And according to following analysis, this paper is trying to find out how this three versions meet the requirement of clear meaning, explicit quotation, true feeling and vivid image in Sound.

2.1.1 Explicit quotation

A Red, Red Rose begins with a quatrain containing two similes. Burns compares his love with a springtime blooming rose and then with a sweet melody. These are popular poetic images and this is the stanza most commonly quoted from the poem. So we take these two similes as example to compare these three versions.

In TT1, "rose" and "melody" are translated into "玫瑰" and "乐曲", but here is not specific enough because "我爱" in Chinese has two meaning: (a) my feelings of love; (b) my loved person. So "我爱如玫瑰" embodies two meanings too, which is ambiguous.

In TT2, "rose" and "melody" are translated into "玫瑰红" and "管弦", and "玫瑰红" here also could cause misunderstanding for it means the color of rose in literal. "Melody" does not equal to instruments, so "管弦" is not the exact meaning of the author.

In TT3, "rose" and "melody" are translated into "玫瑰" and "曲子", which are both literally translated and are in accordance with the author's original intent.

2.1.2 True feeling

In the poem, the poet praises the beauty of the lover and expresses the poet's fervent emotion and firm determination to love. The flame of love burns strong in the poet's heart, and the poet longs for good results. Set the last stanza as examples.

In TT1, this stanza is translated into four lines with five-character form, using "离别只暂时, 善保千金躯。终当复归来, 万

里度若飞” to show the author’s strong feeling are not enough as Chinese classical poetry tends to be more reserved compared to the Scotland style poem.

In TT2, it uses the exclamation sentence as “暂时告别我心肝，请你不要把心耽！纵使相隔十万里，踏穿地皮也要还”， but the feelings in the original poem are spontaneous displayed with simplicity and sincerity, while TT2 are more colloquial and less poetic, making the feelings are expressed in surface.

In TT3, this stanza is translated into “珍重吧，我唯一的爱人，珍重吧，让我们暂时别离，但我定要回来，哪怕千里万里！”， also a exclamation sentence to show the strong feelings, and repeat “珍重吧” twice make the readers more sensitive and touching about the love feelings. “千里万里” is free translation, but in Chinese the word means “far far away”, catering to the intention of the original author, making the language more poetic.

2.2 Proper word

By correctly choosing the words, the translators could interpret the exact meaning of the author. To choose the right words does not only require the correct translation, but also proper in the in terms of meaning and style.

2.2.1 Clear meaning

The correctly chose of the words will decide the keynote of the text, so chose the proper words are quite important for translators. So we set the third stanza as example: Till a’ the seas gang dry, my dear, /And the rocks melt wi’ the sun: /I will love thess till, my dear, /While the sands o’ life shall run.

In TT1, “枯” this adjective corresponds to “dry” is also quite poetic. The modifier of “sun”is “炎”, although this is a increased word, it is also quite emotional.

In TT2, translate the “seas” into “四海”, which is more accurate, because the original word is plural. But the “sands o ‘life” translating as “有口气” is too casual.

In TT3, “dry” is translated into “干涸水流尽”, the semantic repeat phrase stresses the word “dry”, and the translation is very powerful.

2.2.2 True feeling

The translation of words need to figure out the emotional color of the original words. Translators need to have the same feelings with the original author. Taking “sweetly” in “That’s sweetly play’d in tune” as example, this is a word filled with poem’s love and admire:

In TT1, a “妙” describes how this “melodie” is, “妙” means beautiful and goodness in Chinese; In TT2, the translator uses “玲珑” that means exquisite and agile in Chinese; In TT3, it uses “甜甜地” which is literally translated, and “甜” in Chinese also means a girl is lovely and beautiful. In this point of view, TT3 is more suitable.

2.2.3 Vivid image

Original Text	TT1	TT2	TT3
newly sprung	红蕾姣	初开韵晓风	迎风初开
play’d in tune	奏声袅袅	悠扬而玲珑	奏得合拍又和谐
bonnie lass	绝世妍	美而殊	美丽的人儿
seas gang dry	海水枯	四海海水枯	大海干涸水流尽

(Table 1)

Most images in these three versions could be faithful to the original text. But some images in TT2 need more discussion, such as “melodie” in TT2 is translated as“管弦”, however these are two different things.

3 Conclusion

They three make no effort to pursue the perfection of representing the original meaning, quotation, feeling and image, there is still some difference among the three masterpieces. Bi Hong’s 《我爱》 almost achieves the beauty in sound with losing the aesthetic effect both in meaning and feeling. The first stanza of Guo Moruo’s 《红玫瑰》 is catchy and beautiful, but last two stanzas full of slang and colloquial, which are not poetic enough and some adaption fails to represent the original meaning. Wang Zuoliang’s 《一朵红红的玫瑰》, an excellent work which obey the rules of faithfulness, achieving the aesthetic effect in meaning, quotation, feeling and image by its sound, word, sentence and text in the three. In this paper’s perspective, a complete perfection of the four-meaning, quotation, feeling and image could be hardly achieved, with great obstacles do exist in poem translation, and it is encouraging that many translators keep hard working to reproduce the original beauty and aesthetic effect in sound, word, sentence and text.

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To See the Visibility of Painting

Wenlei Hu

Nanjing University, Nanjing 210093, Jiangsu China

Abstract: The present paper deems painting as a type of visible representation with the aim of revealing its invisibility beyond its representation. With regard to the expression modes of painting representation, three types of modes are highlighted in the present paper: the first is the optical illusion mode, the second is the pure non-referential flatness mode, and the third refers to the postmodern mode featuring the use of daily symbols. Consequently, this paper sought to describe the visibility and invisibility of painting representation.

Keywords: Painting; Representation; Mode; Visibility and invisibility

Painting has already appeared as well as been seen. However, the unappeared are waiting to be seen, and the illusion of seeing and being seen is waiting to be transcended. In this way, painting somehow owns its body, which is either covered or naked, light or dark, far or near. Standing and wavering in their own situation, some people, other people, and some people in the future come to appreciate paintings. In this regard, painting can be regarded as a sad and desolate folding screen which shows a visual feast and is isolated from the human world. Later on, through that viewing, it is uncertain whether they go beyond the screen and go towards somewhere.

Lacan claimed a statement on self-construction. He commented on the “identification process” during the mirror stage that “this form situates the agency known as the ego, prior to its social determination, in a fictional direction that will forever remain irreducible for any single individual”.^[1] If we accept this statement, then it is clear that we have been already in a fictional existence. From the perspective of another world view, this kind of fiction can be understood as “all representations are fictional”, which accords with the general Buddhist point of view. It seems that the two viewpoints mentioned above share a common structure. They all seem to claim that the current place is fictional, and whether it is stated explicitly or not, there is a direction that is not the only one. But this direction cannot and will not be a notional reference.

It is undoubted that painting exists in the fictional world firstly recognized above. Furthermore, painting is always something concerning people, and also always the result of fictions through fictional people. Whether from the biological level of painting or her possible transcendental level, painting must be seen. But what do people see from her? Are they visible things and scenes seen by people, or some certain situations that may never be visible for people? In other words, what painting shows are likely to be more than something visually visible, including where people go and arrive, what people love, or what exist that are unrelated with people’s minds. These appear and disappear from time to time, which are not fixed. Finally, these go away from the sad and desolate painting as well as the sorrow of painting. Therefore, the first thing we encounter most frequently is the visibility of painting, which, in other words, refers to the biological aspect resorting to the picture itself. The current paper suggests that painting in the overall fictional world mainly makes use of three modes to construct the picture itself: the first mode is to reproduce the natural world through approaches characterized with illusion, including focal perspective, cavalier perspective, and even non-perspective methods which still attempt to demonstrate the spatiality of painting; the second mode returns its focus to the two-dimensional picture itself, which means that the spatial illusion structure is no longer relied, and strives to present the two-dimensional picture itself like a white wall; the third mode is similar with the second one in resorting to the picture itself rather than the construction of the illusion space. But for the third mode, the surfaces of daily things which are characterized with cultural symbols are selected to construct and cover the whole two-dimensional picture. Focusing on these three painting modes, this paper can only demonstrate some rough intuitive experiences, so that not every single detail can be covered.

1 The optical illusion mode

Why do we organize a picture? And how do we organize a picture? As long as we open our eyes, the world with focal perspective will spread out, so that we can enter the world, where we experience love and hate, as well as sorrow and joy. This may be the first work to complete the fictional three-dimensional illusion painting in the two-dimensional picture. Everyone creates this kind of work, so everyone is an artist. This is a definitely correct claim. Then what’s the reason why eyes organize such a picture. Is where we strive to go the limit of painting itself? Is it the remote limit that humans can reach? For us who set off at this moment, the reason mentioned above is all we can propose. Please stop talking about calling, bird whispers, as well as auditory hallucinations. This is unarguable and the only thing we can do is to strive to reach there. Know first and then act, and act for knowing. Thus, do we need a world that is unfolded here? Do we need a space where single person dances? A beam of light comes in, some sceneries are carefully described,

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some things happen flatly or passionately, and the moods of some people in paintings constantly empathize and are empathized. We enter this kind of visibility, looking around and presenting duplicity. I planned to stay for a while in the front of the place of gods, and the sun happened to set. Which gods live in this place? Why does light exist there? Everything is fleeting in an instant. In this regard, we need to organize the three-dimensional visual illusion again and again with the purpose of knowing why.

What make a picture possible on a paper? There is indeed no perspective for the earth itself? It is human beings' visual actions that result in the necessity of perspective. In this regard, human abilities as well as limitations are both shown at the same time. The effort to construct an illusion space is actually a kind of self-directed and self-acted behavior. However, this does not mean that all visible and invisible behaviors are covered. It is not so much a almighty-like fictional behavior as that we have to and can only complete fictions in this way given our capabilities as well as limitations. Therefore, this kind of painting relies only on the abilities we already own. We are able to make it happen again. Those paintings appear in the human world, which also portray the human world. The human world floats, spreads, and flutters in the fog-like inhuman existence. This situation is like sleepy eyes, which intend to be open but still close. Some gossips linger in the meantime. For those who enjoy the paintings, they are both seeing paintings and being seen. Meanwhile, paintings viewers also function as the subjects of painting. When they enter paintings, they are also separate from paintings, crying but happy. Where are people? What are people? They are like pebbles in the mud and grass silkworms. Clouds and rains are empty.

2 The pure non-referential flatness mode

Striving to overcome such the perspective is an effort of human subjective control. Meanwhile, it is also an act concerning eagerness to approach something. This behavior is an art itself. The question is what they are approaching? Let nature take its course, feeling neither happy nor fearful. For the changes of nature, it is difficult for us to describe and discuss. Here, we intend to portray the surface which is almost pure, and we think we are getting infinitely close to it. As a result, such a picture appears to be empty and there is nothing to say. The whole picture is painted, with, however, it almost unpainted at the same time. The picture is like a lost bird that has nowhere to go and has nothing to rely on. So, does such a painting look like a mirror surface? The answer is No. In a sense, the illusion space painting is more like a mirror image. Here, the second painting mode is to present a both colored and colorless surface. In other words, this kind of visibility tries to function as the weakest visibility. This picture itself is also striving to completely overcome itself and become invisible. I have to admit that this is a paradox. It is not a metaphor, or even a symbol, either. It is the purpose of its existence, and the reason why it has to be presented is also committed to its purpose. A sense of tiredness is suggested by the picture.

After closing our eyes, the world has darkened. We can still see something, but temporarily say goodbye to the things during the day, with a kind of winter-like light isolated. With our eyes closed, the dark side is visible to us. Without the organized world, a kind of unknown space characterized with chaos, vastness and primitive nature is shown, which is like an inconstant abyss. But at this moment, we know what we see is just the eyelid rejecting light. Is that picture like the eyelid? What about the abyss mentioned above? They are also the result of the physicality and physiology. But what do the viewers think of due to them? Maybe there is nothing. However, people tend to fall into infinite grief. In front of the fictional and visible painting, people feel stagnant and lost.

3 The postmodern mode featuring the use of daily symbols

The third mode of painting also mainly resorts to flatness, but the picture itself is not pure. In other words, under the premise of relying on flatness, this kind of painting also introduces a cultural semioticalness in daily life. The surface patterns of some daily things are used to reach the goal required for this type of painting. Some works by Jasper Jones can be regarded as the typical representatives of this type of painting. Some objects selected to be drew in his paintings are in line with such the situation. For example, in a work by Jones, the Stars and the Stripes was portrayed in an entire picture on the basis of flatness. Albeit some traces of representational painting techniques shown in this work, the flatness of the entire picture and the daily representation of the painted content were not reduced at all. Consequently, what viewers see is the flat American flag. "Jones drew The Flag. The work has a moderate size and no outer frame, with the edge of the painting as the edge of the painted flag in the picture. The work does not show the illusory nature that people would expect to see when people suppose the work is originated from the artist's subconscious mind. The Flag is like a mystery, which is not an expression of patriotism or the outcome of a subconscious revelation. In many ways, it indicates some profound senses of challenging, with the mystery itself as a completely daily image. It seems that apart from this, there is nothing else shown in this work."^[2] It seems inappropriate for us to interpret the work as the pure expression of such the texture effect and cultural semioticalness. Something more is supposed to be shown, which causes a certain mystery. These flags or daily image symbols are only a kind of visibility, and are also seen by every single viewer. Is there anything else? Such a painting method should be recognized as a kind of concealing painting, that is, it uses a common surface with the purpose of concealing the existence on the other side. It functions like a door which is closed. And even though the door is closed, the closed door still suggests the people outside that there is an existence inside the door. Whether this door is opened or not, the existence behind that door will always be there. The painting makes use of a certain surface in daily life to suggest an existence behind it. At that time, the painting itself, as a boundary existence, will no longer exist. Then, will the unseen be seen? Can they be seen? The painting only shows a daily seeing. People look at the painting but not see something behind. Or people see something without looking?

4 Conclusion

Visibility suggests our finiteness. The era of flooding seas also showed such the finiteness. This is like a wooden boat, due to which some people can be rescued. The significance of the boat is to drift, to travel, and to carry. Facing the terrifying sea, we just escaped by chance. Odyssey indeed went back, but there were also countless Odysseys dying on voyage. The visibility also lies in the day and night we get along with her. We ask her why we are like this, and why we suffer from this. Does she ever answer? Maybe not. Perhaps what matters is not the significance of obtaining answers, but the significance of the act of "seeking and asking" itself. Language itself is not argumentation, and painting itself is not understanding, either.

“In essence, existence is peculiar, which hits us. It also functions like the night to engulf us tightly, suffocate us and make us suffering, but does not offer us an answer. This shows the evil of existence. If Philosophy is understood as a discipline about the question of existence, then it meanwhile means the undertaking of existence. If Philosophy concerns more than this question, it is because it allows us to transcend this question rather than answer it. Transcending the question of existence, what we get is not the truth, but goodness.”^[3]

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About the Author:

Wenlei Hu, male, a lecturer at the School of Jewelry at West Yunnan University of Applied Sciences, focuses on the history of western art and chinese art history.

The Construction of Teaching Evaluation Index System of Programming Courses in Primary and Secondary Schools Based on AHP

Xing Chen

Information technology teacher of Binjiang primary school, Shapingba district, Chongqing. 400030

Abstract: Teaching evaluation is an important part of education and teaching activities. It is particularly important to construct a scientific evaluation index system to guide and promote the teaching quality of programming courses in primary and secondary schools. This paper mainly uses the Analytic Hierarchy Process (AHP) to study the evaluation index system of programming course teaching in primary and secondary schools from the perspective of students' deep learning. The research results show that the evaluation index system of programming course teaching in primary and secondary schools includes four first-level indicators and sixteen second-level indicators. Among them, thinking structure and motor skills are the two first-level indicators, expanding structure and association structure are the two second-level indicators, which have the greatest impact on the teaching evaluation of programming course in primary and secondary schools.

Keywords: Analytic hierarchy process; Programming courses; Teaching evaluation

1 Introduction

With the application of technology to promote the development of education, the trend of students' learning mode changing to deep learning has gradually emerged. Deep learning refers to that students actively learn new knowledge and skills with critical thinking on the basis of comprehensive understanding of existing knowledge according to courses and learning needs, and deeply process the expanded knowledge and information by adopting diversified learning strategies, and establish a personal knowledge system integrating different subject knowledge, different professional skills and new and old knowledge information, and effectively transfer applied to real situations to solve complex problems of learning methods^[1]. Programming education has strong knowledge and practicality as an emerging courses in primary and secondary schools, teaching evaluation from the perspective of students' deep learning not only conforms to the goal of programming education courses, but also conducive to the development of students' organizational innovation and thinking ability. The scientific and reasonable evaluation index system of programming course teaching in primary and secondary schools not only promotes the teaching quality of programming course in primary and secondary schools, but also provides a certain reference standard for the evaluation and research of maker education and other related courses. Therefore, from the perspective of deep learning, it has certain innovation and practical significance to construct the classroom teaching evaluation index system of programming education.

2 Research on teaching Evaluation Index System of Programming Courses in Primary and Secondary Schools

2.1 Research Ideas

The construction of teaching evaluation index system of programming course in primary and secondary schools is mainly carried out through the combination of qualitative analysis and quantitative analysis. In the first stage, through the use of the literature analysis and expert interviews to conduct qualitative analysis of the research to effectively control the breadth of the research; In the second stage, through the use of analytic hierarchy process analysis, in order to ensure the research of scientific and accurate; In the third stage, through the use of mathematical statistical analysis of the relevant data for statistical analysis, draw scientific and reasonable conclusions and suggestions.

2.2 Analytic Hierarchy Process

Analytic Hierarchy Process (AHP), also known as AHP, is a kind of decision analysis method combining qualitative and quantitative methods. It is applicable to the uncertain problems that are difficult to be quantified in teaching evaluation and can make up for the deficiencies of existing teaching evaluation^[2]. In the process of applying to the teaching evaluation system of programming course in primary and secondary schools, firstly, according to the overall goal of the problem, the complex problem is decomposed into several ordered levels, and the hierarchical structure model is constructed. Secondly, according to the objective facts and the results of expert investigation, assigns a value to the construction of the judgment matrix. Finally, the judgment was made according

to the results of hierarchical single sorting and consistency inspection and hierarchical total sorting and consistency inspection [3].

2.3 Research Results and Analysis

2.3.1 Construction of evaluation index system

This study believes that any learning behavior starts with basic cognition. If you want to conduct deeper and more meaningful learning, you must have a knowledge base that derives from shallow learning, and there is continuity between deep learning and shallow learning in the time dimension [4]. Therefore, in this study, the middle and low level thinking occurred in the learning process was fully considered, and based on Bruner's classification of educational goals and Biggs's solo classification, this study protocoled four main deep learning evaluation indexes and twenty secondary evaluation indexes. Questionnaires and interviews were conducted to seek opinions from twenty experts and front-line teachers. After two rounds of screening and supplement, the evaluation index system (A) of programming course teaching in primary and secondary schools was finally obtained, as shown in Figure 1, including four first-level evaluation indexes and sixteen second-level evaluation indexes.

Table 1 Primary and Secondary School Programming Courses Teaching Evaluation Index System(A)

Final Target	Level 1 Target	Level 2 Target
Teaching Evaluation of Programming Courses in Primary and Secondary School(A)	Cognitive Goal (B1)	Understanding the Memory (C1)
		Analytic Application (C2)
		Reflective Evaluation (C3)
		Association Creation (C4)
	Motor Skills (B2)	Guide Imitation(C5)
		Independent Imitation (C6)
		Adjust adaptation (C7)
		Independent Innovation (C8)
	Emotion (B3)	Willing to accept (C9)
		Positive response (C10)
		Value Evaluation (C11)
		Organizational Creation (C12)
	Mindset Structure (B4)	Single Structure (C13)
		Multiple Structure (C14)
		Association Structure (C15)
		Expand structure (C16)

2.3.2 Construction and Assignment of Judgment Matrix

The construction of judgment matrix is the key to realize the combination of qualitative analysis and quantitative analysis. The numerical value of judgment matrix indicates the importance of factors of the same level. Six senior experts of programming education were consulted for the study , and determined the weight of each indicator according to the expert rating, and then the value of each index judgment matrix was constructed by referring to sami's relative importance rating table.

Table 2 Level 1 Index Judgment Matrix Table

A	Cognitive Goal B1	Motor Skills B2	Emotion B3	Mindset Structure B4
Cognitive Goal B1	1	1/3	1/2	1/4
Motor Skills B2	3	1	1	1/2
Emotion B3	2	1	1	1/3
Mindset Structure B4	4	2	3	1

According to the principle and steps of AHP, the first step is the first-level index of the teaching evaluation index system of programming courses in primary and secondary schools, and it is included in the matrix, as shown in Table 2. The second step is to compare the second-level indicators of the teaching evaluation index system of programming courses in primary and secondary schools and list them into a matrix table, The details of the matrix table are not shown here.

2.3.3 Determine the weight of the hierarchical single ranking index and consistency inspection

(1)Hierarchical single sort. In this study, the sum product method is used to calculate the weight of the first-level and second-level of the teaching evaluation index system of programming courses in primary and secondary schools, and the results are shown in Table 3.

Table 3 Single Ranking Index Weight of Programming Teaching Evaluation in Primary and Secondary Schools

Level-I index	Weight factor	Secondary indicators	Weight factor	Level-I index	Weight factor	Secondary indicators	Weight factor
Cognitive goals	0.0970	Understanding the Memory	0.0814	Emotional goals	0.1931	Willing to accept	0.1133
		Analytic Application	0.1402			Positive response	0.1328
		Reflective evaluation	0.3788			Value evaluation	0.2500
		Association Creation	0.3996			Organizational Creation	0.5039
Action skills	0.2381	Guide Imitation	0.0922	Thinking Structure	0.4717	Single structure	0.0669
		Independent imitation	0.1037			Multiple structures	0.1370
		Adjust adaptation	0.2755			Association structure	0.2812
		Independent Innovation	0.5286			Expand structure	0.5149

(2)Consistency Inspection. The calculation results of the consistency inspection are shown in Table 4, and the consistency inspection indicators are less than 0.1, which means that the constructed judgment matrix has a strong logical rationality, and then

ensure that the subsequent research results are reasonable and effective.

Table 4. Consistency Inspection Table

Conformity inspection of Level I index	A: 0.0155<0.1			
Conformity inspection of Level II index	B1: 0.0058<0.1	B2: 0.0370<0.1	B3: 0.0329<0.1	B4: 0.0716<0.1

(3)Determining the weight of the hierarchical total ranking index and consistency inspection

Hierarchical total ranking is to further calculate the influence ranking on the higher level on the calculation results of the hierarchical single ranking. Thus there is a specific relationship between the second-level indicators and the first-level indicators in the teaching evaluation index system of primary and secondary school programming course, by calculating the product of the weight of the second-level indicators and the weight of the first-level indicators in the teaching evaluation index system of primary and secondary school programming course, we can get the relative influence weight of all the second-level indicators on the teaching evaluation of primary and secondary school programming course. The weight and inspection of consistency are determined as shown in Table 5.

Table 5 Hierarchy Total Ranking Index Weight and Consistency Inspection Table

Hierarchy total sort consistency inspection CR=0.0155<0.1	Total weight factor	Secondary indicators
	0.0079	Understanding the Memory
	0.0136	Analytic Application
	0.0367	Reflective evaluation
	0.0387	Association Creation
	0.0220	Guide Imimitation
	0.0247	Independent imitation
	0.0656	Adjust adaptation
	0.1259	Independent Innovation
	0.0219	Willing to accept
	0.0257	Positive response
	0.0483	Value evaluation
	0.0973	Organizational Creation
	0.0316	Single structure
	0.0646	Multiple structures
	0.1326	Association structure
	0.2429	Expand structure

Analysis and summary

Both the hierarchical single ranking and the hierarchical total ranking have passed the consistency inspection, which indicates that the constructed judgment matrices have a strong logical rationality, and the research results of analyzed and summarized are reasonable and effective.

3.1 As can be seen from tables 3 and 5

the first-level index weight of the teaching evaluation index system of programming courses in primary and secondary schools is ranked as follows: mindset structure (0.4717), motor skills (0.2381), emotional goal (0.1931), cognitive goal (0.0970). Among them, the mindset structure has the greatest influence. The top four secondary index systems of programming courses teaching evaluation index system in primary and secondary schools are: expanded structure (0.2429), association structure (0.1326), independent innovation (0.1259), organizational creation (0.0973).Therefore, in the process of programming teaching in primary and secondary schools, people should pay more attention to the cultivation of students’ mindset structure, especially the expanded structure and association structure. At the same time, people should also strengthen the cultivation of motor skills and independent innovation. In addition, people should also pay attention to the importance of emotional goal and organizational creation.

3.2 The ranking of index weight at all levels shows the importance of “organizational

innovation” and “thinking expansion” ability in the teaching process of programming course in primary and secondary schools, which is highly in line with the connotation of students’ deep learning, and also shows the significance of setting up programming education course, indicating that the teaching evaluation index system of programming course in primary and secondary schools has a high reference value, it can play a positive role in promoting the teaching of programming course.

3.3 The important embodiment of organizational innovation and thinking expansion in

developing programming courses in primary and secondary schools teaching in the evaluation index system, and further suggests that students by any optimization approach to learning,assessment of innovation ability is still programming courses quality of teaching the important index, so teachers who are working in programming education still need to strengthen the cultivation of students’ innovation ability and promote the development of students’ innovative thinking.

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Practical Research on the Combination of Traditional Chinese Culture and Campus Culture in the Internationalized College Running of Higher Vocational Education

Pei Zhao

Ji'nan Engineering Polytechnic, 250200, China

Abstract: The traditional Chinese culture carries the basic value pursuit of the Chinese nation, and contains the Chinese national spirit, with unique national characteristics. It is necessary for higher vocational colleges to reform the traditional education and training model, and explore the construction of a model combining traditional Chinese culture education with professional education, science with humanities in practice.

Keywords: Higher vocational education; Internationalized college running; Traditional Chinese culture; Campus culture

As the deepening of "The Belt and Road", the internationalization of education has played an increasingly important role in serving China to enter the center stage of the world and promoting the building of a community with a shared future for mankind. Accordingly, improving the cultural literacy of higher vocational students becomes prominent gradually during the construction of "The Belt and Road". It will help students establish a positive outlook on life and values in both their daily life and future work, and help them build the foundation and spirit of cultural confidence.

Jinan Engineering Polytechnic (the College) launched the international development strategy in 2016. Since then, the College has been actively implementing the supply side structural reform of vocational education, improving the level of international cultural exchange, and promoting the internationalized college running in a deep, wide-ranging, high-level and sustainable direction. While attaching importance to the role of teachers, the College also pays attention to its overall college environment and the classroom openness so that every student can feel the power of cultural confidence and better serve the national strategy^[1].

1 Seek the momentum to establish the concept of internationalized college running

1.1 Explore the historical tradition of China and highlight the concept of internationalized college running

The establishment of campus culture in higher vocational colleges needs to accumulate and rise in the long college running history. Adhering to the principle of "focusing on the education with Chinese characteristics and being inclusive to foreign cultures", all staff of the College have concentrated on common development to comprehensively improve the quality of education and training and the core competitiveness of college running so as to strive to build an international brand of vocational education.

1.2 Strengthen the top-level design and actively integrate into "The Belt and Road" construction

The establishment of campus culture in higher vocational colleges is both a complex system engineering and a long-term strategic task. By continuing to expand the scale of overseas exchanges of teachers and students, strengthening the China-foreign cooperation in college running, improving the quality and efficiency of college running, and building a high-end international cooperation platform, the College has actively integrated into the construction of "The Belt and Road", improved its quality assurance mechanism of college running, and created an international campus culture atmosphere.

2. Seize the momentum to establish an internationalized college running system

The innovation and improvement of internationalized management system and mechanism is an important guarantee for the orderly development of internationalized college running. A five-in-one college running mechanism has been formed, including "China-foreign college running cooperation program", "overseas visiting study program for students", "training program for international students", "overseas training and college running program" and "international certification program of specialized courses".

2.1 Promote the establishment of an internationalized college running organization system

A leading group for foreign affairs has been set up to study and decide on major activities of the College in foreign affairs, and coordinate the external cooperation and exchange work of the College, forming a work pattern of "big foreign affairs". According to the modern project management theory, the internationalization organization system has been divided into decision-making level, tactical level, and operation level, to strengthen the implementation of international projects and ensure the realization of strategic goals.

3. Make precise efforts to implement the five major projects of internationalized college running

The implementation of the five major projects enables the concept of internationalization to be highly compatible with the development of specialized group and the goal of education and training, so as to improve the quality of the College to create "both a high level vocational college and high level specialties", and to add value to the "construction of new heights for the innovation and development of vocational education" of Ji'nan City.

3.1 Implement the China-foreign college running cooperation project to assimilate outstanding elements of foreign cultures

One China-Australia college running cooperation project plays a role of demonstration, leading and radiation; and three China-Germany college running cooperation projects facilitate the construction of advantageous specialized groups.

3.2 Implement the international standard development project to promote the long-term development of cross-cultural education

Taking the international cutting-edge technology standards as the benchmark, and using its own discipline and resource advantages, the College carries out cross-cultural education research in a planned way, to realize the localization of international standards, promote the mutual recognition and exchange of Chinese standards, and promote the long-term development of the College's cross-cultural education operation. The College has set up the first overseas college in Thailand, the China-Thailand "Haiyou International College", and established an integrated international cooperation model of "Chinese + culture + specialty + industry" to cultivate skilled talents who are proficient in Chinese, familiar with Chinese culture, and adapt to the strategic needs of Thailand 4.0, and create the high quality project of "study in Shandong".

3.3 Implement the international education and training project to create a strong international atmosphere in the campus

The College has incorporated the cross-cultural education into the education and training program to improve students' international literacy; created a learning environment and communication platform to improve students' cross-cultural communication level; built a two-way exchange and learning platform for students to create an international cultural atmosphere; organized the participation in the World Skills Competition to promote professional teaching reform; and given full play to the role of associations to encourage students to actively participate in cultural practice.

3.4 Implement the project of improving teachers' international ability to create an international environment for humanistic education

The quality of teachers is an important factor in the establishment of campus culture. Enhancing teachers' humanistic consciousness and improving their qualifications are the basic guarantee for improving the culture level and taste of higher vocational colleges. Only fertile soil can produce rich fruits through sowing and fertilization. Similarly, only qualified teachers with an international perspective can create a good environment for international humanistic education.

4. Seek common development to achieve remarkable results in internationalized education

The College has been awarded the "Top 50 Influential Vocational Colleges in Asia Pacific" for three consecutive years from 2018 to 2020, and has won the sixth "Huang Yanpei Vocational Education Award (Outstanding College Award)". In the process of education and teaching for overseas students, the College highlights the integration of Chinese cultural characteristics, and summarizes and promotes the experience in both the cross-cultural education & teaching practice and the cross-cultural adaptation and management. The education and training project of "Haiyou International College" was rated as "2019 China-Thailand Vocational Education Cooperation Demonstration Project" by the Ministry of Education of Thailand and The Belt and Road Foundation of Thailand, and was also listed among the third batch of characteristic cooperation projects of the 2020 "China-ASEAN 100+100 Institutional Cooperation Flagship Programs".

Internationalized education is a dynamic, gradual and developing process, which is a breakthrough for higher vocational colleges to improve their comprehensive college running strength^[2]. We are soberly aware that the international education work of the College is just in its infancy. We will further emancipate our minds, draw up a new vision for international education, show new deeds, build a cultural bridge that promotes international exchanges, and promote the international cooperation to go deeper, practical, and be recognized by both teachers and students, to cultivate more high-quality, international, and interdisciplinary talents, showing our undertaking of serving China (Shandong) Pilot Free Trade Zone, the conversion of new and old growth drivers and building Ji'nan into a "big, strong, beautiful, prosperous, and smooth" modern international metropolis".

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About the author:

ZhaoPei(1980-), male, Master of Engineering, Lecturer, works in the School of International Cooperation and Exchange of Ji nan Engineering Polytechnic.

From Saussure to Chomsky—A Study of Nature of Language (Contrastive Studies)

Yunling Zhang

University of International Relations Beijing 100091

Abstract: In order to study language, it is necessary to first clarify the nature of language, which is the basis of linguistics and from which all other issues are derived. This paper will study the nature of language from the main academic views of Saussure and Chomsky.

Keywords: Saussure; Chomsky; Linguistic

1. Introduction

The objects of study in language science are not known in advance to be studied directly as in other sciences. But this view was not clear in the early days of the study of linguistics. It was only with the Swiss linguist Ferdinand de Saussure, the founder of modern linguistics, that the object of linguistics was raised as a central issue. His view, the object of language study is langue but for parole, was the starting point and basis for Saussure's discussion of all linguistic issues. The distinction between langue and parole is objective, not subjective, and the distinction goes beyond methodological significance to the discovery of two essentially different things. Once the object of linguistics was clarified, the next logical question was how to study language as an object. But the later linguist Chomsky, unlike Saussure, who advocated structuralism, had a different view of the nature of language. The author argues that in order to study language, it is necessary to first clarify the nature of language, which is the basis of linguistics and from which all other issues are derived. This paper will study the nature of language from the main academic views of Saussure and Chomsky.

2. Saussure: Langue & Parole

Saussure is recognized by later scholars as the founder of structuralism and the founding father of modern linguistic theory. Saussure was the father of modern linguistics and he shaped linguistics into a highly influential and independent discipline. According to Saussure, words are "representatives of sound symbols". In other words, they represent the sound of language. Therefore, words can only fulfill their function of expressing concepts by "expressing (recording) the sound of language". This view has been revered by academics as an "axiom of linguistics" and has become the cornerstone of Saussure's modern linguistics.

Saussure divided speech activity into two parts: langue and parole. Langue is the social part of speech activity, which is not governed by individual will, but is shared by the members of society and is a social-psychological phenomenon. Parole is the part of speech activity that is governed by the will of the individual and is characterized by individual pronunciation, diction, and syntax. But no matter how different the characteristics of individuals may be, individuals in the same society can communicate with each other due to the unifying effect of language. Further, Saussure points out that language has internal and external elements, and thus the study of language can be divided into internal linguistics and external linguistics. Internal linguistics studies the structural system of language itself, while external linguistics studies the relationship of language to ethnicity, culture, geography, history, etc. Saussure states that the study of linguistics is, first and foremost, the study of the system (structure) of language, pioneering structuralism.

The fundamental attribute of Saussure's philosophy of language is to sever the connection between language and the external world (the real world) and to find the ground of meaning within the linguistic system. This point of departure, in terms of the need for the construction of Saussure's ordinary linguistic thought, is his reflection on the nature of the linguistic sign. Saussure's thinking about the nature of linguistic signs is first expressed in his distinction between the energy and the reference of linguistic signs. The signifier and signified, the two constituent elements of linguistic signs, refer to the sound image and the concept represented by the sound image, respectively. The link between them is a signification or signifying relationship, which is realized at the level of the linguistic sign. "What is connected by linguistic signs is not things and names, but concepts and sound images". Since concepts and sound images are mental entities, the process of signification is a mental operation, which is fundamentally different from the denotational relationship between names and things. Based on the above-mentioned nature of linguistic signs and the process of their denotation, the characteristics of Saussure's philosophy of language become evident.

The first principle of Saussure's theory of meaning is the arbitrariness of linguistic signs (which is also the first principle of Saussure's system of ordinary linguistic theory). The establishment of the arbitrariness of the relation between energy and reference

is essentially the logical consequence of his rejection of the denotational view of the meaning of words, and is the first step in the search for a place for meaning within the linguistic system. At the same time, the establishment of symbolic arbitrariness is also important for the construction of Saussure's theory of meaning, that is, various characteristics of symbols, such as psychological properties, social properties, and intentionality, can logically enter into the generation and analysis of symbolic meaning and constitute the elements of the theory of meaning. The second step of finding the meaning in the linguistic system is to establish the meaning of the linguistic symbols (specifically, the symbolic energy) by taking the "system" as the reference and the "value" as the ontology of the concept. Such a meaning is not determined by the world outside the symbol system or any other factor, but is the result of the symbol system itself. In this way, the definition of the meaning of a symbol that constitutes the system cannot be done in a "positive" way, but only in a "negative" way. As the main representative of the semiotic view of language essence, Saussure's view of language essence is mainly based on the natural properties of language. He considered language as a kind of symbol, a special system of symbols, and affirmed the symbolic and systematic nature of language, showing the special nature of language. In this sense, Saussure's view of the nature of language is of great theoretical and pioneering significance, and it is indisputable that Saussure is responsible for it. However, due to the limitations of his time, Saussure's view of the essence of language has some weaknesses and shortcomings. First, Saussure's view of the nature of language is essentially an explanation of the nature of language at the level of its natural properties, rather than a comprehensive explanation of the nature of language as a whole. Second, Saussure's semiotic view of the nature of language is based on his view of language as a static, co-temporal system, which not only ignores the ephemeral state of language and the existence of people in language, but also leads to the exclusion of speech from the object of his linguistic study, which is detached from the living practice of language. Again, Saussure's semiotic view of the nature of language actually has the effect of leading to a view of language as a sign that is dominated by people, without seeing the dynamic role of language for people.

3. Chomsky: Competence & Performance

The relationship between language and mind is a long-standing topic of common interest and debate among several disciplines, including linguistics, psychology and philosophy. Noam Chomsky, a famous American linguist, regards it as the most central issue in linguistic research and believes that an objective understanding of the relationship between language and mind is a necessary prerequisite for correctly posing and answering any linguistic or philosophical questions. In *Syntactic Structure*, Chomsky insists on the idea of linguistic talent, changing the previous paradigm of thinking that simply depicts grammatical rules and adopting the idea of transformative generation to explore the internal structure of language; changing the discovery procedure insisted on by structuralism to the evaluation procedure of generative grammar, and establishing a theory of human language by deductive methods, pioneering the study of formal linguistics. This work, although "not yet completely free from the structuralist framework," triggered the "avalanche" of the modern cognitive revolution and was Chomsky's manifesto for a radical break with structuralism.

Chomsky's view of language is a continuation of Descartes' view of talent and Kant's idea of the intuitive form of sense, and an inheritance and development of European rationalist thinking. In Chomsky's view, human linguistic ability is a natural ability that does not depend on experience and is in a first position before external speech acts, i.e., human ability "*does not come from experience, but is innate in human beings as a reliable basis for knowing the world*". Chomsky's affirmation of the ultimate material property of mind is reflected in the hypothesis of "language faculty," which gives language an ontological status and affirms the close relationship between language and mind. According to Chomsky, the mind is to the brain what a computer software system is to the hardware of a computer, and is determined by a biological genetic system. "All mental activity is a certain state and function presented by the brain," and the language faculty is a manifestation of mental activity, just as the visual system exists within the human body, so the language faculty exists within the human brain. Thus, Chomsky's syntactic research is based on the view of language as a real object in the natural world and the linguistic faculty as an innate biological organ. Through the study of transformative syntax, he deduced and generalized grammatical rules and realized the abstraction of linguistic functions, thus gaining insight into the nature of human language and the nature of the mind, and finally realizing "the study of brain structure at the level of abstraction". It is important to note that although Chomsky holds the view of "linguistic talent," he does not deny the role of the "trigger" of acquired experience. It is on the basis of innate linguistic faculties that human language acquisition is made possible by the externalized representation of different linguistic forms in different sociocultural contexts.

Chomsky's view of language and methodology has received a great deal of attention from Western philosophical, linguistic, and cognitive circles. Many scholars have praised it, such as Lightfoot, who believes that although the original *Syntactic Structure* does not mention cognitive research, its ideas have triggered a cognitive revolution; Chomsky is not only re-integrating linguistic materials, but also proposing a discursive philosophy on the nature of language by re-examining linguistic materials and grammar, and by adopting a rigorous and precise research method similar to that of the natural sciences. By adopting a rigorous and precise approach similar to that of the natural sciences, the internal structure of language is interpreted and a theory of language is developed. Smith, Wilson, and Li Gu cheng commented that Chomsky's use of formal arguments for language to argue for the human psyche reversed the way people had argued before, reversing the relationship between linguistics, psychology, and philosophy, and was a revolutionary point in Chomsky's theory of language.

However, some scholars have criticized Chomsky's view of linguistic talent and methodology from different aspects, for example, Wang Yin has commented that Chomsky is evaluating language statically, ignoring the historical nature of language; focusing mainly on the mind and ability of idealized individual speakers and ignoring their social nature. Li Shuguang and Hao Ying argue that transformational generative grammar "does not pay enough attention to the environment and has not really examined language input through empirical studies, but only logically deduces that language input is inadequate in terms of quantity and quality". Chomsky's ability to go against the tide of structuralist linguistics and spark a revolution in linguistics is inextricably linked to his scientific and rigorous methodology. A re-reading of his canonical work shows that although the results of that time have been overturned by

Chomsky himself, his view of linguistic talent and his methodology of rational thought are still in use. As for now, this is what is most worthy of being learned and studied.

4. Contractive Study

At a macro level, Saussure's "language" and "speech" are very similar to Chomsky's "linguistic competence" and "language application." "are very similar. First, both "language" and "linguistic competence" focus on the theoretical knowledge of language as the basis and prerequisite for language use; second, both "speech" and "The relationship between language and speech is similar to Chomsky's relationship between linguistic competence and language application, in that they serve as a basis for each other. Despite the many similarities, there are subtle differences between the two that cannot be ignored. For example, with regard to the concepts of language and linguistic competence, Saussure believed that language is an agreed system of symbols with a high degree of stability, while Chomsky proposed that linguistic competence, although to some extent a reserve of linguistic knowledge in an ideal state, is not innate and not carried at birth; he argued that what is present in the human brain from the beginning is only He argues that the human brain starts with a "universal grammar", which is applicable to all languages, and that it takes a long process of empirical stimulation to convert it into the grammar of our native language, eventually reaching a state of "individual grammar". Thus, Chomsky says that linguistic competence is dynamic rather than static.

5. Conclusion

If Saussure's theory ushered in a new era, then Chomsky was a creative leap forward. Studying both of their theories and ideas helps us to identify the essence of language learning and is a profound guide to our language studies. Therefore, their emergence is a landmark in linguistic research. In studying their theories, it is easy to see that there is a dialectical relationship between opposites and unity in everything, and that we cannot look at things in absolute terms. To observe a thing, we must analyze and judge it from all levels and different angles, and only in this way can we really approach the true nature of things. And everything is developing and changing, not static. We have to look at it with a developmental perspective and accept its mistakes in the development in order to dig into the essence. So, whether their theory is scientifically sound now or not it is one of the influential theories so far, and also plays an inspiring role in the future research of linguistics.

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The Conception and Practice of the Diversified Mode of Foreign Language Teaching in Colleges and Universities

Fan Zhang

City Institute, Dalian University of Technology, Dalian 116600, Liaoning, China

Abstract: With the deepening of internationalization in China, the application of foreign languages in the economic trade and daily life is becoming more and more popular, and the society demands more professional talents. The application of foreign language is reflected in listening, speaking, reading, and writing. Therefore, in the process of foreign language teaching, colleges and universities should pay attention to the diversification of education for students, including the diversity of teaching content and teaching forms, to help students improve their comprehensive English level. This paper includes the concept of English pluralism teaching, the necessity of developing diversified foreign language teaching, the current situation of foreign language teaching practice in colleges and universities, the advantages of diversified foreign language teaching, the conception and practice of diversified foreign language teaching.

Keywords: Colleges and universities; Foreign languages; Diversified teaching

Preface: Under the background of economic globalization, China's opening-up has been further improved. The development of foreign trade activities requires higher qualified foreign language talents; ^[1] therefore, it is very important to master English as an international language. As the demand for foreign language talents is higher and higher in modern society, English teaching in colleges and universities is becoming more and more advanced. The traditional English teaching mode has trained talents who are good at reading and writing but have weak listening and speaking abilities. In view of this problem, English teaching in colleges and universities in China has been reformed. The idea of teaching by diversified teaching method has been deeply rooted in the people's hearts. All universities and teachers have focused on the concept and practice of the diversified mode of foreign language teaching. Under the new educational concept, teachers pay more attention to the function of language tools in teaching, and then weaken the function of test-oriented foreign language gradually.

1. The concept of diversified teaching mode of English in colleges and universities

The so-called "diversification" refers to the organic combination of multiple objects with different characteristics. The application of diversified teaching mode in college English teaching means that teachers should enrich teaching methods in teaching, and use teaching methods composed of many different elements, which are conducive to improving teaching efficiency and promoting the realization of teaching effect. The diversified teaching mode advocates flexible teaching and does not advocate the teaching by solidifying and imprisoning the development of teachers and students' thinking. The diversified teaching mode can make the English teaching more comprehensive and systematic, and it is conducive to cultivate excellent talents who are proficient in English listening, speaking, reading, writing and practical application.

The diversity of the diversified teaching mode of English in colleges and universities is mainly reflected in the teaching methods, which advocates teachers to actively adopt various teaching methods and carry out teaching in a targeted way. Under the diversified teaching mode, most colleges and universities in China have begun to improve and innovate the teaching methods and strive to make sure that the teaching mode contains more elements that conform to the times, with the teaching needs and the characteristics of students, and further enrich the types of teaching models. Universities have also made some achievements in the innovation of diversified teaching models. For example, some teachers will use the English competition to adjust the classroom atmosphere, mobilize the enthusiasm of students to learn English, enhance their learning competition consciousness and strengthen the theoretical basis of English. Some teachers will lead students to participate in extracurricular English practice activities in a timely manner, such as organizing students to visit the areas where foreign friends gather to increase the opportunities for communication with foreign friends, finding their own shortcomings in the communication process, correcting their pronunciation, increasing English communication information, and enhancing students' oral English ability and self-confidence. The diversity of the teaching mode of foreign languages in colleges and universities is mainly reflected in the richness of teaching content, the variety of teaching forms and the pluralism of teaching theory. Under the teaching concept, teachers not only pay attention to the teaching of English theory, enrich the vocabulary and grammar of students, but also pay attention to the cultivation of students' English practice and application ability, actively create a suitable way for students to communicate in English, such as using situational classroom facilities, organizing

students to play English roles in foreign stories, etc. to create a good context for students.

2. The practical significance of developing the diversified teaching mode of English in colleges and universities.

2.1 Make English teaching more in line with the actual needs

Considering the advantages of various foreign language teaching modes, promoting strengths, and avoiding weaknesses, and building a new diversified mode of foreign language teaching in colleges and universities can greatly improve the effect of foreign language teaching in colleges and universities. [2] There is a long-term problem in the history of foreign language teaching in China, that is, the lack of demand oriented teaching strategy planning on foreign language teaching problems, which leads to the mere superficial of foreign language teaching. In the teaching process, too much attention is paid to the exam-oriented task and usability has been neglected. The teaching method is relatively single, including teaching vocabulary, teaching grammar, and practicing writing. All of them are conducted with exam, which leads to the strong ability of reading and writing, and the inability to use English for practical communication. This is equivalent to the invalidity of English teaching to some extent. The idea of diversified teaching mode subverts the teachers' idea and begins to adopt the diversified mode to teach. In terms of teaching objectives, teachers begin to take the needs of the society for foreign language talents as the teaching goal, and help students to clarify their learning objectives, pay attention to strengthening their English practical ability, and use diversified teaching mode to create interesting atmosphere in class for students, help students build an English exchange environment and improve their oral English.

2.2 Improve the theory of English Teaching

From the theoretical perspective, the diversification of English teaching is a further development and improvement based on the previous exam oriented education and is an inevitable trend of English teaching. Because the teaching mode has multiple factors, it can reflect the characteristics and advantages of various teaching modes in the process of diversified teaching. It can promote the advantages and disadvantages in English teaching, therefore greatly improve the teaching efficiency of English teaching, effectively stimulate students' interest and autonomous learning, promote the realization of the teaching goal of cultivating one-time and multi-functional talents, and also make the English teaching theory richer in colleges and universities.

3. The current situation of diversified practice of English teaching mode in colleges and universities

3.1 The current situation of diversified practice in English teaching mode

While the curriculum reform is being carried out in our basic education, the teaching mode of university education is also developing in a diversified direction. The application of the diversified education concept of English teaching mode in colleges and universities is outstanding in the aspect of educational innovation, which subverts the traditional exam-oriented education based on textbooks. Teachers should pay attention to and implement English practical teaching in the teaching process to improve students' comprehensive English ability. There are also outstanding reforms and changes in the teaching mode of English. Now teachers pay more attention to the social needs, students' needs and teaching objectives. And based on this, they carry out different classroom teaching methods, enriching the teaching content, and making the whole teaching more interesting. The application of different teaching modes also greatly promotes the realization of teaching objectives.

3.2 The current situation of diversified practice in the theory of English teaching in colleges and universities

The pluralism of English teaching mode in colleges and universities emphasizes not only education mode, but also educational concept. Because the idea is the first and the guidance of practice, if the teachers cannot change the educational idea, there is no way to change the teaching method. In the case of no change in the educational concept, even if the teachers copy the diversified mode of other education, it is difficult to play the advantages of the model, and it is not conducive to the promotion of the diversification of teaching mode in the campus.

4. Conclusion

The teaching of English needs a good language environment, rich teaching content, flexible teaching mode, diversified practical training methods, etc. With the introduction of diversified concept of college English teaching mode, teachers should innovate and reform English teaching in many aspects.

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A Survey on the Current Situation of Learning Anxiety in High School English Online Courses

Jingying Liang

Beihua University, Jilin City, Jilin Province 132013, China

Abstract: High school students can develop learning anxiety when conducting online English course delivery. And the negative emotion of anxiety can affect students' English learning. This paper analyzes the causes of online English course anxiety among high school students in Jilin, objectively divides the advantages and disadvantages of online English courses, and aims to propose solutions to effectively deal with online course anxiety among elementary school students.

Keywords: Online English course; Foreign language anxiety; High school student

1. Research introduction

High school is an important time for students to hone their abilities in listening, speaking, reading, and writing. The emotional aspects that impact second language learning, according to linguist Krashen's (1982) Affective Filtering Hypothesis, include motivation, self-confidence, and anxiety.^[1] English learning anxiety is the most common negative emotional response of high school students in the learning process, which directly affects the efficiency of English learning. Scholars' research on English learning anxiety has mainly focused on the association between learning anxiety and English listening, speaking, reading, and writing skills.^[2] However, following the emergence of the new coronavirus pneumonia in 2020, the Chinese government has chosen to use online delivery in order to protect the safety of instructors and children across the country. If there is learning anxiety in English online courses, what are the contributing variables, patterns, and processes that are currently understudied? The aim of this study is to explore the current situation of high school students' learning anxiety in online English courses, propose ways to solve the learning anxiety caused by the combination of offline and online education, and improve the quality of high school English teaching.

2. Methodology

2.1 Research participants

The study population was 528 students from the second year of high school in Jilin, of which 527 were valid study subjects, 239 (45.3%) were male students and 288 (54.7%) were female students.

2.2 Research tool

Based on the Self-Assessment Scale (SAS), the High School English Online Learning Anxiety Questionnaire was administered to 527 students in the second year of high school. The questionnaire consisted of 25 questions, of which questions 1-5 were related to students' personal information, and questions 6-25 were about subjective feelings of anxiety. Each item was rated in four levels according to the frequency of symptoms, with 15 questions rated positively and 5 (questions 5, 9, 13, 17, and 19) rated negatively (i.e., 1 = no or little time, 2 = little time, 3 = quite a lot of time, and 4 = most or all of the time).

The anxiety value was calculated according to the Anxiety Self-Assessment Scale by adding up the scores of 6-20 items to get the crude score and then converting them into percentages to get the standard score of anxiety value out of 100, with a minimum score of 25. The teachers distributed the questionnaire in the self-study class, and the answering time was 30 minutes.

3. Research results

3.1 The overall state of learning anxiety in high school English online courses

Anxiety scores are split into 50 points on the Self-Assessment Scale for Anxiety (SAS), with no anxiety below 50, mild anxiety between 50 and 59, moderate anxiety between 60 and 69, and severe anxiety beyond 69. Low anxiety is described as 50-59, mild anxiety as 60-69, moderate anxiety as 60-69, and severe anxiety as 69 or above. Among them, 145 students (27.51 percent) reported mild anxiety, 78 students (14.80 percent) reported moderate anxiety, and 31 students (5.9 percent) reported severe anxiety, indicating that the anxiety of high school students enrolled in online English courses is not encouraging and should be addressed by teachers and relevant management departments. The details are shown in Table 4.1.

Table 4.1 Overall table of learning anxiety in university English online courses

	Number	Min	Max	Mean	Std
Anxiety Score	527	38	98	53.54	12.758

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3.2 Learning anxiety differences between male and female college English online courses

The data analysis reveals that the average anxiety value of male students’ college English online course study is greater than that of female students, and the anxiety values of male and female college English online course study are (58.33±13.037) and (48.75±9.419), respectively. The independent sample t-test analysis found that the difference in overall high school English online course learning anxiety values between male and female students was statistically significant (p<0.01), indicating that general male students experienced more significant college English online course learning anxiety. This conclusion is broadly compatible with Chen and Xu’s findings.

Table 2 Statistics of male and female students’ learning anxiety in online college English courses

Learning anxiety in online courses	Sex	Number	Mean	Std
	Male	239	58.33	13.037
	Female	288	47.64	9.419

3.3 The effect of English proficiency on learning anxiety in high school English online courses

The questionnaire classified the students’ English proficiency into four levels according to the traditional method: excellent, good, pass, and fail according to their high school entrance examination results (see Table 3). The statistics show that 12.39% of male students are in good and above English level overall, while 37.15% of female students are in good and above English level, and the English level of female students is better than that of male students overall. The mean values of anxiety in online university English courses for students with excellent, good, qualified, and unqualified English levels were 40.28, 44.24, 56.11, and 69.69, respectively (see Table 3), and students’ anxiety level in online university English courses changed significantly with their grades, and the higher the students’ English level, the lower the anxiety level.

Table 3 Overall table of English proficiency and corresponding anxiety averages

English level	Mean	Sex	Number	Proportion
Excellent	40.28	Male	7	1.61
		Female	29	6.65
Good	44.24	Male	47	10.78
		Female	133	30.50
Pass	50.11	Male	55	12.16
		Female	136	31.19
Fail	69.69	Male	20	4.59
		Female	9	2.06

4. Discussion

To begin, students are accustomed to traditional face-to-face classroom teaching activities, and others are more acclimated to, and even prefer, “indoctrination” teaching techniques.^[3] As a result, students have not been exposed to systematic Internet learning for a long time, and they are unfamiliar with online course instruction. At the same time, they are unaware that they are engaging in teaching classroom activities and are concerned about professors’ inquiries, which causes anxiety about studying English online courses. High school English online education also necessitates teacher-student contact for students to learn English language skills in instructional activities, which causes communicative anxiety in certain students. However, owing to network accessibility, teacher-student engagement in online courses is not as successful as it is in classroom instruction; furthermore, in online classes, students cannot feel the encouragement from the teacher’s eyes and lack timely support from their classmates in the group, especially those with poor English foundations, which exacerbates the anxiety level of high school students in English online courses. Second, High school students’ low self-restraint and independent learning ability lead to learning anxiety in English online courses. In the daily online teaching, we found that some students signed in and could not find anyone after drawing questions; or students entered the Tencent meeting room or other live rooms, which led to the teacher not seeing students when interacting. Furthermore, some students view English learning videos or listen to English audio while playing mobile games, watching TV shows or movies, reading books, or performing other activities unrelated to the teaching material, and the learning effect is insufficient. The capacity of students to learn independently has an impact on the efficacy of online high school English courses. Anxiety is also caused by a lack of appropriate self-learning objectives and preparation, as well as a lack of self-monitoring abilities in autonomous online learning.

5. Solution

First, teachers can arrange for students to watch and familiarize themselves with course content videos prior to class, prepare for classroom online discussions, stimulate students’ interest in learning English, engage in classroom activities, and motivate them to participate in online college English courses. In addition, the goal of each question should be different when asked by the instructor, and the questions answered by relatively low-base students should not be too difficult so that all students can participate. Teachers should take care of all students, with weaker students answering questions that are not too difficult and better students answering some of the more difficult ones, allowing students to participate in teaching online courses, actively encouraging student responses, improving self-efficacy in learning English. Finally, in order to minimize students’ anxiety about online college English courses, teachers must improve students’ learning skills, especially in new learning environments.

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Data Mining of NBA

Jiamin Liu

Noncommissioned Officer Academy of PAP, Hangzhou Zhejiang 310000

Abstract: With the development of scientific and technology, data mining is more and more popular. Data mining is the process of finding hidden information in the material such as trend, pattern and relationship. It is gradually applied in various kinds of fields. More and more sports event such as NBA use this technology to predict team's performance. Data mining has been applied in NBA for many years. And it has brought many benefits to NBA. This project will introduce data mining's application in NBA. The project is divided into five parts: introduction, literature search and selection, recommendation of suitable algorithms for the data mining tasks, sample analysis of data input, data preprocessing, data output, application.

Keywords: NBA; Classification; Data mining

Introduction:

When data mining is applied in NBA in the first time, many professionals doubt it. But data mining is very popular in NBA nowadays. It only takes less than ten years from suffering doubt to getting wide application. It has been confirmed that data mining played an important role in 2010. According to the wall street journal's survey, more than half of NBA teams have at least one data analyst. These teams all have good grades. The most representative team is Oklahoma Thunders. Its general manager is a professional of data analysis. It behaves greatly in every season.

Data mining's functions mainly behave in two parts. On the one hand, teams can know which attribute is useful to winning rate through data mining. Then teams can make use of this attribute to increase winning rate in next season. On the other hand, coaches can matchup players better through data mining. According to data mining's results, coaches can get players' advantage and disadvantage. Thereby, coaches can make use of every player's advantage to arrange strategy and avoid players' disadvantage.

Literature search and selection:

We searched the data from the following website. We can search all data about different teams, different seasons and players' information and so on. Then, we selected about 30 teams' data. These data contains the following attributes: age, 2-point fields goal, offensive rebounds, defensive rebounds and so on. We input these data to excel. Then we produce data set. There are 810 instances in total. At last, we enter these data into WEKA.

1. Recommendation of suitable algorithms for the data mining tasks

In order to predict the winning percentage of a team for a new season based on the player's performance in the last season, we can use Classification to finish this job.

Specifically, we will use the three common Classification algorithm to build the model. There are Naïve Bayes, J48, and SMO. These algorithms will be tested in WEKA software, and choose the best algorithm based on the training and testing result.

2. Sample analysis of data input, data preprocessing, data output

2.1 Data Input^[1]

Attributes	Attributes details
Age	Average age of players
3P	3-Point Field Goals
3PA	3-Point Field Goals Attempts
2P	2-Point Field Goals
2PA	2-Point Field Goals Attempts
FT	Free Throws
FTA	Free Throws Attempts
ORB	Offensive Rebounds
DRB	Defensive Rebounds
AST	Assists
STL	Steals
BLK	Blocks
TOV	Turnovers
PF	Personal Fouls
Class	Classification based on the winning percentage

2.2 Preprocessing:

Choose data from the past thirteen seasons, and do preprocessing as followed:

Eliminate the data in season 1998-1999, 2011-12 due to the incomplete season at that year.

Eliminate the attributes that cannot contribute to the winning percentage, such as Team name, Season, League, Total minutes.

Eliminate the attributes that are not independent and are calculated by other attributes, such as Total Rebounds, which is the sum of Offensive Rebounds and Defensive Rebounds; 3-Point Field Goals Percentage, which is being calculated by 3-Point Field Goals and 3-Point Field Goals Attempts; Points, which is the sum of 3-Point Field Goals and 2-Point Field Goals.

For the Class,

The winning percentage above 60% converted to Class A

The winning percentage between 40% and 60% converted to Class B

The winning percentage less than 40% converted to Class C

After preprocessing the data, it can get 810 instances with 14 attributes and 3 class. Then Input those data into WEKA software.

2.3 Classification algorithm

Run the WEKA by using the Classification algorithms, set the test options to the Percentage split, the value is 66%. The results of the three common classifiers are shown as below:

2.3.1 Naïve Bayes

false

```

=== Evaluation on test split ===
=== Summary ===

Correctly Classified Instances      173          62.9091 %
Incorrectly Classified Instances    102          37.0909 %
Kappa statistic                    0.4122
Mean absolute error                 0.3051
Root mean squared error             0.3956
Relative absolute error             70.3715 %
Root relative squared error         85.3926 %
Total Number of Instances          275

=== Detailed Accuracy By Class ===

```

	TP Rate	FP Rate	Precision	Recall	F-Measure	ROC Area	Class
	0.651	0.384	0.6	0.651	0.625	0.698	B
	0.587	0.1	0.688	0.587	0.633	0.876	A
	0.634	0.634	0.634	0.634	0.634	0.86	C
Weighted Avg.	0.629	0.24	0.633	0.629	0.629	0.788	

```

=== Confusion Matrix ===
 a b c <-- classified as
84 20 25 | a = B
30 44 1 | b = A
26 0 45 | c = C

```

2.3.2 J48

false

```

=== Evaluation on test split ===
=== Summary ===

Correctly Classified Instances      152          55.2727 %
Incorrectly Classified Instances    123          44.7273 %
Kappa statistic                    0.3164
Mean absolute error                 0.3185
Root mean squared error             0.4978
Relative absolute error             73.4529 %
Root relative squared error         107.4646 %
Total Number of Instances          275

=== Detailed Accuracy By Class ===

```

	TP Rate	FP Rate	Precision	Recall	F-Measure	ROC Area	Class
	0.504	0.295	0.602	0.504	0.549	0.605	B
	0.587	0.225	0.494	0.587	0.537	0.701	A
	0.606	0.172	0.551	0.606	0.577	0.742	C
Weighted Avg.	0.553	0.244	0.559	0.553	0.553	0.667	

```

=== Confusion Matrix ===
 a b c <-- classified as
65 37 27 | a = B
23 44 8 | b = A
20 8 43 | c = C

```

2.3.3 SMO

false

```

=== Evaluation on test split ===
=== Summary ===

Correctly Classified Instances      185          67.2727 %
Incorrectly Classified Instances    90          32.7273 %
Kappa statistic                    0.4818
Mean absolute error                 0.3046
Root mean squared error             0.3956
Relative absolute error             70.2676 %
Root relative squared error         85.399 %
Total Number of Instances          275

=== Detailed Accuracy By Class ===

```

	TP Rate	FP Rate	Precision	Recall	F-Measure	ROC Area	Class
	0.69	0.342	0.64	0.69	0.664	0.674	B
	0.64	0.105	0.696	0.64	0.667	0.847	A
	0.676	0.093	0.716	0.676	0.696	0.86	C
Weighted Avg.	0.673	0.213	0.675	0.673	0.673	0.769	

```

=== Confusion Matrix ===
 a b c <-- classified as
89 21 19 | a = B
27 48 0 | b = A
23 0 48 | c = C

```

2.3.4 Algorithms comparison

Algorithm	Accuracy
Naive Bayes	62.9091%
J48	55.2727%
SMO	67.2727%

Based on the testing results, the SMO classifier is the best algorithm of Classification with the highest accuracy.

2.3.5 Data output:

Based on a team's new player average data, it can predict the team's performance by classy the team with A, B, or C.

3. New applications

In our case, the winning rate analyzed by data mining technology is used for two purposes. First of all, it can predict the winning rate of next season. In the previous analysis, we conclude that accuracy rate of the classification is up to 70%. Based on analyzing the winning rate of this season, the coach may know the weaknesses of the team and adjust the strategy, arrange the players for the next season. Apart from this, they need to use these data to understand the characteristics of the players and help them avoid the weaknesses. In addition, in order to maintain long-term competitiveness, the coach can develop tactics to promote the development of team according to the composition of the team.

Secondly, it has great impact on player transition. The player's ability and the team cooperation translate into the data on the court and the coach can manage the team and bring players based on these data. In addition, based on the data of a player, it can predict the performance of a new combination and promote the transition of players. For example, Phil Jackson applied a "triangle" strategy in Bulls and Lakers' systems and achieved success. Kings fully used "Princeton system" and the team had outstanding performance in the court. Suns created 7 seconds fast-break by using of Nash and Amare Stoudemire's coordinate. In NBA, the teams need to transfer the players in each seasons, the players' adjustment may has huge impact on the result. Sometimes a famous player cannot work well in a team, but if he changes another team the performance will be good due to the coordination of players.

4. Conclusion

In conclusion, we select the previous data of NBA and rank the team based on their performance. We use the data to predict the winning rate of the team in the next season and promote the transition of players by using data mining technology classification. The results can be applied in business fields, such as exploring the player's business value and developing games.

Reference:

[1]"[NBA China Official Website | League Player Data Rankings]",<https://m.china.nba.com/statistics/>

Analysis on the Relationship between Social Security Law and Labor Law in China

Qi Zhang

Dalian Ocean University, Dalian Liaoning 116023

Abstract: In China, both labor law and social security law belong to social law, and their relationship is the key to determine the orientation of social law. Although there are some differences between them, they are closely related. Jointly safeguard people's legitimate social rights and interests. This paper holds that the in-depth study of the internal relationship between the labor law and the social security law in the new period plays an important role in deepening China's economic restructuring and enterprise reform.

Keywords: Labor law; Social security law; Social law

1. Introduction

At present, China's social and economic structure has been further optimized, but with the acceleration of economic globalization, China is also facing certain social and economic problems. In this context, the role and value of labor law and social security law are more obvious, which need to focus on and explore. For the labor law and social security law, the core of their adjustment object is the workers, which cooperatively realizes the protection of the legitimate interests of enterprises and workers.

2. The difference between labor law and social security law

In essence, the labor law and social security law are analyzed. The labor law is a legal system to coordinate the labor relations among enterprises, units and workers; The law of social security is to coordinate the social assistance, insurance and welfare relations among citizens, social organizations, social security institutions, enterprises, institutions and the state. Although both of them are legal provisions issued for the social legitimate interests of vulnerable groups in order to safeguard the basic rights and interests of workers and protect their labor achievements, the social security law is the product of further extension and expansion on the basis of the labor law^[1].

3. The relationship between labor law and social security law in the new era

3.1 Analysis of the relationship between the two in the development stage

The development stage of China's labor law and social security law belongs to the early 1920s. At the beginning of their establishment, they were independent of each other and played different roles without obvious connection. This is because the labor law mainly focuses on the coordination of labor relations between enterprise capitalists and workers. It stipulates the labor standard, work and rest time and the minimum wage level of workers in the form of law, which is used to protect the interests of workers and enterprise capitalists. The purpose of the social security law is to relieve the poor at that time, and to protect the social assistance and insurance services of the working people at that time, so as to prevent them from losing their basic life security because of poverty, disease, work-related injury and pension problems, so as to effectively safeguard the legitimate rights and interests of the country, society and the protected people at that time^[2]. Therefore, labor law and social security law are two different kinds of protection of labor relations and social relations in terms of legislative purposes, which do not belong to the scope of social law. Since the 1930s, the relationship between the two began to increase, and gradually permeated the awareness of human rights and rights, and gradually became the real sense of social law. However, as far as the labor law and social security law were concerned, they were always different in the object and way of adjustment, which led to the fact that the labor law and social security law could not be integrated. Since the founding of the people's Republic of China, the labor law and the social security law have been greatly linked because people are the masters of the country. However, with the reform and opening up, the labor law and the social security law have not adapted to the development of the society at that time. Therefore, the state implemented a new labor law in 1995 to protect the legitimate rights and interests of workers and adjust labor relations, Establish and maintain a labor system suitable for the socialist market economy, and promote economic development and social progress. The promulgation and implementation of the new labor law has a closer relationship with the social security law.

3.2 An analysis of the relationship between the two in social insurance

The author has said in the above, labor law and social security law have obvious differences in nature, there is no inclusive

relationship. In addition to the close relationship in the coordination of labor relations, they also have a close relationship in social insurance. For social insurance, labor law focuses on the content of labor insurance, while social security law focuses on industrial injury insurance and labor insurance. It can be said that labor law and social security law are legislated from different angles to coordinate two different social relations; The social security law focuses on the social insurance relationship between the state and individuals. Moreover, at present, China has incorporated the social insurance law into the legal system of the social security law, and the labor law has also made new amendments and adjustments in 2018, making appropriate adjustments and improvements to the content of social insurance. This development is the inevitable result of the development of social law in China. In other words, in terms of social insurance, the labor law has adjusted the requirements of insurance and welfare, and the social security law has incorporated the social insurance law into the social security system. Therefore, labor law and social security law have a closer relationship in social insurance and welfare. Under the interaction, they can better protect the legitimate rights and interests of citizens and promote the construction and improvement of China's social security system.

4. Conclusion

To sum up, under the condition of continuous development of market economy, we must clearly define the relationship between labor law and social security law. For labor law and social security law, labor law and social security law are parallel legal departments. Because social insurance law is one of the subordinate laws of labor law, there are overlapping and overlapping contents between them. At the same time, although the relationship between the two is close, it does not mean that there is an inclusive relationship between them, and there are differences in nature, content, subject and consequence.

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The Research on the Task-based Theory Applied in the College English Teaching

Yingying Zhang

Teachers College, Columbia University

Abstract: Task-based teaching theory is advocated the learning atmosphere of freedom and democracy, according to the learning objectives assigned by the teacher. The students will finish the task by using the learning strategies, and then realize the self-learning and practicing. The theory is from the view of the students to help students learn the knowledge or make practice. Teachers guide students to learn English with the concept of task-based teaching as the starting point, which is of great help to the improvement of students' English ability and skills.

Keywords: The task-based theory; College English; English skills and ability

1. Introduction

With the advancement of new curriculum reform, many new teaching modes have been adopted in college English, and the most common one is task-based teaching theory. It is a new kind of teaching methods based on the task-based theory, aiming to build a teaching model of student-centered frame. This kind of teaching method can motivate the inner power of the students, making the class teaching more interesting and livelier. Under the guidance of the teaching reform, with the Basic Education Curriculum Reform Outline and the National Medium - and Long-Term Education Reform and Development Program Outline as the guidance, the class teaching should pay attention to the student-centered teaching mode, so that the learning efficiency of students in the classroom can be improved. At the same time, as a teacher, using task-based teaching can fully respect students, stimulate students' initiative in learning and innovative spirit ^[1]. A good learning efficiency is the key to quality education, which can improve the traditional teaching mode, like teachers -centered cramming teaching mode. So task-based model can gradually constructs the student-centered teaching model and improve the teaching levels. To be exact, task-based theory focuses on the learning-centered classroom teaching structure in a scientific and accurate way. This kind of teaching method likewise is to cultivate students' autonomous learning habit, improve students' ability to learn, aiming to improve the overall quality of education and teaching. Task-based teaching is based on the development of students' physical and mental quality. According to students' learning needs, it adopts teaching methods suitable for students' age characteristics, combines teaching methods such as cooperative learning and group learning, establishes reasonable teaching objectives and teaching contents, and constructs a classroom teaching model guided by teachers and cultivate the students' independent thinking and learning habits. Therefore, Task-based teaching is actually student-oriented teaching model, paying attention to students' learning personality, stimulating students' learning potential, and enabling them to get full development in their respective zone of proximal development. It not only improves the effectiveness of class teaching, but also plays a role in promoting students' learning in all aspects.

2. Task-based theory applied in the college English teaching

Task-based theory aims to cultivate the students' abilities to accomplish the task assigned by the teachers in class. The purpose of this teaching method is to cultivate the students' abilities in English learning. It is rather suitable for the college students in the English class learning. In such circumstance, we need to do something to make this theory more useful in college class teaching ^[2].

2.1 Change the traditional mode of English teaching

The teaching methods of college English in the long run is always based on the teacher-centered mode. This kind of teaching mode often adopts the similar teaching ways, such as analyzing the plots of learning content word by word, sentence by sentence. And then the teacher explains the English reading content in English and Chinese, especially in the grammar-centered class. To be exact, this teaching mode is bound to inhibit students' theme function, making students passively accept teachers' analysis and understanding of the learning content. The advantage of this teaching mode is that students can accept the learning content in a clear line, but their self-thinking abilities are weaker from their perspective. Therefore, the application of task-based theory in college English can solve this problem well. Teachers let go of their control over students and break the traditional teaching mode of cramming, and they let students read and learn the knowledge independently under the guidance of the teachers. Teachers only need to inspire and guide students to read the text deeply and solve the problems in the contents. But this does not mean that the teacher does nothing, on the

contrary, the teacher needs to prepare enough information to let the students access the lessons. Students can read articles with the views of all the questions and tasks set by the teachers. With the deepening of the reading content and different stages, the teacher must organize and guide students to discuss, let the students express their opinions, complete the task and answer the related questions. Task-based teaching puts emphasis on timely and appropriate evaluation, which reflects the democratic and free classroom atmosphere^[3].

2.2 Task-based theory is the problem-solving learning mode

As is known to all, English learning is based on the large quantity of reading comprehension, so English text reading is of great importance to the students' English learning. Take English reading comprehension for example, it can be divided into intensive reading and extensive reading combined mode. The extensive reading is cultivating the student to grasp the main ideas and outlines of the passages. At this time, the teacher should put forward framed questions according to the extensive reading content, and ask the students to read with the questions^[4]. Extensive reading needs to set the limited reading time, which can improve the English reading speed and accuracy of the students. In the process of extensive reading, the teachers assign the related tasks to students and guide the students to follow the contents as quickly as possible. It is certain that teachers should also give students corresponding reading strategies according to the difficulty of the reading content, so as to help students complete the task smoothly and put forward their own questions. After completing the extensive reading task within the specified time, the teacher will guide the students to dictate the reading content and their own understanding of the content of the article. Task-based teaching mode in the essence is another form of group cooperation. In the cooperation activities, the students can discuss with each other, diverge their thinking, and jointly solve the tasks and problems proposed by the teacher. The setting of tasks and questions should be detailed, specific, and even tedious. However, it is precisely these tedious and detailed questions that are conducive to the divergence of students' thinking, generating new questions in answering questions and solving them one by one. In the end, the students can truly achieve the reading goals with problem-solving as the main line.

2.3 Task-based teaching mode is the combination of exploratory learning and independent perception process

Task-based teaching mode is actually a combination of inquiry-based learning and group cooperative learning, because in this process, students' initiative in learning and divergent thinking can be fully reflected. This teaching method urges students to read with a strong thirst for knowledge and actively complete scientific and reasonable questions set by teachers. In fact, this process does not emphasize the completion of tasks, but pays attention to the learning method and process. In the process of actively participating in English reading, students will have a strong sense of self-perception. If they are recognized and praised by teachers, they will also have a strong sense of achievement, which will prompt students to take the next step of English learning initiative. The task-based teaching mode pays more attention to the participation process of students' English reading, which enables students to develop independent thinking and emotional experience. Through self-reading and self-understanding, students can gain the abilities of solving problems, and thus develop the generality, creativity and criticism of thinking^[5].

3. Conclusion

In the actual teaching of College English reading, the advantage of task-based teaching is obvious. With the task-based teaching mode, the students are fully respected. In other words, the student plays the main body of the learning. Task-based teaching mode changes the teaching mode, making the passive learning into active learning. Meanwhile, it increases the students' learning confidence, helps students to think actively, finds and solves the problems through a relatively complete reflection and cognitive process. Task-based teaching improves the students' divergent thinking and innovative spirit to strengthen. In all, task-based teaching is a teaching mode that focuses on cultivating students' inquiring spirit, creative thinking and positive personality. The implementation of the teaching mode based on learning in English reading teaching is bound to be beneficial to the development of students' innovation and practical ability in the middle of primary school.

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On the Revelation of Female Group Portrait in the Movie “Rebecca”

Ruiqi Ming

Chongqing Sichuan International Study University Chongqing 400031 China

Abstract: The film “Rebecca” is a representative work of Alfred Hitchcock, which perfectly shows the unique charm of the literary work Rebecca with its unique film technique. The female characters in the original novel have distinct personalities and are of great symbolic significance, while the interpretation of female images in the film “Rebecca” is just perfect. On the basis of predecessors’ research. This article analyses how the movie “Rebecca” reveal the portraits of women, through the film unfolds, the contrast conflict in the film, black and white image. These three aspects will further reveal the women’s group portrait film, not only has a more profound ponder portraits of the characters, but also further explores the film related techniques, highlighting the symbolism and epochal nature of its female group portraits.

Keywords: Film; “Rebecca”; Portraits of women

1. Introduction

The film “Rebecca” is Hitchcock’s representative work. With its unique method, it just reveals the female group image which is full of individuality, for example, the mysterious bad woman called Rebecca. A indifferent, eccentric, mysterious but loyal Middle-aged housekeeper called Mrs. Danvers. A kind and generous woman called Mrs. Rice. The naive, docile and clever girl who is the heroine of the film. Above all, with its striking group portraits of women, it is worthy doing a research of how the film revealed it.

The film adopts a unique first-person narrator and narrative perspective, developing the plot through the flashback technique. Therefore, most previous studies focus on the application of suspense technique in the film.

On the basis of previous studies, this paper focuses on the analysis of the presentation of female group images in the film, through three aspects: the development of the plot of the film, the contrast and conflict in the film, black and white image technique. It just further elaborates the film to reveal the female group images. The female group portraits are represented by the heroine, housekeeper Mrs. Danvers and Rebecca.

The research of this article aims to make people pay attention to the distinct female images in the film and understand the significance of the film. New discoveries have been made about the relationship between film plot, film color, conflicts and characters. By the in-depth study of the portrayal of the characters, this article also deepens the understanding of the connotation of each individual female image.

2. A Brief Overview of the Film “Rebecca”

Movie “Rebecca” is one of the representative work of Alfred Hitchcock, the film tells a women’s growth story: a young woman marry into a wealthy family, as “wenders lady”, though she wants to be familiar with the environment, unfortunately, under the torture of the housekeeper Mrs. Danvers, she has been shrouded in Mr. Wenders former wife Rebecca. With time passing by, as Rebecca’s body is found, a homicide case is opened : Rebecca committed suicide, but arranged everything as if he was killed by Mr. Wenders himself. At last, in desperation, Lady Danvers lit a fire and went down to ashes with Manderley. The psychological haze of the heroine, along with the revelation of the real cause of Rebecca’s death dissipated eventually, and she also overcome the psychological fear at the same time, gaining growth eventually.

The female group images in the film are very distinctive, which makes the film dramatically, for example: the mysterious bad woman Rebecca. The Middle-aged housekeeper Mrs. Wenders who is indifferent, eccentric, mysterious but loyal. The Kind and generous woman Mrs. Rice. The Naive, docile and clever heroine.

They are independent individuals, but they are inextricably linked. These distinct female group images are perfectly revealed through personality contrast, conflicts and the promotion of the plot of the whole film, and the theme of the whole film is also sublimated by the unique female group images.

3. Plot Promotion and Female Group Images

3.1 The Image of Rebecca

With the appearance of symbol carrier R, for example, the articles with “R” in the drawer of the study, the handkerchief with “R” in the seaside cottage of the manor, the articles with “R” in Rebecca’s room^[1] and remembrance of the majority such as servant Frank

thinks “she is the most beautiful woman I have ever seen”, Mr. Wenders says “a wife should have three kinds of virtues: breeding, mind and feminine beauty, and she has three samples”. the viewer gradually draws the outline of the image of Rebecca: a woman who is a noble, bright and beautiful at a suit, wanting to let the Manderley become a famous place. Manderley gardens, furniture and galleries are all carefully crafted by her. As Rebecca’s death gradually revealed, the plot gradually promoted, Mr. Wenders spoke out the “partnership” with his ex-wife Rebecca and her unknown things. From this, Rebecca’s image begins 360 degrees of transformation. Underneath the bright and beautiful appearance of Rebecca lies the real gory appearance. She is a woman who hunts men as prey and never understands the meaning of love.

Rebecca’s female image gradually appeared in the development of the plot of the film, which triggered a series of conjectures in the hearts of the audience, resulting in strong doubts and psychological shock. Hitchcock skillfully set up suspense, using symbolic carrier as a clue. The movie plot unfolds, slowly present Rebecca’s mysterious figure. She is beautiful, noble and elegant, like the union of angel and devil, sending out the infinite charm, being capable of the personality of angel “image” that all men loved. Also, she has a great destructive power. Having insisted that Mr. Wenders did not want to seriously damage his reputation by a divorce, she offered to “work together” to create a perfect marriage, without interfering in the private lives of both of them.

It can be seen that love between men and women is a game for her.^[2]

She does not care about her husband’s views, nor does she care about others’ views, which is completely different from the gentle and virtuous ordinary female image in our traditional Chinese family.^[3]

3.2 The Image of Housekeeper

The middle-aged, Cold eccentric, mysterious, sinister housekeeper called Mrs. Danvers throughout the entire film. Although she is a supporting role in the film, Mrs. Danvers plays a pivotal role. When she appears as a ghost, the audience always feels that the heroine is in such a danger. As the plot uploads, the housekeeper being sarcastic at first to making things difficult for the heroine, for example, taking the opportunity to stick behind her and humiliate her in a demonic tone, “Do you think you can be Mrs. Wenders, living in her house, walking on her feet, with what belongs to her? But she is so much better than you!” “No one will ever be better than her, ever! She failed, but it was not man or woman who defeated her, it was the sea!” “Why don’t you go, why don’t you leave Manderley?” The heroine was almost driven to a mental breakdown. At the end, the whole plot took a dramatic turn when Mrs. Danvers, with a twisted heart, set the house on fire and herself on fire. As a result, the image of the housekeeper is further enriched. She regards Rebecca as an idol and the backbone of her life. Although Rebecca is dead, Mrs. Danvers becomes a tangible continuation of her life form this material world, realizing her control and domination over the Manderley.

3.3 The Image of Heroine

The heroine in the film is an important point of view for the viewers to deeply understand the suspense real events of Manderley, as the opposite character of Rebecca, it is under the impetus of the movie plot that the audience can feel the frustration of the heroine and Rebecca’s strong power. She first appeared as a meek and naive girl^[4].

However, because of an accidental opportunity to marry Mr. Wenders, she then driving home to the manor on the island of Manderley with Mr. Wenders, and in the life of the estate, as the plot progresses, in Hitchcock’s lens, we can see the heroine’s image changes, from the initial nervous, excited, to the later panic. Under the powerful shadow of Rebecca, under the push of female supervisors, she often felt inferior, frustrated and cowardly because of her clumsy behavior and inappropriate words. When the movie plot reaches its climax, her image was refined again .the mysterious cause of death of Rebecca surfaced again, she accompanied her husband all the time, gradually getting rid of the inferiority and gaining confidence in the process of being investigated, and healthy growth.

4. The Contrast in the Film Related to Images

4.1 The Contrast Between Rebecca and the Heroine

In the film, the charming Rebecca and the innocent heroine represent two different categories and groups.

The camera follows the heroine directly, recording the heroine’s mind course, and letting the audience directly and vividly know her character, and gradually showing Rebecca through the hidden perspective.^[5]

The main character is not the heroine of the most appearances, but someone else, a dark scene character who has never been seen, which is the most charming and unique technique of the film “Rebecca”. After the switch of the shot, in the suspense unfolding, this conflict leads to the maximum.

Under the comparison, their images get plump. In the film, the two women have different personalities, different origins, and even different love for Mr. Wenders.

One is the devil with angel united in one body, the other is a cowardly girl who has no confidence and always feels sad.

One, unconcerned with Mr. Wenders’ vision, laid down a code of conduct for the whole estate in order to achieve a grand ambition such as transforming the Manderly into a gathering place for the thoughts of elite members of the upper class, a top manor known far and near. Another one, who had no voice at Manderly, would have been panicked for fear of Mrs. Danvers’ ridicule for smashing a statue of Cupid in the morning room.

One, who has a strong heart, is full of confidence and autonomy in life, showing rebellious and overbearing to men, making unreasonable demands, breaking the marriage contract. The other is willing to give up everything for Mr. Wenders, needing to survive under Maxim’s wing, and even having the idea of suicide under the guidance of the housekeeper.

One thinks that love between male and female is a game, the other remains faithful to marriage. In the contrast of them, the image of the two becomes three-dimensional, arousing the reader’s diversified thinking like being an independent Rebecca or to be a docile heroine?

4.2 A Contrast Between Mrs. Danvers’ Attitude Toward the Two Mrs. Wenders

The ghostly Mrs. Danvers creates a strong conflict and contrast to the diametric attitudes of the two Mrs. Wenders, which enhances the drama and enriches the image itself.

For Mrs. Danvers, Rebecca is a dream that makes her addicted, a synthesis of the two sexes beyond the female gender. She adored her, infatuated with her, revealing a kind of abnormal psychology. But when towards the new mistress, the air is arrogant, aggressive.

The film focuses on the dialogue between Mrs. Danvers and the hostess directly to reveal the conflicting relationship between the two, and mostly reveals the intimate relationship between Danvers and Rebecca secretly by means of single-shot monologue.

In the comparison of the attitude of the Mrs. Danvers, we can find that Mrs. Danvers is like the ghost in the manor.

She is not only Rebecca's special servant, but also the steward who can make the heroine lose herself and commit suicide. She is the stumbling block to the happiness of the heroine and Mr. Wenders, also the bridge connecting the two Mrs. Wenders, and the faithful spokesperson of Rebecca.^[6]

5. The Black and White Color of the Film

Colorless color, is the so-called big color. Hitchcock used black and white image technique to make his films show strange artistic features and mysterious themes, and the revelation of the characters has played a sublimation role.

5.1 Relationship Among Characters in Black and White Images

Although the relationship between Mrs. Danvers and the heroine in the film is master and servant, it is influenced by Rebecca, which makes it present a relatively conflict-type relationship. Black and white image, with its mysterious color background, against every silent gaze and ghostly appearance of Mrs. Danvers in her black dress. From the very beginning of the matron's indifference towards the heroine to the end of the attempt to persuade her to jump off a building, the relationship between the two reached the extreme of conflict.

And Mrs. Danvers was fiercely loyal to Rebecca, her former master. Every time she mentioned Rebecca, her calm way of speaking and her deep dark eyes sets off her deformed worship to Rebecca under the dignified black and white image.

5.2 Mrs. Danvers in Black and White Image

In the black and white film "Rebecca", all the color phenomenon has disappeared, giving people an ethereal meaning of contemplation. The dark atmosphere of the old manor house has created the classic black and white charm of Mrs. Danvers. Mrs. Danvers, in her black dress, with her large sunken eyes, gave a depressing look against the black image, under the grim shadow of the Manderly estate, like a living ghost, cold and indifferent. Peeping at the hostess's every move from a distance makes people shudder, making her present a kind of weird, sinister and malevolence. The black and white photography appropriately presents her image to the audience, and it is this melancholy black temperament, stripped of any color, that is deeply rooted in people's hearts and immortal.

6. Conclusion

This paper focuses on the analysis of the presentation of female group images in the film, through three aspects: the development of the film plot, the contrast and conflict in the film, the film black and white color to further elaborate the film to reveal the female group images. The female group portraits are represented by the heroine, housekeeper Mrs. Danvers and Rebecca.

First of all, the plot of the film plays an important role in revealing the images of the three women. The plot gradually outlines Rebecca with symbols as the carrier. The development of the plot gradually deepens the image of the heroine, and thus completes the transformation of a "butterfly". The ups and downs of the plot run through Mrs. Danvers all the time, playing a rendering role in her cold and grim image.

Secondly, the contrast and conflict in the film make the characters more full. For example, the contrast of Mrs. Danvers' attitude towards the two Mrs. Wenders reflects her deformed worship of Rebecca and through the contrast of the two Mrs. Wenders under the lens of Hitchcock, also enriches their respective images.

Finally, through the analysis of the color of the film, the black and white image technique further explores the inner meaning of its characters, taking Mrs. Danvers as a typical.

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An Assessment of the Effectiveness of Backward Design in Microlecture

Ya Lin

Wenzhou University of Technology, Wenzhou 325035, China

Abstract: In the past decade, there is a growing tendency of applying microlecture to supplement the offline course instruction. The instructional designs that aim to support the acquisition of new knowledge and skills from the microlecture are being constantly created, reviewed and revised so as to maximize the learning outcomes. The Backward Design instructional model offers a systematic problem-solving approach to improve instructional effect and learning outcomes. To explore the application and effectiveness of Backward Design in microlecture, this paper applies the Backward Design to the instructional design of a 20-minute-length microlecture, assessing its effectiveness by dividing students into the contrast group (91 students) and the experiment group (91 students). The experiment results demonstrate that the task performance of experiment group was 5.3% higher than that of the contrast group.

Keywords: Microlecture; Backward Design; Instructional Design

1. Introduction

In the past decade, the number of microlectures in course instruction has been on the continuous rise. The growing popularity of the application of microlecture is attributable to its systematicness, coherence and interestingness, as the 'less is more' microlecture uses compelling concise to capsule the key information and visualize the instructional methods. Yet, creating effective learning experiences in microlecture proves to be a complicated task. There are many widely implemented instructional models that fail to produce efficient learning outcomes, leaving much to be desired. Consequently, the instructional designs of microlecture are under regular reviews and revisions. The Backward Design instructional model offers a systematic problem-solving approach to improve instructional effect and learning outcomes.

2. Literature review

The instructional model of Backward Design is originated from Wiggins and McTighe, who suggest that learning experiences should be planned based on the final assessment. The model is divided into three stages, including identifying desired results, determining acceptable evidence of learning and designing learning experiences and instruction respectively. In this sense, the Backward Design reverses the procedure of instructional design by beginning with the desired results. Following this, the model derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform' (Wiggins and McTighe, 2005). It is contended that Backward Design ensures the instructional and learning experiences to be in compliance with the instructional objectives and learning outcomes, and the instructors can better tackle the common problems with the forward planning by being result-oriented and goal-focused, resulting in higher student performance.

3. The application and exploration of Backward Design in microlecture

3.1 Instructional content

In an increasingly competitive workforce, professional success requires excellent communication skills, which are developed and transited from university education to professional life. As research reveals that the higher an employee moves within an organization, the more important speaking skills become. In business, oral communication, whether in face-to-face situations or telephone conversations, serves many important functions. Oral presentation is the primary format of oral communication, and aims to share expertise, deliver information, modify attitudes and influence actions.^[1]

This microlecture offers a detailed discussion regarding oral communication in a cross-cultural business setting, and touches upon three aspects of oral presentation, namely: the definition and basic communication goals of oral presentations, presentation stages and tips to deliver an effective and influential oral presentation.

This paper applies the Backward Design into the instructional design of a 20-minute-length microlecture, exploring its procedure and effectiveness to achieve the desired outcome. To explore the application and effectiveness of Backward Design in microlecture, 182 students of the course are divided into two groups, the contrast group (91 students) and the experiment group (91 students). The contrast group were unaware of the desired learning outcomes and had no knowledge of the given tasks, while the experiment group were informed of the desired learning outcomes and given the speech topics prior to the microlecture. To be more specific, the experiment group was guided through by understanding the desired learning outcomes and shown the final assessment task prior to

the microlecture as follows:

3.2 Stage 1: Identify desired learning outcomes

Based on the instructional content, the first stage of this instructional design is to identify desired learning outcomes, which follow the four fundamental principles; namely, specified SLOs, extended learning opportunities, instructional design and higher objectives.

Table 1: The Four Fundamental Principles of Desired Learning Outcomes

Principles	Details
Specified SLOs	Students are expected to deliver effective oral presentation in the cross-cultural business setting.
Extended learning opportunities	Students are recommended to refer to a collection of printed and video sources to polish their oral presentation skills.
Instructional design	A thoughtful and well-conceived instructional design enables the obtainment of the instructional objectives.
Higher objectives	Students are encouraged to realize their personal learning objectives.

By factoring the four fundamental principles into consideration, the students are given a list of the topics to polish their oral presentation skills after the acquisition of the new knowledge and skills of the microlecture. The ultimate learning outcome is to reasonably structure and effectively deliver a 3-minute presentation on a selected list of topics. The students are informed of the tasks ahead of the microlecture to pre-assess their oral presentational skills, identifying their strengths and weaknesses in completing the final assessment tasks. The list of the topics are as follows:

Table 2: Speech Topics for the Final Assessment

Topics	Communication skills for the busy professional Team building strategies for success Building your social capital Masterful coaching Leadership skills for creating new futures Mastering time management-getting things done Peak performance strategies of successful people Work less - make more Brand management strategies Cross-cultural business communication tips
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Based on the afore-discussed learning outcomes, the instructional objectives are established centering around the development of knowledge and skills, process and steps, emotional attitudes and values and the occurrence.

Table 3: Instructional objectives

Objective	Instructional content	Specific details
Knowledge and skills	Definition, goals, stages and tips for oral presentation	to understand the definition and significance of oral presentation to learn the basic goals of oral presentation to master the stages of an oral presentation to learn the tips to improve oral presentation skills
Process and steps	Prepare, structure and deliver the oral presentation	to prepare an oral presentation within the framework of the stages to structure an oral presentation with an intriguing opening, valid arguments and emphatic conclusion to apply the tips to practice an oral presentation in a fluent and coherent and manner
Emotional attitudes and values	Interests and engagements in cross-cultural business oral presentations	to inspire students' interest in cross-cultural communications, especially oral presentations to encourage students to engage in oral presentations for a variety of topics
Occurrence	The learning process: pre-lecture, lecture and post-lecture	

3.3 Stage 2: determine acceptable evidence of learning

The target students are sophomores major in international economics and commerce. Previously, the students have taken a series of English and business-related courses including international trade theory, international trade practice, business English conversation and so forth. Based on these courses, students have developed a good understanding of international business knowledge and preliminary command of business English proficiency. In terms of their learning traits, the sophomores are more active in exploring knowledge rather than passively absorbing knowledge. In this sense, students tend to critically evaluate and accept the knowledge they are learning and are capable of reasoning and articulating their ideas in an independent and creative manner. Consequently, the instructors are not only acting as the knowledge imparter but also the learning partner who can inspire the students to reflect and interact, participating actively and making contributions to the discussions and debates. On the basis of the student profile analysis, the students have acquired fundamental knowledge and skills in delivery, structure and content of the oral presentation and the use of language to demonstrate their arguments.^[2]

3.4 Stage 3: design learning experiences and instruction

The students need to preview the textbook to develop a better understanding of the background information. The instructional organization include five steps, including lead-in discussion, introduction to oral presentation, in depth discussion of oral presentation, summary and post-lecture task. Based on the aforesaid steps, the students are expected to remember, comprehend and analyze the concepts, steps and learning skills of oral presentation and eventually transform their understanding into creative practice. To illustrate the process, the instructional objectives, instructional content and student learning outcomes are shown in table 4.

Table 4: Instructional Process and Expected Learning Outcomes

Instructional Process	Instructional Objectives	Instructional Content	Student Learning Outcomes
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Step 1: Lead-in discussion	To realize the importance of oral presentations for all occupations alike	Quotations from Daniel Webster; examples of renowned politicians and businessmen	Recollection: define oral presentation and identify its significance and goals
Step 2: Introduction to oral presentation	To understand the definition, significance and basic communication goals of oral presentation	1. To introduce the definition and significance of oral presentation 2. To introduce the basic goals of oral presentation	
Step 3: In-depth discussion of oral presentation	To be familiar with the stages involved in an oral presentation and learn tips to improve oral presentation skills	1. To introduce the stages of an oral presentation 2. To offer tips to improve oral presentation skills	Comprehension: understand the stages essential for a great presentation and learning tips
Step 4: Summary	To learn how to make an effective oral presentation To go over the key points discussed in the lecture		
Step 5: Post-lecture task	To apply the knowledge to practice an oral presentation task	The students are offered a list of business topics to select from and practice	Application and creation: learn to apply the key points in structuring and delivering an oral presentation

4. Evaluation

Both the contrast group and experiment group were then required to complete the final assessment after the microlecture. The grading sheet for the task (as shown in table 5) is created to evaluate the measurable impact on the students' performance of this microlecture, and the students will be graded on their delivery, structure of the speech, content and use of language.

Table 5: Grading Sheet for the Task

No	Criteria	Percentage
1	Delivery <input type="checkbox"/> Spoke in a loud voice. <input type="checkbox"/> Maintained good eye contact. <input type="checkbox"/> Stood in a relaxed posture and made appropriate gestures. <input type="checkbox"/> Did not read the script. <input type="checkbox"/> Referred to the graphs and figures in the slides in an appropriate way.	25%
2	Structure <input type="checkbox"/> Defined one skill or concept clearly and presented some examples of it. <input type="checkbox"/> Explained one aspect from one topic and presented some findings about it. <input type="checkbox"/> Followed the given presentation format. (Title page, overview, conclusion, etc.)	15%
3	Content <input type="checkbox"/> Related the content to the given speech topic. <input type="checkbox"/> Presented the content logically, clearly and concisely <input type="checkbox"/> Summarized key points. <input type="checkbox"/> Answered the questions regarding the content effectively.	40%
4	Language <input type="checkbox"/> Spoke with intelligible pronunciation and intonation. <input type="checkbox"/> Made appropriate pauses. <input type="checkbox"/> Spoke in a grammatically correct manner. <input type="checkbox"/> Used appropriate signposts. ("First," "Next," etc.)	20%
Specific & Overall Comments (Suggestions about specific body language, audience reaction, co-presenter rapport, or slide layout.)		

The scores of the experiment group and contrast group is shown in table 6. While the experiment groups score higher in delivery, structure, content and language by 1.8%, 1.6%, 1.3% and 1.2% respectively, leading to an overall 5.3% higher in performance. When they students are well informed of their expected learning outcomes, they consciously note down the key points to score higher in the final assessment, attaching more importance to the structure and logic of their oral presentation as well as their presentational styles and use of language.

Table 6: Scores of Contrast Group and Experiment Group

Criteria	Experiment group	Contrast group	Differences
1.Delivery	21.5%	19.7%	1.8%
2.Structure	13.7%	12.1%	1.6%
3.Content	37.2%	36.5%	1.3%
4.Language	15.2%	14%	1.2%
Total score	87.6%	82.3%	5.3%

5. Conclusion

Based on the above evaluation results, the task performance of experiment group was 5.3% higher than that of the contrast group. When they students are well informed of their expected learning outcomes, they consciously note down the key points to score higher in the final assessment. In contrast, the students, who are uninformed of the learning outcomes and final assessment, are more likely to miss out the key information instructed in the microlecture. Despite the negative connotation that Backward Design seems

to advocate ‘teaching to the test’, the model offers an efficient approach to guide the students to acquire new knowledge and skills so as to maximize the learning outcomes.

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Accounting Practices for Financial Instruments: A Theoretical Framework of IFRS 9 Adoption in China

Jiusi Wen

Jayang-Dong, Dong-Gu, Daejeon, South Korea, Woosong University

Abstract: The banking industry is commonly considered as an important part of the economy since it facilitates the capital flow and thus resources could re-allocate effectively in a region or even in the world. And just because of this vital function to the financial market and economy, banks are also criticized by their contribution to the financial crisis. IFRS 9: financial instruments is the international accounting rules set to make up for the deficiency, practice since 2018. This paper intends to study the international and national context for Chinese banks adoption of IFRS 9. In addition to filling the gap of the IFRS research, the result of this paper should be constructive for the decision-making process of foreign institutional investors, Chinese accounting standards setters and banking industry regulators.

Keywords: IFRS 9; Banks disclosure; FVA

1. Introduction

The tendency of globalization affects every aspect of life: economics, politics, society, and culture. Particularly, globalization of the economy leads to more trades and investments across borders which requires a uniform economic language of business around the world: a single and international set of accounting standards (Nolke, 2005) as developed by the International Accounting Standards Board (IASB). International Financial Reporting Standards (IFRS) is set to rectify this deficiency and it aims to make the international financial market more transparent, accountable and efficient (IASB, 2015). In 2014, IFRS 9 – *financial instruments* was released under the urge of a new accounting method to classify and to measure financial instruments after the 2008 financial crisis (Novotny-Farkas, 2016) the IFRS 9 ECL model incorporates earlier and larger impairment allowances and is more closely aligned with regulatory expected loss. The earlier recognition of credit losses will reduce the build-up of loss overhangs and the overstatement of regulatory capital. In addition, extended disclosure requirements are likely to contribute to more effective market discipline. Through these channels IFRS 9 might enhance financial stability. However, due to the reliance on point-in-time estimates of the main input parameters (probability of default and loss given default).

By 2020, there are 144 jurisdictions require IFRS standards for all or most companies. Although Chinese accounting standards-setting authority, the Ministry of Finance (MOF), does not require listed companies to comply with IFRS directly, it agreed to work with the International Accounting Standard Board (IASB) to eliminate the differences between Chinese accounting standards and IFRS as early as 2005. As a result, a new set of accounting standards: the Chinese Accounting Standards for Business Enterprises (ASBEs) was released in 2006 and it is said ASBEs has already converged with IFRS substantially, which means that Chinese listed firms' financial reports have already disclosed based on IFRS Standards (IFRS Foundation, 2018). According to IFRS 9, Chinese MOF promulgated ASBEs No.22 - *Recognition and measurement of Financial Instruments*, No. 23 – *Transfer of Financial Assets*, and No. 24 – *Hedge Accounting* (MOF, 2017). Listed enterprises in both China and abroad are required to comply with new rules from 1 January 2018 and the deadline for only domestically listed firms is 1 January 2019.

The banking industry is commonly considered as an important part of the economy since it facilitates the capital flow and thus resources could re-allocate effectively in a region or even in the world (Gebhardt, Reichardt, & Wittenbrink, 2004) Current IAS or US GAAP, and the Full Fair Value (FFV). And just because of this vital function to the financial market and economy, banks are also criticized by their contribution to the financial crisis (Acharya & Schnabl, 2010). Especially, there are several unique accounting factors in banking sector leading to financial crisis: how assets in the balance sheets convert into the market; how to value complex assets and to what extent fair value accounting is applied. IFRS 9 released in 2014 intends to solve those problems by clarifying the assessment of financial assets and liabilities.

In terms of China, many researchers think it is quite outstanding for Chinese banks to avoid the damage under the 2008 financial crisis and they attribute this to the Chinese bank reform from 1998 to 2006 (Luo & Yao, 2010; Luo, Yao, Chen, & Wang, 2011). whereas different opinions are held by others. Leung and Mok consider that the Chinese banking system has failed to make notable progress since 1997 and commercial banks' business still influenced by the government largely. Moreover, there are inadequacies in terms of financial globalization and innovation in China (Huang, 2010). With the bank system reform deepening, problems within the banking sector would surface and since the financial crisis in 2008 exposed problems within the financial system, it is a compelling

requirement for banks to adopt IFRS 9 when disclosing financial information. The main purpose of this study is to propose a theoretical framework for IFRS 9 adoption in China.

2. Literature review

There are studies evaluating the effects of IFRS in terms of financial reporting quality, market reaction, and decision making (De George, Li, & Shivakumar, 2016). Whereas outcomes vary due to different geographical regions, time and methodologies. As to reporting quality, the most directly affected sphere, an early research shows no improvement in value relevance or timeliness after adopting IFRS in Germany (Hung & Subramanyam, 2007). Barth, Landsman, Lang and Williams (2012) test the comparability of IFRS and US GAAP and the result supports that the comparability of American enterprises’ financial reports which adopt IFRS increases remarkably. Nevertheless, some studies show that IFRS raises the comparability cross-country but less comparability is found within-country (Ball & Shivakumar, 2005; Cascino & Gassen, 2015) In terms of transparency, Shroff, Verdi and Yu (2014) and Loureiro and Taboada (2015) conclude a more transparent information environment within IFRS adopters for international investors to make decisions.

The existing research on stock market effects generally shows that IFRS is superior to stock market investors. An influential work by Daske, Hail, Leuz and Verdi (2008) exhibits a strong empirical proof that IFRS adoption has a positive effect on the market. As to the effect of the IFRS on corporate decisions, Hail, Tahoun and Wang (2014) study IFRS’s influence on firm’s dividend policies, and the result is week to illustrate a significant change after adopting IFRS.

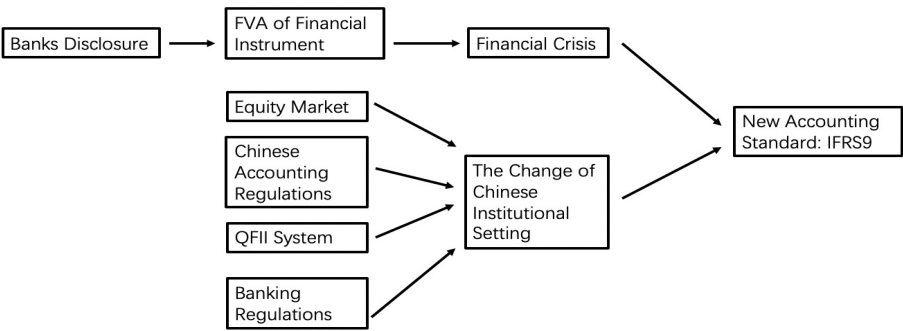
Similar tests have been run within China. DeFond et al. (2018) examine the effectiveness of IFRS in China and they find no increase in foreign institutional investment through improved financial reporting quality. Instead of testing the influence of IFRS, a longitudinal analysis from 1992 to 2006 is conducted by Peng and van der Laan Smith (2010). They find the convergence is quite successful in spite of several unsuccessful converging items. Differently, Zhang and Andrew (2010) analyze the comparability of IFRS and Chinese accounting standards and they point out that now we are just “creating the illusion of similarity” and there are still many problems that need to be worked out during the convergence.

Overall, the results about IFRS’s influence are mixed. Since accounting is a tool for companies to record their financial transactions and present financial status, and IFRS just demonstrate an accounting principle for firms to follow, the economic influence should be very limited (Arnold, 2009; Barth & Landsman, 2010). But the contribution of IFRS to the international market cannot be denied and it is supposed to be profound and lasting (Jeanjean & Stolowy, 2008). This paper believes that IFRS adoption in beneficial and intends to discuss the changing environment for Chinese banks adoption of IFRS 9.

3. Theoretical framework

The necessary theories for the purpose of this paper are presented in this section, including the disclosure of banks, financial crisis, fair value accounting method, and the Chinese institutional setting. Accordingly, the theoretical framework in this paper is developed as shown in Figure 1.

Figure 1: Theoretic synthesis of IFRS 9 adoption in Chin



3.1 Banks’ disclosure and the financial crisis

A systemic collapse of the banking industry had occurred during the 2008 financial crisis. And there is a link between banks’ financial reporting and the 2008 financial crisis since the banks’ disclosure is the most important tool to present its situation to regulators and the market, and it also reflects the whole economic situation to some extent. Bushman and Smith (2001) also suggest that an efficient financial accounting system can promote economic performance by optimizing risk estimation and reducing information asymmetry. According to Kordlouie, Mohammadi, Naghshineh, and Tozandejani (2013), financial reporting has four objectives:

- To provide information that could help investors and creditors to make financial decisions effectively.
- To present proper evaluations and timings on the expected returns.
- To present information on the economic resources and liabilities of the business.
- To reflect the financial achievements.

The banking sector had failed to meet all of those objectives during the financial crisis since the information provided by them is not timely and lack of accurate assessment. Especially, the fair value accounting method utilized by banks criticized most after the

2008 financial crisis.

3.2 Fair value accounting

Fair value accounting (FVA) also known as market-to-market accounting and hedge accounting, is defined as an accounting method that an asset or a liability is measured and valued based on current market conditions, including assumptions about risk (IFRS Foundation, 2013). And IFRS standards are regarded as FVA-based and FVA is mostly utilized when assessing financial assets and liabilities. Whereas, both the positive and negative influence of FVA on banks are still discussed. It is believed that FVA makes a better exposure of risks in volatile times than non-fair value measurements. In contrast, FVA is argued to result in write-downs in busts and excessive leverage in booms and thus the financial system is more fluctuant and vulnerable (France, 2008). Moreover, research also shows that more leeway for earnings management has been given under FVA (Bratten, Causholli, & Myers, 2012). In order to fix those problems, IFRS 9 is released based on a modification of IAS 39 and provides one single model instead of multiple impairment models to evaluate the financial asset and liability.

3.3 Chinese institutional setting

Before 1978, the Chinese economy was completely based on a central and planned system and the purpose of accounting and financial reporting is to assist the government to make economic plans (Adhikari & Wang, 1995). And China still regards as a weak institution with a relatively poor legal environment and heavy government involvement in the economy (He, Wong, & Young, 2012) we find empirical evidence on unintended consequences of fair value accounting (FVA). Whereas improvement of the institution had been made. The accounting reforms began with the establishment of new stock exchanges, namely Shanghai stock exchange (SHSE) in 1990 and Shenzhen stock exchange (SZSE) in 1991. Four versions of Chinese accounting standards had been released in 1992, 1998, 2001 and 2006 to meet the market's need. The Qualified Foreign Institutional Investors (QFII) system has changed step by step since 2002 and the Chinese market is more open to international investors, which also urges the internationalization of financial reporting. The adoption of IFRS 9 is not only to meet the market's need but also to achieve the accounting and banking regulators' requirement.

4. Conclusion

As KPMG (2018) addresses, the new standard IFRS 9 will have the most significant impacts for the banking industry since the starting point of IFRS 9 in 2009 is to respond G20's call for bank accounting rules reform. After the first-year adoption, a vision of how banks doing with IFRS 9 compliance should be demonstrated. After studying the changing financial environment, accounting custom and Chinese institutional setting. This paper is set to discuss the context of Chinese banks adoption of IFRS 9. Despite the inherent limitations of the research design, this paper tries to help IASB get a portrait of IFRS adoption in a different jurisdiction – mainland China. Also, this paper should have an auxiliary function for foreign investors who attempt to invest the financial companies in China to make decisions based on disclosed financial information.

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The Utility of Gatekeeping Theory in International Aviation under COVID-19 in China

keyan Wu

Jayang-Dong, Dong-Gu, Daejeon, South Korea, Woosong University

Abstract: If each country within the global is a point, the bridges that could join them could be aviation and navigation. While air journey has emerged as the desired manner for humans to journey, commercial enterprise and observe abroad. With the effect of Coronavirus Disease 2019 (COVID-19), many nations closed their air direction after February 2020. As a result, most of the bridges connecting the arena have been broken. In phrases of the shape and length of the present-day epidemic, how must international locations that rely upon tourism sales reply to this crisis? This paper takes the circuit breakers and incentives measurements for airways issued via way of means of the Civil Aviation Administration of China (CAAC) as an instance to expect if the epidemic cannot be absolutely managed and removed in a brief length of time, what impact will this mechanism have on tourism improvement and epidemic unfold control. The secondary records may be used to analysis. Data on Chinese inbound and outbound vacationers amassed thru the internet site of applicable departments are used to demonstrate the significance of aviation enterprise to Chinese tourism earlier than the outbreak and the contribution of Chinese vacationers to tourism in southeast Asia and different international locations. In addition, the real instances after the promulgation of circuit breakers and incentives measurements also are amassed to demonstrate the significance the Chinese authorities attaches to this degree and its implementation strength. While this coverage has completed little to assist worldwide tourism, it gives a manual to how tourism will keep growing within the context of the worldwide epidemic within the destiny. This epidemic is the trouble for the complete global. At the give up of the article, a few guidelines on a way to expand within the destiny situation may be placed forward.

Keywords: Tourist Industry; Coronavirus Disease 2019; Circuit Breakers and Incentives Measurements; Future Development

1. Introduction

Aviation has come to be a vital hub connecting countries. The airline enterprise has grown gradually over the last few years, in large part because of extended call for journey and load across the world. Thus, in lots of regions, the aviation enterprise is a key improvement zone for social improvement and financial growth (Dube et al., 2021). Aviation is visible via way of means of most governments as a strategic region carefully related to financial development (Zhang & Graham, 2020). However, there is evidence that the aviation sector is susceptible to many external forces, such as Natural disasters, epidemics, economic recessions and so on (Said & Henderson, 2000). At the start of 2020, the International Air Transport Association (IATA) stated that the airline enterprise is anticipated to boom sales through 4.1% in passenger kilometers and 2.0% in freight ton-kilometers in 2020 (IATA, 2020).

The COVID-19 coronavirus pandemic has affected all components of social life, inclusive of mass shipping through air, rail, street, and water, in addition to passenger and load shipping because of complicated deliver and demand trends (Abu & Dincer, 2020). Unlike all other infectious diseases in the past, COVID-19 is contagious and spreads faster than SARS, H1N1 and MERS (Liu et al., 2020; Petrosillo et al., 2020). Because of previous experiences with and responses to those epidemics, governments have found out that aviation plays a key position within the spread of COVID-19, and plenty of have opted to shut borders or impose tour regulations to lessen the spread of the virus among countries (Daon et al., 2020).

The remainder of the paper is structured as follows: in section 2 is the literature review of the global aviation situation under COVID-19 and the policy executed by CAAC. Except that, the basic principle of this measure, gatekeeping theory, will also be introduced in this section. Section 3 provides the specific data to explain how circuit breakers and incentives measurements is implemented. Other industries affected by the outbreak in relation to aviation will be discussed in section 4. Finally, the section 5 with conclusion and discussion.

2. Literature review

2.1 Gatekeeping theory

The concept of gatekeeping is well explored since its evolution in the mid-twentieth century and covers many areas of research and practice (Bass, 1969; Lewin, 1951; Schultze & Boland, 2000; Sturges, 2001; Tushman & Katz, 1980). With the passage of time and the non-stop extension of researchers, the which means of “gatekeeper” has been implemented to each day lifestyles of the public.

Levin to start with used the own circle of relative's dinner desk for instance to demonstrate the function of gatekeepers: if we recognize who the gatekeepers are and the way they make selections from the factor of developing meals to the desk, we will recognize why humans consume sure foods. Later, Wade White (1950) prolonged the term "gatekeepers" to the sector of conversation primarily based totally on Raven, due to the fact White located that newspaper information editors also can be seemed like gatekeepers, and their technique of screening information without delay determines the content material that readers can read. In next studies, students in different disciplines additionally located many gatekeeping phenomena or gatekeeping mechanisms of their respective fields.

2.2 Circuit breakers and incentives measurements

On March 26, 2020, in order to comprise the high risk of imported COVID-19 from abroad, CAAC issued a note on reducing international flights, which require each domestic airline company to maintain only one flight to any country, and each flight should operate no more than one flight per week; every foreign airline company can only keep one route to China, and the number of operation is not more than one flight a week (CAAC, 2020a). Following China's significant success in controlling the epidemic, to resume international traffic and meet basic international traffic, CAAC issued a new notice to step by step resume international flights.

On 4 June 2020, CAAC issued another notice concerning international flights, including circuit breakers and incentives measurements which would be implemented on 8 June (CAAC, 2020b). This notice replaced the notice published on March 26. If the number of infected patients on the flight is zero for 3 consecutive weeks, the number of flights per week will be increased to two, however if the number of infected patients exceeds 5, the flight will be suspended for a week, more than 10 people suspended the airline's route for four weeks, and after that, a weekly flight schedule will resume.

3. Date collection

As one of the critical bridges connecting the world, the airline now no longer handiest includes the characteristic of transporting goods, however, additionally affords exceptional comfort for worldwide monetary and cultural exchanges. But in the case of the COVID-19 pandemic in 2020, the invisibility of the virus and using human-carried plane have rather come to be a vehicle for the unfold of the epidemic. The new notice issued by the CAAC in June 2020 ensure the most possible navigation service in the case of epidemic prevention and control.

Since June 8, 2020, the primary circuit breaker directive has regarded quickly after the implementation of flight incentives and circuit breakers. On June 11, China Southern Airlines flight CZ392 from Dhaka, Bangladesh to Guangzhou determined that 17 passengers with high quality VIRUS nucleic acid had brought about the flight circuit interruption, so CAAC took corresponding measures towards the flight and suspended the flight for four weeks beginning from June 22. (CAAC, 2020c). From the primary circuit breaker directive on June 14, 2020, to November 7, 2020, a complete of thirteen notices associated with flight circuit had been issued, in step with an information listing at the CAAC internet site approximately flight circuit.

The measures have been imposed on 39 flights over a complete duration of five months from June 8 to November 7. The above information shows the Chinese government's clear attitude and determination to enforce this measure, now no longer handiest for the prevention and manipulate of the epidemic, however additionally for the existence and fitness of its citizens. With the in-intensity implementation of the "the Belt and Road I" initiative, China's economic, exchange and cultural ties with the relaxation of the sector have emerge as an increasing number of close, and China's distant places advantages have unfolded all around the international.

4. Impact the related industry

4.1 Tourism industry

The improvement of the aviation enterprise on an international scale originated from the liberalization of air site visitors manipulate after the World War II (Liu & Yin, 2013; Bieger & Wittmer, 2006). Due to the fast, comfortable, and loose from the effect of terrain, air transportation performs an increasingly critical function withinside the tourism enterprise. Meanwhile, the improvement of tourism presents many passengers for the aviation enterprise, that is carefully associated with the tourism enterprise (Zuo, 2017). In addition, geography and time fee additionally make air tour a pinnacle choice.

In many cities, areas and nations, tourism performs a crucial function as a strategic pillar of financial GDP (Abbas et al., 2021). On a worldwide scale, travel and tourism are important contributors to job creation and main sectors of socio-economic and cultural development (McCabe and Qiao, 2020). For instance, tourism in the European Union accounts for 50% and half of the worldwide tourism industry (Naslund et al., 2016), and tourism in European nations accounts for nearly 48% of all global outbound tourism and tourism activities (Boluk et al., 2019). Among them, China and the United States are the primary market players of national tourism inside Europe and the primary individuals to the growth of tourism industry.

For one hundred misplaced traveler rivals, 14 jobs can be misplaced withinside the domestic (regional) tourism industry. Will bring about the lack of 18 million jobs worldwide (the whole contribution of worldwide journey and tourism to employment in 2018 became 5.67%). The effect of the pandemic has had a massive bad effect at the noticeably globalized tourism exertions market.

4.2 Airline company

Tourism is an industry that cannot gain a foothold without mobile tourists (Sharma et al., 2021), and so are airlines. The Air Transport Action Group (ATAG) says 65.5 million jobs guide direct employment of various sorts of crews across the world, such as the aviation industry, airport operators, airlines, air navigation service providers are also indirectly employed, including fuel suppliers, production companies, aircraft organization providers and plenty of others (ATAG, 2020). Airports Council International (ACI) World Director General Angela Gittens talked about in the ACI Media Release (ACI, 2020) that it is able to absorb to 18 months for the restoration of the complete airline enterprise to attain pre-disaster site visitors' levels. ACI additionally highlighted the same worries about the need for a quick and correct reaction when it comes to worldwide monetary policy to protect essential airport operations, which means it will protect millions of jobs across the world. IATA additionally mentions that extra than 2.7 million jobs are presently at risk (Serrano & Kazda, 2020).

5. Conclusion and discussion

By analyzing the serious losses caused by COVID-19 to the aviation industry and the related tourism industry, this paper illustrates the important role that the resumption of international flights will bring to the global economic recovery. The circuit breakers and incentives measurements issued by CAAC can not only reasonably open international routes to meet the basic international communication, but also stop the loss in case of the importation of the epidemic to prevent the occurrence of more serious importation of the epidemic.

In addition to providing practical recommendations, this paper also contributes to the literature on the management of international flights. Much of the research has looked at the cost of COVID-19, the severity of the impact of the epidemic and how it could be improved in the future. But there has been little research on how to manage the measures that have made it possible to resume international routes.

However, the research in this article has great shortcomings. The actual situation in different countries and regions is different, especially the epidemic situation in different regions. Because China has relatively good epidemic control, rich experience, and sufficient ability to deal with the sudden situation of the epidemic, this measure can be well applied in China. In addition, the future trend of the epidemic is still unclear, but the development of vaccines and universal vaccination may improve the international aviation situation in the future.

This pandemic has almost brought the global tourism and aviation industry to a standstill, and the future situation is uncertain. However, after accumulating enough experience, each country can designate corresponding policies according to its own national conditions to gradually restore the aviation industry and tourism industry with serious losses. At the same time, it also brings a good opportunity for many industries to update equipment and transfer personnel.

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Research on Practical Dilemma and Optimal Path of “Five Education” Integrated Talent Training for Primary Education Specialty

Yanchun Wei

Chongqing Three Gorges University, Wanzhou District, Chongqing, 404000

Abstract: The inheritance and development of civilization has been the subject and core of this new era, and education is not only an important base for the inheritance and development of civilization, but also plays an important role in the studies of the issues of social development. With the continuous progress and development of the society, people pay more and more attention to education, which also promotes the further education researches. Five-education integration education has become an important direction of education development at the present period, and is also the inevitable trend of education development. The comprehensive cultivation of morality, intelligence, physical fitness, beauty and labor can help to shape the talent in line with the needs of the Times and society, this article will focus on the implementation of the teaching concept of five education integration talent cultivation, and discusses how to implement the five-education integration in primary education specialty and the existing problems and defects in the process of developing the five-education integration in primary education specialty at the present stage.

Keywords: Five-education integration; Primary education; Professional talents; Problem analysis; Strategy research

Education can effectively expand the quality and quantity of the talents, which have made a critical difference to the society. Especially the communication effects of university education is more obvious. The emphasis of the university education on education quality will directly affect the number of social talents and the height of social productivity, even the level of the student's future material acquisition ability. In this case, university education has become our educational research of a very important part. University education should keep up with the pace of The Times, with the demand to make adjustment and transformation of The Times. On the one hand, university education can better contribute to social development. On the other hand, it can also provide better integration and social foundation for students after graduation. The same is true for primary education majors.

1. Necessity of implementing the concept of five-education integration in primary education majors

Throughout the course of a student's education, primary school education and the final college education would play a crucial influence. Primary school education is the beginning and the initial stage of the whole teaching process. Pupils at this stage can shape the excellent quality and ability, which can have a profound meaning on their future study and life. College study is the final stage of a student's education. Although many students choose to pursue further education and study, most of them will choose to enter the society and engage in social production to obtain materials and further improve the quality of life. Therefore, the development of these two stages of education is particularly important.

Primary education has more obvious particularity than other education. On the one hand, from the student themselves, the professional quality that the undergraduate professional talents of primary school education should possess is composed of professional knowledge, professional skills, professional ability and professional emotion and attitude. When students enter the society, the main audience is the students in the primary school, which is an critical period. In such cases, the primary education major only needs to consider the students' own professional ethics and professional quality problems, and needs to develop more important direction in the process of education, to cultivate primary school teachers in line with the needs of The Times and society. To construct an education system that cultivates morality, intelligence, physical fitness, aesthetics and labor, can guide students' moral cultivation, thoughts and emotions while transferring knowledge, ensure students' comprehensive professional ability, and effectively implement the teaching concept of curriculum education and quality education. On the other hand, it can also help students to enter the positions of primary school teachers in the future, and cultivate their students in a more comprehensive way, so that their students can establish correct concepts, good habits and positive attitude from an early age. Under such circumstances, the primary education major affects a relatively wide range of population, and the scope of influence is also relatively large. The implementation of the concept of “five-education integration” can optimize the influence of primary education major in the implementation, and maximize the benefits that primary education major brings to society. Therefore, it is very important and necessary to integrate the idea of “five-education integration” into the training process of primary education major, which should be paid attention to.

2. Analysis of the difficulties in the implementation of the five-education integration

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of primary education majors at the present stage

2.1 Relatively low degree of attention

At this stage, the effects of application of the education concept of all-round development of morality, intelligence, physical fitness, aesthetics and labor is not ideal. Because primary school students are growing up at a critical stage, in which the ability, accomplishment and thoughts of students have not been fully established, but the plasticity is relatively strong, so they need to be guided. However, most of the students in colleges have a sound worldview, methodology and outlook on life when they grow up. In such cases, there is often no cultivation of university education ideas and the guidance of the audience in the process of university education. Especially in adulthood, personal interests are basically identified and personal subjective judgment is relatively strong. Under such circumstances, the comprehensive cultivation of students' morality, intelligence, physical fitness, aesthetics and labor is often difficult to achieve good teaching effects. Therefore, how to cultivate the five-education integration talents in the university education is a question worthy of the majority of educators' thinking.

Education in the College as its name implies is to make students form good professional ability and professional quality in the educational process, so as to better cope with professional requirements. And in the process of education, colleges and universities tend to cultivate students' professional ability and quality, but ignore the guidance of moral values. It can be concluded that, in colleges and universities, the implementation environment of the five-education integration education is relatively poor, and it is difficult to achieve better practical effects as well.

2.2 Imperfect implementation system

The effective implementation of the education concept depends on the effective guidance of the education system, and colleges and universities did not confirm the corresponding education concept in its education system. Especially in the primary school education majors, there exists the lack of normative and scientific teaching implementation plan, which also lead to the fact that even the related teachers are not aware of the importance of educational teaching concepts for primary education majors. But in the process practice, it is often difficult to popularize scientific education concepts effectively, and its educational effect is relatively poor. The imperfection of the scale of the system also leads to the development of comprehensive inadequate training in the process of teaching practice, especially for physical education, aesthetic education and legal education. There are relatively few teaching resources, teaching methods and professional courses, which cannot be effectively developed.

2.3 Lack of professional teachers

College teachers have high professional quality and ability, but with the development of The Times, the demand for the occupation is also changing. In this case, the development of education needs to accommodate more content and meet more standards, and the same is true for primary education. With the introduction of new curriculum reform and quality-oriented education, in the process of college education, it is not enough to treat education only from the professional perspective of teaching methodology and relevant teaching theories. It is also necessary to fully explore the humanistic value education to achieve the optimal effect of education training. But at this stage, there is often no corresponding professional achievement in the process of college teachers' education. For example, in the process of cultivating the professional talents, morality, intelligence and physical fitness are fully developed, and teachers have relatively high cognition level of moral and intellectual education, but lack of cognition and professionalism of physical education, aesthetic education and labor education. The lack of professional quality and the defect of knowledge structure make it difficult to effectively implement the comprehensive cultivation of college students in the process of practical teaching, which makes the implementation of the education concept of five-education integration face many difficulties. The lack of professional quality and the defect of knowledge structure make it difficult for college students to effectively implement comprehensive training in the process of practical teaching, which makes the implementation of the idea of five-education integration face many difficulties.^[1]

3. How to effectively implement the five-education integration in primary education majors

3.1 Change cognition and improve attention

To implement better educational concepts, first of all, relevant educators need to have a relatively high degree of cognition of educational concepts, so that such concepts can play a practical role and influence on education. Therefore, relevant educators should change their attitude and actively participate in the research of relevant content, so is the concept of education integration in the primary education major. Relevant teachers need to make it clear that the concept of five-education integration not only does it help college students to a great extent, but also have a wider influence and spread scope for students who enter the society and the corresponding primary school teacher position after graduation. The integration of five education has a high practical effect on primary school education major, and is also a necessary link in the process of primary school education in the development of primary school education. In order to attract the attention of the related teachers, department leader or to be in charge of the leadership should integrate the content of educational integration evaluation into the evaluation process, and integrate the corresponding evaluation

mechanism into the teacher evaluation and curriculum evaluation, so that the teachers' attention and concern can be improved. After teachers improving attention, they also need to improve college students' cognition and attention. In the process of comprehensive evaluation of students, five standards should be divided into morality, intelligence, physical fitness, beauty and hard work, and these five standards should be included in the daily assessment and linked to the credits of students, in this way can effectively attracts students' attention, and change the concept of subject from the perspective of teachers and students respectively to promote better implementation of the concept of five-education in the primary education.^[2]

3.2 Improve the education system

At this stage, the imperfection of the educational system is an important factor that restricts the effective implementation of

primary education in the process of educational integration. Primary education majors, in the process of talent training, didn't set up corresponding disciplines or subject resource is relatively few, which cause incomplete cultivation of students. Therefore, relevant colleges and universities should improve the education system, streamline the educational content, and remove some unnecessary and worthless teaching content. Colleges and universities should also incorporate moral education, intellectual education, physical education, aesthetic education and labor education into their teaching system, and set up corresponding disciplines and teaching posts. In addition, each department can also hold some education-related activities on a regular basis to create an atmosphere for campus talent cultivation, which not only enriches students' extracurricular activities, but also better implements the educational concept of "Five-education Integration" to ensure that the implementation process is scientific, normative and reasonable.^[3]

3.3 Build a professional team of teachers

In order to ensure the effective implementation of the education concept of all-round development of moral, intellectual, physical fitness, aesthetic and labor in the process of cultivating primary education professionals, relevant colleges should strengthen the education of relevant teachers, create a more sophisticated professional talent team, and constantly enrich the professional knowledge, professional quality

and professional ability of relevant teachers. Schools can organize regular training, pay attention to the comprehensive cultivation of morality,^[4] intelligence, physical fitness and labor, integrate into the corresponding teaching content in the process of training, and to enable relevant

teachers to have a deeper understanding of the full integration of morality, intelligence, physical fitness, aesthetics and labor, master more professional knowledge and have higher professional ability, so that the professional quality of teachers can be improved.^[5]

In terms of the teaching content of physical education, aesthetic education and labor education, PE teachers and art teachers can be given corresponding teaching and training to further improve their professional and scientific level. In addition, when recruiting talents, colleges and universities can improve the admission threshold and gather more professionals with corresponding professional ability and quality into corresponding teaching positions to ensure that teachers have higher professional ability and professional quality, promote the effective implementation of the teaching concept of five-education integration and achieve the overall cultivation of students majoring in primary education.^[6]

4. The conclusion

The comprehensive development of morality, intelligence, physical fitness, aesthetics and labor is an important standard to measure talents in modern society. The idea of university education should be followed in the training of the students majoring in primary education. The cultivation of the educational concept of five-education integration not only conforms to the professional requirements of primary education professionals, but also conforms to the needs of primary school education practitioners to cultivate their students. But at present, there still exists some difficulties in the teaching process of primary education majors, and the quality is not satisfactory in the actual implementation process. This requires universities and colleges to effectively adjust the issues that need to pay attention to and controversial issues, so as to promote the training of talents of primary education to adapt to the needs of The Times and society, and vigorously develop university education and primary education to provide a guarantee for social development.

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About the Author:

Yanchun Wei(1982—),female,come from Wusheng County,Guang'an City,Sichuan Province,Han,Assistant Professor,Postgraduate student,Research direction: teaching theory; Major: curriculum and teaching theory.

Research on Family Education and School Education of Rural Left Behind Children under the Background of Urbanization

Qian Li

Southwest University of Finance and Economics Chengdu, Sichuan, China 611130

Abstract: In the process of large-scale flow of population from rural areas to urban areas, most of the floating parents leave their minor children in their hometown. The rules of left behind children expand rapidly, and the education of left behind children has aroused widespread concern. Based on the data of the sixth national population census in 2010, combined with the survey data of 12000 students collected from rural primary schools in Chongqing and relevant information, this paper discusses the education of rural left behind children. This study takes into account the left behind children's family education and school education, educational opportunities and academic performance, compulsory education and post compulsory education. Through comprehensive comparison and analysis, this paper tries to find out the main problems of left behind children's education in rural areas, and puts forward corresponding policy suggestions.

Keywords: Left behind children; School education; Family education

The growth environment of left-behind children in rural villages has suffered systemic disruptions of varying degrees, and their physical and mental health, learning, and socialization are all facing many problems. Various problems have caused widespread concern in the academic community. Fan Xianzuo's field research and interviews in Hubei and other four central provinces found that the safety, behavior, learning and psychological problems of left-behind children in rural areas endanger the growth of these children; related surveys also found, Rural left-behind children spend a long time doing housework, and their academic and personality development are affected due to lack of care and guidance. Some extreme cases of left-behind children in rural villages have further strengthened the understanding of the "problemization" of rural left-behind children. Therefore, when "left-behind children in rural villages" first entered the field of view, they were equivalent to "problem children" in the eyes of many people.

1 Reflections on the education of left-behind children in rural areas

Left-behind children in rural areas can better complete basic education. However, the results of more local and national surveys are contrary to the original assumptions. The results of the surveys show that the education status of left-behind children in rural areas is not as bad as described by previous scholars, at least basic education is basically guaranteed. The survey conducted by Zhu et al.^[1] and others with a number of left-behind children in Jiangxi, Hunan, and Henan provinces found that the academic performance of students does not vary depending on whether their parents went to work or the length of time they worked. According to the analysis results of the national population census and the annual population sample survey data, Duan et al.^{[2][3]} showed that the educational opportunities of left-behind children at the elementary level are not obvious compared with other children, and they are even slightly better. Yang's research^[4] shows that the educational opportunities of rural left-behind children at the junior high school level are also significantly better than those of other rural children.

2 Measures to solve this problem

(1) To solve the problem of left-behind children in rural areas under the background and the forefront of developing rural education

Multiple indicators show that the education problem of rural left-behind children is first of all the education problem of rural children. We must strengthen rural education as a whole to quickly change the backward situation of rural education. Although we emphasize that we should fundamentally solve the problem of left-behind children in rural villages from the perspective of allowing more children to enter the city, there are more than 60 million left-behind children in rural areas, and new left-behind children will continue to be produced in the coming period. We cannot expect that these left-behind children can enter the city overnight. This requires that within a period of time in the future, education departments at all levels must work hard to improve rural education conditions, improve the quality of rural education, and solve rural areas from the perspective of strengthening rural education development. Educational Issues for Left-behind Children

(2) Let the family take on more responsibilities

The family, school, and society together form the environment for children to grow up. In the family of left-behind children, not only should parents not shirk responsibility and abandon their actions because they are not with their children, but they should also actively take more actions to make up for the harm caused by the division of the family to their children. According to our survey,

when parents go out to communicate with left-behind children, they seldom care about the children's feelings and difficulties, and mostly just talk and teach. This aspect is due to the lack of awareness of parents when they go out, and they do not pay enough attention to the mental health of their children; On the other hand, because they lack methods to teach the children left behind, they have more than enough heart and energy. Therefore, the government and all walks of life should strengthen publicity and guidance, and guide migrant parents to actually support and help their left-behind children.

3 Concluding remarks

This article discusses the family education and school education of rural left-behind children in the context of urbanization, starting from two aspects: thinking about the education of rural left-behind children and how to solve this problem, and contributed to the development of education in our country.

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A Study by College Students on the Current Situation of Qinling Cultural Identity and its Improvement Ideas: A Case Study of Xi'an Universities

Yinxue Li, Yuming Qin, Liangchen Zhang, Jian Liu, Rui Yan, Hao Yang

Xi'an Aeronautical University Xi'an Shanxi 710077 China

Abstract: Qinling culture has a long history and deep inside information, which is the ancestor of the Chinese nation and an important symbol of Chinese culture. Taking Xi'an colleges and universities as an example, this study analyzes the present situation of Qinling cultural identity of college students by means of literature research, questionnaire survey, interview method, and puts forward how to enhance the cultural identity of college students in Qinling from three aspects: opening Qinling cultural public elective course, building campus Qinling cultural practice activities and using modern scientific and technological means. It provides a theoretical basis for colleges and universities and local cultural

Keywords: Qinling Culture; Cultural Identity; Xi'an University

1 Introduction

In today's multi-cultural blending, college students face a more complex situation of cultural blending, deepen the inheritance and development of the excellent Chinese traditional culture of college students, for the healthy development of college students themselves and to build a socialist cultural power, Strengthen the soft power of national culture, cultivate a high degree of cultural consciousness and cultural self-confidence, the great rejuvenation of the Chinese nation Chinese Dream is of great significance^[1].

Qinling conservation of all things, nomadic civilization, farming civilization, Central Plains culture, Western region culture, Bashu Jing Chu culture and so on blend collision here^[2]. constitute a multi-cultural system that combines cultural relics, lifestyle, value orientation, social system, customs, and aesthetic feelings. the qinling spirit contained therein is the mainstream values of society and one of the important pillars of the chinese cultural spirit. it is the ancestor of the chinese nation and an important symbol of chinese culture. The humanistic spirit of Qinling culture plays a positive role in establishing correct outlook on life, values and world outlook for college students. Therefore, this paper takes the cultural identity of Qinling as the research content, takes the college students of 10 representative colleges and universities in Xi'an as the research object, through the literature research, the questionnaire survey, the interview method, understands the to the Qinling culture identity situation, provides the reference for our country outstanding traditional culture research, trains the university student's traditional culture accomplishment, strengthens their identity to the Chinese outstanding traditional culture, thus acts as the cultural communicator^[3].

2 Basic information

2.1 Research ideas and content

This paper follows the basic idea of "problem raising-statistical data-investigation research-policy suggestion" to carry out the research. Taking Xi'an colleges and universities as an example, through literature collection, field investigation, environmental protection education and other exploration of the value of Qinling history and culture and ecological environmental protection, from the perspective of college students' cultural identity, this paper investigates the identity of college students in Qinling history and culture, tourism resources, ecological protection, and analyzes the particularity of college students' cultural identity to Qinling, as well as the factors that restrict college students' cultural identity to Qinling, and puts forward ideas and strategies to the cultural identity of college students in Qinling, Lead young students to participate in the construction of excellent traditional culture new fashion.

2.2. Questionnaire design

The questionnaire is divided into four parts: the first part is the basic situation, including the gender, grade, political outlook, major and college; the second part is the basic cognition of Qinling culture, including the status of Qinling culture, historical culture and ecological environment protection; the third part is the emotional identity of Qinling culture; the fourth part is the cultural education mode of Qinling, the educational content and educational methods of college students.

2.3. Sample distribution of questionnaires

This study selected representative colleges and universities as research units in Xi'an, and carried out sampling questionnaires and targeted interviews. It mainly includes Xi'an Jiaotong University, Northwest Polytechnic University, Northwest University, Xi'an

University of Architectural Science and Technology, Shaanxi University of Science and Technology, Xi'an University of Finance and Economics, Xi'an Institute of Aviation, Shaanxi Preschool normal College, Xi'an Mingde Institute of Technology, Xi'an Institute of Aeronautical Vocational and Technical College, 10 Xi'an Universities. Based on this, 400 copies were distributed and 369 copies were recovered, of which 331 were valid questionnaires, and the effective rate was 89.7%. Table 1 Sample of questionnaires

Sample classification		percent
sexual distinction	male	59.8%
	female	40.2%
Professional category	Arts	33.9%
	Science and Technology	56.1%
	Arts and Sports	2.5%
	other	7.6%
political status	Party members	4.1%
	communist youth league member	76.6%
	democratic party	0.0%
	the masses	19.3%
grade	freshman	57.6%
	sophomore	29.1%
	junior	10.3%
	senior	3.0%
Institutions	Double First Class Colleges(World-class universities and world-class disciplines)	8.1%
	Public Colleges and Universities	77.7%
	independent college	9.7%
	Higher Vocational Colleges	4.5%

2.4. Analysis of findings

(1)The Basic Cognition of Qinling Culture among College Students

The survey shows that 56.7% of the college students have not been to the Qinling Mountains and 36.9% of the college students have occasionally gone to the Qinling Mountains, and the reasons for the college students to go to the Qinling Mountains are more attracted by the scenery of the Qinling Mountains, and to the Qinling Mountains.

(2)Students' emotional identity of Qinling Culture

In terms of college students' emotional identity to Qinling culture, 44.85% of college students said they would actively understand Qinling culture and 43.33% of college students said they would passively accept Qinling culture. More than 90% of college students held "very awe" and "more awe" of Qinling culture. And up to 93. Thirty-three percent of college students agree that "Qinling is the ancestor of the Chinese nation and an important symbol of Chinese culture ". This shows that college students have a positive attitude towards Qinling culture, high emotional identity, but poor learning initiative.

3 Enhancing the cultural identity of Qinling Mountains

3.1 Opening of the Qinling Culture Public Elective Course

By offering public elective courses with the cultural characteristics of the Qinling Mountains, college students have a comprehensive understanding of the cultural history and natural environment of the Qinling Mountains, and have a certain contact and understanding of the Qinling culture in a subtle way.

3.2 Building cultural practices in the Qinling Mountains on campus

Through carrying out lively and interesting Qinling cultural practice activities, creating characteristic Qinling cultural brand activities, making college students feel the charm of Qinling culture by means of campus cultural activities such as students' favorite cultural competitions, drama performances, etc.

3.3 Strengthening modern scientific and technological means for Qinling Cultural education

Colleges and universities should strengthen the propaganda of Qinling culture in the form of short video or short articles by using new media positions such as Weibo, WeChat, portal, shaking platform and so on. Colleges and universities should use new technology, such as 3 D、VR、AR, to provide new perceptual cognition and practical experience for Qinling culture, which can effectively promote the promotion of Qinling cultural identity.

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About the Author: Henry Bratton' Life

Yihan Luo

Shanghai Qibao Dwight High School Shanghai 200000, China

Abstract: This research is mainly talking about Henry Bratton's life and his legendary story, especially, his contribution to the country. What he had done gave a signal to the change of the country's reform in the long history. His personality is also very influent to those people who had been with him.

Keywords: Contribution; Country; History

1 His life

Few people know about Henry Bratton's early life. The exact date of his birth is unknown, but he is thought to have been born in England around 1210, during the reign of King John. He died in 1268, before the reign of Henry III ended. He lived through a very important period, including the ratification of the Magna Carta and the Battle of Evesham^[1].

He is thought to have been born in Devon. There are two parishes, Bratton-Clovelly and Bratton-Fleming. Most authorities believe he was born in Bratton-Clovelly, so the correct form of his name is Bracton, not Bratton (as he is often called). It is said that he studied at Oxford University and got his doctorate in civil law and artillery law.

Bracton was appointed circuit judge in 1245 and was a judge for the Royal Family ("before the Monarch") from 1247 to 1250. He held this office again from 1253 to 1257. From 1245, he served as judge until 1267, presiding before Eyre, Devon or other counties, or before King Henry III. He retired in 1257, but continued to serve on the Judicial Committee. In 1265, he became Chief Justice of England under Henry III.

Like many jurists of his time, Bracton was a member of the clergy. In 1263, he was appointed deacon of Barnstable. In the same year, he left Barnstable to become headmaster of Exeter Cathedral. He lived in Exeter until his death in 1268. Bracton was buried at an altar in Exeter Cathedral. There he established a permanent donation to his soul^[2].

2 His work

He is famous for the famous book *De Legibus et Consuetudinibus Angliae*. The thought spark of the rule of law in the game between the rule of law and the royal power in the Medieval English intelligentsia -- "The king is under God and the law", was also widely spread in the western history through this great work.

On the law of England and the habits of such a king in the 13th century, civil action's high court, in court assize file case, on the basis of fusion *Corpus Juris* and continental law and Canon law theory of the essence, in the UK was the guidance of the judicial practice of pioneering work, masterpiece, has high reputation. Frederic William Maitland called it "the crown and flower of Medieval English jurisprudence" and William Searle Holdsworth argues that Bracton's achievement was "unmatched in style or completeness of discourse" before William Blackstone completed his "Commentary" in the 18th century^{[3][4]}.

De Legibus was an instant success and became the pioneer of many other legal papers. It is generally regarded as the most important English law work before Sir William Blackstone in the 18th century. Some authorities believe that others wrote the book in the 1220s and 1230s, although Braxton was the last owner of the original manuscript, and it is likely that he supplemented it later.

3 Historical context

3.1 The signing of the Magna Carta

At the beginning of the 13th century, King John of England came to the throne and fought with the French king on the mainland, losing Normandy, Anjou, and other places one after another. In 1214, despite the opposition of his princes, John joined forces with the German emperors Otto and The Count of Flanders to attack France. John and his Allies were completely defeated in a decisive battle in Bouvines, France. John fled back to England. Under great pressure, John signed the Magna Carta at Runny Mede on June 15, 1215. It mainly reflects the characteristics of the feudal political system in Western Europe, that is, the king is only the "first among equals" of nobles, without more power.^[5]

3.2 The battle of Evesham

The Battle of Evesham (4 August 1265) was one of the two major battles of the Second Barons' War in England in the 13th century. It took place on 4 August 1265, near the town of Evesham in Worcestershire. DE Montfort won control of the royal government at the

Battle of Lewis, but found himself on the defensive after several close Allies defected and the imprisoned Prince Edward fled. He was forced to fight royalists at Evesham, facing an army twice as large as his own. The battle soon turned into a massacre, and DE Montfort himself was killed, his body incomplete. Although the battle effectively restored royal authority, sporadic resistance remained until the Declaration of Kenilworth was signed in 1267.

4 Summary & interpretation

My part 282-290 in Bracton mainly talks about action. Action can be defined by the right of pursuing in a judicial proceeding what is due to one (Bracton 282). Actions are produced by obligations, and obligations originated by either ex contractu or quasi ex contractu or ex maleficio or quasi ex maleficio. To figure out action, we should firstly see what an obligation is. As mother of action, obligations are a kind of legal bond that constrained people, and it contracted by words, writing, consent and conjunction (Bracton 283).

Sometimes a condition is determined by a condition. Conditions relating to the past or present either invalidate the obligation immediately or are never suspenseful. However uncertain we may be of these matters, those essentially certain events do not delay the obligation in any way. An act can also be the object of a rule, such as a rule to do something or not to do something. If a no-energy rule is proposed, it will be invalid unless a time rule is added to provide a possibility. (Bracton 285)^[6]

In the stipulation part, firstly, it should be made absolutely or for a future day or subject to a condition. If not, then it will be invalid. An action can also be the object of a stipulation. A stipulation may be judicial or conventional, and the king's court would not interference. If several things are made the object of a stipulation, promisor ought to answer one by one. A dumb and a deaf cannot stipulate, because they can't get the edge. Crazy people are no better than babies because their decisions are not mature enough. (Bracton 286)

Rules and obligations are made so that everyone has access to what is in their interest. A person is bound by written documents. If a person states in writing that he owes a debt, he cannot deny it. Obligations are made not only by writing and writing, but also by consent, as in a contract for sale, lease, etc., which is based on mutual consent. In these contracts, each party has an obligation to the other. This is also true in consumer loans, written debt, and many other contracts. In the use of loans, deposits and other similar loans, although there is no mutual obligation at the beginning, such obligation may occur later due to the expenses incurred in connection with loans or deposits and the like. (Bracton 287)^[7]

We have to recognize who we are and take responsibility for the obligation. We must also see how an obligation disappears. It can be eliminated by an exception or by an agreement. 1. To make an exception by force majeure, as when a person is declared innocent by a judgment. 2. Adoption of exceptions to the statute of limitations. Time is also a way of eliminating obligations through acquiescence and negligence. Obligations can also be destroyed by the death of one or both of the parties. An obligation is also discharged by acceptilation, which is called a fictitious payment. That is, to pretend that the other person's obligations have been fulfilled. An acceptilation may be a total obligation or a partial obligation. When an obligation is transferred from one person to another who undertakes it, the obligation is also fulfilled through substitution.^[8]

Duty is extinguished by confusion. The above comments are true if the discharge of the obligation is a tangible thing contained in the obligation; Immaterial things, such as servitude or other immaterial rights, can be achieved by means of uniform, by daily habit and use. Obligations terminate in the same manner as a contract is entered into. One becomes effective in writing, one by mutual consent, and one by uniform. (Bracton 288, 289)^{[9][10]}

Obligation also arises maliciously or quasi - from previous words and deeds. There are crimes as well as misdemeanors, such as blasphemy, murder, theft and robbery, trespass and disciplinary offences. For another thing, Everything wrongfully done may be called an injuria. Failure to observe cheating must be a violation. Therefore, we must consider the intent and purpose, as well as what has been done or said, in order to determine the next action and punishment. For remove intention, every act will be indifferent. Your intention determines your action. Unless there is an intention to harm, it does not constitute a crime. The duty of a lawgiver to the person he has committed shall not be extinguished by punishment, except by the death of both or the other party. No punishment shall exceed that of the transgressor, for no one shall be punished who has not been negligent. (Bracton 289,290)

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Original Research Article

The Design Concept of New Alloys with High Strength and Ductility is Briefly Described

YiLi Yi¹, Ying Zhang²

1. Material Science, University of Leeds, LS 2 9JT

2. Central China Normal University, Hubei Wuhan, 430070

Abstract: Materials scientists have been constantly on the lookout for materials that simultaneously exhibit high strength and good ductility, which is contrary to common wisdom^[1]. Earlier attempts to achieve this unusual combination have met with limited success^[2]. Novel approaches such as a duplex microstructure consisting of nanocrystalline and ultrafine grains yielded encouraging results^[3]. While the nanocrystalline structure provided high strength, the ultrafine-grained (or relatively coarse-grained) structure provided the needed ductility. In general, the most important concept exploited was to increase the work-hardening capacity of the alloy to increase its ductility, since the former helps in delaying the localized deformation stress (necking) under tension^[4].

Keywords: New Alloys; Designing; Ductility; Scientists

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materials scientists have been looking for materials that have both high strength and good toughness, which goes against common sense. Earlier attempts to achieve this unusual combination have had limited success. New methods such as the combination of dual structures of nanocrystals and ultrafine grains have yielded encouraging results.^[1] The nanocrystalline structure provides high strength, while the ultra-fine grain (or relatively coarse grain) structure provides the required ductility. In general, the most important concept is to increase the work hardening strength of the alloy in order to increase its ductility, since the work hardening strength helps to retard the local deformation stress (necking) at 10 °C. Fig. 1 microstructure of ag-7 prepared by processing. 5wt% cu-1wt%^[2]GE ALLOY: (a) scanning electron micrograph showing coarse equiaxed grains, (b) columnar grains and discontinuous and periodic copper-rich precipitates along the columnar grain boundaries, (C) transmission electron micrographs show discrete copper-rich precipitates arranged periodically. Fig. 2 shows the true stress-true strain curves of casting alloys and cast alloys.^[3] Photographs of both samples are shown in the illustrations. Tensile deformable materials scientists have been searching for materials with both high strength and good ductility, which is the collective wisdom. Earlier attempts to achieve this unusual combination have had limited success.^[4] New methods such as dual structures consisting of nanocrystals and ultrafine grains have yielded encouraging results. The nanocrystalline structure provides high strength, while the ultra-fine grain (or relatively coarse grain) structure provides the required ductility. In general, the most important concept developed is to increase the work hardening capacity of the alloy to increase its ductility, as the former helps to reduce the local deformation stress (necking) under tension. Ongoing efforts in this area have recently provided another innovative way to obtain high yield strength with good uniform elongation (ductility) in a processable (via Selective laser melting) ag-7. 5wt% cu-1wt% GE alloy. The findings were reported by Mu Shichun, Jan Zelang, Yin Guanchao, and colleagues at the Wuhan University of Technology.^[5] Because of the high cooling rate of the alloy during solidification, the microstructure of the alloy is usually complex. The microstructure is fine equiaxed crystal, columnar crystal and coarse equiaxed crystal. In addition, the microstructure of the anisotropy, there are precipitate. Occasionally metastable phases are formed as a result of rapid solidification of the melt. The new feature of the alloy is that cu₅ge and cu₃ge precipitates along the cell boundary are obtained in the soft-face-centered cubic ag Matrix. The focus of the microstructure studies reported by Wang Et Al. is the periodic formation of precipitates at columnar grain boundaries, which are also twins. Fig. 1A shows the coarse equiaxed grain structure of a typical Scanning electron microscope SLM alloy. Careful observation shows that there are columnar crystals in equiaxed grain 13003, and the precipitates mainly distribute along the columnar grain boundary. Fig. 1B schematically illustrates the columnar structure of SLM alloys and the formation of discontinuous and periodic copper-rich precipitates along the columnar boundary.^[9] The actual transmission electron micrograph shows discrete copper-rich precipitates arranged periodically as shown in Fig. 1C. The alloy also contains a variety of defects with high density, such as dislocation, stacking fault/twin and precipitated phase. The tensile mechanical properties of as-cast alloys and SLM alloys show that the yield strength is (175 ± 6) MPA, the strength is (340 ± 8) MPA, and the elongation is (20 ± 0.7)% . The corresponding values of the alloy were (200 ± 5) MPA, (410 ± 3) MPA and (16 ± 0.5)% , which indicated that the alloy had good mechanical properties (Fig. 2) . In the illustration in figure 2, it is noted that there are no necking in SLM alloys. Obviously, the Alloy has higher yield strength (200 ± 5) MPA, but still has better uniform elongation. For a soft silver based alloy, this combination is impressive. The contribution of high

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density defects to the strength of the alloy is about 84 MPA for dislocation, 64 MPA for precipitation, 22 MPA for grain refinement and stacking fault/twin. Although the mechanical properties of SLM alloys have been improved, it should be noted that there is no obvious necking at fracture. The results show that the theoretical strength and plasticity of the alloy should reach 545mpa and 50% respectively. However, low-value experimental measurements indicate that premature failure occurs in this alloy.^[8]The present study is the first attempt to explore the premature failure of alloys in SLM processing. The results show that the strain hardening index of the alloy is higher than that of as-cast Alloy. The higher values in the former are due to the presence of high-density internal defects, discontinuous precipitates and graded structures (feedback stress)^[6-7]. Explanations for premature failure include internal factors (high dislocation density) and external factors (such as the presence of unmelted particles, improper laser irradiation of the powder bed, and porosity/voids (which may be due to gas adsorption on the powder particles, improper process parameters, and improper laser irradiation of the powder), which are weaknesses that ultimately lead to premature failure. Once measures are taken to alleviate these problems, it is possible to obtain unprecedented mechanical properties in terms of strength and ductility, thus opening up a new way to develop ductile high strength alloys through 3D printing. In order to develop the new material industry, the state gives strong support in policy. Up to now, the state has passed the high tech new materials, National Science and Technology Research Program, Torch Program, 863 Program, Program 973, the National Natural Science Fund; Seven projects, such as the SME Innovation Fund, strongly support the development of the new materials industry. At the same time, the state has also increased funding support for scientific and technological research in the new material industry, with an annual investment of more than 500 million yuan. Zhang Guobao, deputy director of the National Development and Reform Commission, said that macro guidance should be strengthened and policy support strengthened to recognize, focus on and give priority to the development of the new materials industry from a strategic perspective. Zhang Guobao stressed that although China's new materials industry has made great progress, but compared with developed countries, the overall level of new materials there is still a big gap. The macro guidance and policy guidance of the state will play an important role in guiding the R & D, industrialization and large-scale production of new materials. It is necessary to establish a mechanism of innovation and industrialization in which the market and demand are closely linked in terms of policy, to strengthen the innovation capacity within the industrialization of new materials, to stimulate the use of social resources to carry out innovation activities and to optimize the allocation of resources, we will break through the technical bottlenecks in the engineering and industrialization of new materials, set up the development goals of the materials science, attach importance to the formation of core industrialization and industrial chains, and realize the supporting of related industries in the upstream, middle and downstream areas, and realize industrialization on a large scale. All these measures, to promote and accelerate the development of China's new materials industry has had a major impact. China's new material industry has thus entered a period of rapid development.

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The Thinking of Class Atmosphere Construction in Counselors' Work

Jiangli Zhang

College of Art, Yangtze University, Jingzhou Hubei 434023, China

Abstract: This paper mainly focuses on the front-line counselors' thinking on the construction of class atmosphere, specifically analyzes the definition of class atmosphere, the formation of class atmosphere, the analysis about main elements controlled by counselors in the construction of class atmosphere, the main reasons for the affecting formation of excellent class atmosphere, the counselors' grasp and application of key time nodes in the construction of class atmosphere, the class as a basic group in the university, the formation of a good class atmosphere is of great significance, counselors should think, explore and master the methods and rules of establishing a good class atmosphere.

Keywords: The construction of class atmosphere; Key time node; Method; Law

1 Introduction

Counselors are the basic managers of College Students' work, class is the most basic group of student work management, a healthy and positive class have an important influence on the overall comprehensive development of students, counselors play an important guiding role in the construction of class atmosphere. This paper will explain the thinking of class atmosphere construction in counselors' work from the following aspects: 1 What is the class atmosphere, how the class atmosphere is formed, 2 The analysis about main elements controlled by counselors in the construction of class atmosphere, 3 What are the main reasons for the affecting formation of good class atmosphere? 4 The analysis of the key time nodes of the construction of the class atmosphere.

2 Meaning of class atmosphere

There are many explanations about the class atmosphere, however, the individual who applies to the class atmosphere thinks that the following explanations are the most appropriate ones, it is the long-term fashion, habits and general characteristics formed by a class^[1]. We often say that a class has strong cohesion, a class is good at winning, and a class has a high enthusiasm for learning, a certain class is always dragging, a class lacks cohesion, etc. in fact, this is the class atmosphere of a class, which is formed by the performance of each classmate when dealing with collective affairs in a long time. The class atmosphere of a class is almost stable to follow the class until graduation, and there is no exclusion of changes during the period, but the change without intervention is almost minimal, and counselor, as an observer, who is not involved in the management, is the best angle to observe the class atmosphere.

3 The analysis about main elements controlled by counselors in the construction of class atmosphere

A good class atmosphere may exist at the beginning and last, but most of the time, we need our teachers to give correct guidance, so what are the main elements that counselors should grasp when guiding the construction of good class atmosphere? The formation of a class atmosphere is ultimately the management of people, which is a guiding process for people, counselors should guide the head teacher. As the first key element, the head teacher is more mature than the students, and is the first assistant for the counselor to carry out excellent class atmosphere construction. A head teacher with a good mind has great influence on a class. The second is the main class committee, here, it refers to the class leader, deputy monitor and league branch secretary. Generally speaking, the above three positions are the iron triangle that each class must set, the value orientation and working style of these three students represent the direction of the class atmosphere to a large extent. The third is the secondary class committee, here refers to the class committee except the the class leader, deputy monitor and league branch secretary. They are not often in class work, but the key moment they are the important assistance of the main class committee, such as the commissary in charge of entertainment in the preparation of the new year's Day party and the commissary in charge of sports in the sports meeting, they are also the dominant force of the class atmosphere construction in a specific period. The fourth is the majority of students except the class committee, the formation of a class atmosphere is actually the comprehensive embodiment of the daily and specific period performance of each student. Therefore, the majority of students are the most fundamental factors for the formation of class atmosphere.

4 The main reasons for the affecting formation of good class atmosphere

Good class atmosphere is positive, unity and kindness, mutual help and mutual assistance, common progress, and what are

the main reasons affecting the formation of good class atmosphere. I have summarized that there are: 1 The management system is unclear. A class is a collective, and the counselor, head teacher and the committee of the class are not well managed only by experience and personal feelings, therefore, only reasonable common contract can be formulated in advance And to restrain all of us to abide by it together, then the complexity of human thought can be the best way to seek common ground, and coexist harmoniously. 2 The democracy of class managers is not enough, if a class cannot be democratic to the maximum extent in management, it will lead to some students can not find a sense of belonging, free from the collective, not caring about the class, and not conducive to the formation of excellent class atmosphere. 3 Class managers inaction, and class managers are neutral and lax, class managers should improve their management consciousness, and improve their ideological and political level at all times, and they can not panic in case of any incident, work stably, pay clear rewards and punishments clearly, do not focus on themselves and take more consideration for students, so as to gain students' hearts and have a good class atmosphere.

5 Key time nodes of the construction of the class atmosphere

Excellent class atmosphere construction can be started at any stage of University, but the effect of different stages is different, the general undergraduate course is generally four-year system, in the first stage, the class is equipped with a head teacher, the first step of the class atmosphere construction is to select the class committee, through a year of passionate university study and life, the cooperation of the class committee and students, the class atmosphere has basically formed, the excellent class atmosphere stability period is generally in the second year, if the second year finds that the class atmosphere is not very good, then we should find out the reasons, the second year is the best period of class atmosphere change, and more people should be used to help the class to form a good class atmosphere, the third year is the golden period of the continuation of the class atmosphere, and the class with excellent class atmosphere each index will get sublimation, the class problems of the class with bad class atmosphere may be highlighted, at this time, we should increase the intervention of the problem class, reduce the problem to the lowest level, most of the seniors are facing practical problems such as internship and employment, and the personnel and energy can be dispersed, but the cohesion of the class with excellent class atmosphere will still be strong, relatively speaking, the grade four class with bad class atmosphere index may be very low, at this time as the first manager counselor, can also use the valuable time before the internship to make some adjustments to the class to change the status of the class, but I believe that, in the four years of University, as long as the method is appropriate, measures timely, in the sophomore, the class will form a unique excellent class atmosphere.

6 Conclusion

The above four aspects respectively elaborated the relevant problems about the construction of class atmosphere, class atmosphere is of great significance to class construction, which should be paid attention by counselors, excellent class atmosphere is also conducive to students' Ideological and political education, and is conducive to the formation of students' correct world outlook, outlook on life and values, and is conducive to students' growth, adulthood and success, and counselors should also invest more efforts in it to study the construction of class atmosphere and to build the class with excellent class atmosphere.

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Analysis of the Intellectuals' Transcendence of Dilemma in Humboldt's Gift

Shanshan Hou

Jingwu University of Technology Town, Xiqing District, Tianjin 300000

Abstract: This paper analyzes intellectuals' dilemma and shows modern American intellectuals' dilemma. Violence, sexuality and money threat them all the time, which reveals the devastation of utilitarianism on literature. The first chapter analyzes the root of intellectuals' dilemma. Chicago was full of chaos. This city was full of social violence, causing the intellectuals to be in dilemma; sexuality corroded intellectuals' spirit; worship of money made them lost their identity. The second chapter analyzes how intellectuals should transcend the dilemma including the regressing to Jewish identity; opposing the timeserving and forgiving the world.

Keywords: Intellectuals; Dilemma; Transcendence of dilemma

1 Chapter one Causes of intellectuals' dilemma

The chapter analyzes the social causes of intellectuals' dilemma and explored the intellectuals' living environment. This work takes Chicago as the background of the story. Chicago was full of chaos in every corner. Social violence was a serious threat to these intellectuals, especial these Jewishes, causing them to suffer dilemma; the indulgence in sex made them suffer emotional crisis and financial crisis; the worship of money made them lost their academic pursuit.

1.1 The rampancy of violence

Since the early 1920s, Chicago had been surrounded by its crime problem, which drew close attention from the whole world. It was even regarded as the center for crime and the gangsters. *Humboldt's Gift* was set in a time when gangsters and crime remained a big problem in Chicago and the whole city was full of violence and blood. Violence was a main part in Chicago's daily life. Social violence threatened Chicago, causing the intellectuals in Chicago to suffer.

In *Humboldt's Gift*, Chicago's violence is manifested by the scoundrel Cantabile's entanglement with dramatist Citrine. The Cantabiles were in the middle of the Capone-era homicide clique, driving trucks carrying whisky banned at the time, beating people for the mafia. He and his cousin teamed up to cheat Citrine. Citrine did not care about the event, eventually causing his beloved Mercedes car to be smashed with a bat by Cantabile and his cousin. Chicago's justice has long been flooded with blood, as if the wild beast was killing these intellectuals, especial the Jews. Capone, who had scared Citrine, had been sentenced to only a year in prison for tax evasion. Chicago police, politicians, and even teachers turned a blind eye to Chicago's chaotic atrocities, making the rough city even more fearless.

As showed above, Chicago was a city of violence. People, especially the intellectuals, were overwhelmed by it. However, they had no ability to protect themselves from smuggles and then they lost courage to reason with them gradually. Finally the violence led to the lack of sense of security in the mass, which is an important factor leading to the intellectuals' dilemma.

1.2 The indulgence in sexual desire

Humboldt's Gift expressed deep concern about the excessive indulgence in sexual pleasure, and the spread of unchastity became the main force of disintegration of the intellectual's family. The chaos and disorder of the social relation were brought by the over-liberation of the sexuality.

The world was driven by sexuality. Citrine could not control his desire and had an affair with Leonard. He finally abandoned his wife Renata. However, Leonard leaved Citrine to find another home. Passion is not equal to love, and men and women are still in pursuit. The line between love and desire is blurring. In the *Humboldt's Gift*, Chicago's scoundrel, Canterman, offered to express his sexual desire to the Citrine, *there was one thing that needed three of us to do it together. You're lying on your back, she's on you, and at the same time, it's against me.* (Bellow, 2007, p205) The erotic requirement reflects the tendency of bisexuality. And the dominant consequence is the prevalence of AIDS, and the hidden consequences are sexual desire.

Chicago with indulgence in sexual desire epitomizes the reality of American society. Spiritual civilization is extremely empty and lacking. People cannot control their desires, and the entire city suffers. So does the intellectuals.

1.3 The worship of money

After the Second World War, the America became richer than ever. Social material wealth sprung up in large quantities. Money

gradually became the standard of world to measure everything. While transforming the social value system, it corrupted the spiritual culture and morality at the same time. Under the extreme material temptation, many intellectuals become slaves to money.

The atmosphere of money worship brings negative effects, and every close pairs turned to fragile. In *Humboldt's Gift*, Denise, Citrine's ex-wife, troubled Citrine in the divorce case and designed to get his entire fortune. Although Denise had taken the custody of the Children, the house and all the money from Citrine's most successful play, Denise was still greedy. Because of the previous earnings Citrine had earned, Denise demanded thirty thousand dollars a year. She gathered a lot of evidence, some true and some false, to prove that Citrine was capable of making enough money. She ignored the lowered productivity and the dilemma that Citrine faced and just wanted the money. This novel also created a series of divorce judges and lawyers who dominate the world of money. From university professors to gangsters, criminals, scoundrel, all of people couldn't resist the temptation of money, and finally they lost themselves in the pursuit of money.

People were hunted by the devil of money, in the pursuit of which people lost themselves. On one hand, the intellectuals are the victims of money-worship; on the other hand, though the intellectuals didn't want to be assimilated into this atmosphere, they still failed. The failure caused them suffer more.

2 Chapter two The intellectuals' transcendence of dilemma

This chapter mainly talked about how the intellectuals transcend those dilemmas. In face of identity crisis, emotional crisis and academic crisis, they chose to accept to the Jewish identity, oppose the timeserving and forgive the world that once hurt them. The intellectuals got into trouble for a while, but in the end they all managed to transcend them and reconstruct the intellectual identity.

2.1 The regression to Jewish Identity

American culture was the mainstream one in the 1970s, which was regarded as the elegant, energetic, and successful one. On the contrary, the Jewish culture was regarded as the tacky and low one. Therefore, many intellectuals choose to conceal their true identity and even give it up. However, abandoning their roots was just their beginning of dilemma. Regression to Jewish identity had been an important key to get rid of these dilemmas.

Through Humboldt, Citrine reestablished his faith and returned to Jewish identity. Citrine insisted on visiting Humboldt's lonely old uncle in the sanatorium, despite Leonard's fierce opposition. It was the trip to return to the Jewish culture. It was after his trip to Coney that Citrine received the gift of Humboldt, a volume left over by Humboldt, in which Humboldt forgave Citrine. In addition, the gift also includes two script outlines, which made Citrine realize his betrayal of the Jewish, and help him regress to Jewish identity. And then he decided to visit his dying brother, even though it was strongly opposed by Leonard. *"Once they are there-irrefutable-there is nothing to do with them. Their reality is more important than mine. Beyond the vivid point, I became passionately attached."* (Bellow, 2007, p443) Family was prior than the lover, which reflected the strong cohesion of Jewish culture. Citrine resisted the temptation of American culture and achieving a complete return to the Jewish identity.

Identity is a person's root and belongingness. Only when these intellectuals identify their identity, can he firm their position, guard their original heart and transcend all kinds of dilemmas. At the end of the novel, Citrine, together with Humboldt's only uncle, Waldema, held a "perfect and proper" funeral for Humboldt and his mother. During the funeral, Monasha sang "an ancient black American hymn 'Home'": *"go home, I want to go home."* (Bellow, 2007, p486) It is an urgent matter for intellectuals to identify their own culture.

2.2 The opposition to the timeserving

In addition to criticizing the pragmatism of American society against the desolation of people's spirit and intellectual powerlessness, this novel also criticized the intellectuals' perfunctory behavior. The last thing that should happen is that intellectuals please the masses. As Citrine said, people are in a difficult position, and the main reason is that they have given their moral authority to the mass.

Citrine isolated himself to oppose the timeserving. In a multicultural society, Citrine was invaded by various secular forces, and life was boring and meaningless. Everything was being driven to secularize Citrine. In face of all kinds of troubles in the commercial society, Citrine chose to isolate himself. He refused to do what others regard right and should do, and instead he pursued what was best in his heart. Citrine found that with the superiority of his material life, he was more and more nostalgic to the past, missing the youth when he listened to Humboldt's talk, spiritual truth, good and beautiful home. *"in the current state of affairs, [refers to Renata, Dennis, children, courts, lawyers, Wall Street, sleep, death, metaphysics, fate and cause and effect, the universe in our hearts, our existence in the universe], I still haven't stopped thinking about Humboldt."* Citrine thinks of souls, death, Humboldt, etc., which were seen as abnormal and intolerable in the eyes of others, because many of Americans put the fame and money in the most important place. If you want to get them, you must follow mass, and cater to the public. At first, Citrine certainly did that, which caused a terrible loss. However, he made a change to oppose the timeserving. He would rather be reclusive in a small hotel to examine him than return to Chicago or Italy. At that time, he regreted his sins which included refusing help the poor Humboldt, pursuing money and reputation, indulging in the sexuality. In conclusion, After Citrine realized the wrong tendency and corrected it; he created a meaningful work and achieved success again.

Citrine in *Humboldt's Gift* is the conscientious intellectual plagued by capitalist multiculturalism. In the noisy society, he chose to isolate mentality, thinking about the value of life, existence and other values. He tried to awaken people whose mentality was being manipulated by mass culture. The society in the novel is a multi-dimensional society, and Citrine is an intellectual who opposes the tendency of timeserving.

2.3 The forgiveness of the world

Tolerance is a dose of "good medicine". Learning to be tolerant of others is equal to being kind to intellectuals themselves. The more forgiveness the irritable world has, the less damage intellectuals will suffer. If these intellectuals refuse to forgive the fault of others, they are not yet a noble cultivation, but also make their hearts suffer pain. When forgiveness happens, the transcendence will

arrive.

Learning to forgive the fault of others is also to relax their own heart; otherwise their heart will be in the dark and wet forever. Citrine finally reconstructed his intellectual identity through forgiveness. Citrine was once betrayed by Humboldt. Citrine regarded Humboldt as his mentor, his close friend. However, Humboldt took his more than 60 million secretly when he was in trouble. In addition, Humboldt also repeatedly criticized and insulted him in public, which made Citrine miserable. All of these seemed to be difficult to forgive, but Citrine did it. He gave Humboldt pardon. He said that he will still remember that Humboldt is a lovely man, a generous man with a heart like gold. From time to time he leafed through these manuscripts. He was convinced of the value of these things. From here, we can infer Citrine has forgiven Humboldt and he also saved himself from a painful spirit. He finally overcame these dilemmas and reconstructed his image as an intellectual.

People will always resent and hate because some things make their life chaotic, which makes themselves in pain, anger, hatred and frustration. So everyone needs to learn to forgive, and then our mind can go forward without burden.

3 Chapter three Conclusion

In *Humboldt's Gift*, Bellow analyzes the fate and crisis faced by intellectuals, reflecting the anxiety and confusion of the American intellectuals in the 1960s. Humboldt's faith inspired Citrine not to relinquish intellectual responsibility and that he would pass on the intellectual pursuit of the spirit. Citrine and Humboldt continue to seek their identities in the chaotic world, giving meaning to tiny life. Bellow believes that real intellectuals should transcend national boundaries, oppose the timeserving, and undertake the social responsibility.

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Literary Linguistics Analysis of Yun He's "Snow"

Li Jiang

Department of Quality Education, Yibin Vocational and Technical College, China

Abstract: Stylistics is the author's linguistic study of the choice of words within a text for the reflection of authorial intent. Due to its widespread application, the aim of this research project was to stylistically analyze the poem "Snow" written by Yun He. He managed to shake off the older style and depicted the poignant aspects of life with a sophisticated set of skill in his poem. At the same time, he is also a poet with a clear self-consciousness and emphasizes the originality of the poem style. The findings revealed that "Snow" is a prose poem, which presents the author's homesickness and his unfailing seeking for identity in a natural way. This analysis helps the reader to understand the theme of the poem that the snow represents his strong love for his beloved country and his unceasing effort to seek for belongings. The poem is symbolic, with simple diction but deep thoughts. Various stylistic devices like symbolism, hyperbole and lexicon cohesion are used in this ten-line stanza poem. Although the poem is short, it contains deeper connotations.

Keywords: Stylistic analysis, Symbolism, Yun He, Snow

Research Questions:

How the stylistic analysis will work in "Snow"?

How to analyze the poem "snow" at phonological level and semantic level?

Objectives:

To make readers know the stylistic features of "Snow".

To make readers clear about the application of stylistics devices.

To make readers able to trace the stylistic devices used by the author.

Introduction:

Stylistics is the branch of linguistics which deals with different styles, writings, books at different levels. Stylistics is dependent on literary criticism and linguistics but has no independent branch of its own. Since evolution, man needed a mode of communication in order to express his/her emotions and inner thoughts to one another. This desire to communicate and converse encouraged man to establish a method, either written or spoken, consisting of words in a structured and conventional way. The system of words and signs which man used to communicate and express his/her thoughts and feelings to one another is known as language. The poem "snow" is symbolic; the diction is simple but thought-provoking.

Introduction of the poem:

The poem "Snow" is just like a prose. It has free style in form, which is quite different from the traditional poems. The language is pretty much easy to understand but delivers a pivotal message. The information revealed through the poem is directly related to homesickness and patriotism, however, it is not directly conveyed but through a question "why with such stubbornness I love the motherland's bitter cold?" The thought-provoking question together with the image of "envelope", "letter" and direct speech "Yet one yearns to see a fatherland's glacial white snow" all revealed the poet's passionate love for his hometown and his country.

The theme of the poem is also crystal clear. Why the author choose snow not the other things to convey his thoughts and emotions deserves good thinking.

Introduction of the poet:

Yun He was the pseudonym of James Teng Choon Na who was born and educated in the Philippines. He belongs to the generation of poets who write with a consciousness of one's position as Chinese-Filipino. He is an excellent poet with outstanding language aptitude, conscious of poem style and strong modern awareness. Exploring techniques ranging from lyricism, to aestheticism, to contemporary, he was impressive with his ever-dynamic style. He managed to shake off the older style and depict the poignant aspects of life with a sophisticated set of skill in his then articles. His poetry confronts the loss of an imagined homeland. He is good at using metaphor to communicate sadness of overseas Chinese.

Methodology:

This section will provide the stylistic analysis of "Snow". Stylistics analysis involves six basic levels i.e. Grammatical level,

Phonological level, Lexical level, Semantic level, Morphological level, and Graphological level. But here, we are going to analyze at phonological and semantic level. Phonology is the branch of linguistics that deals with the organization of the sounds in language. It specifically emphasizes on the phonemes (single unit of sound) in language. Phonological level analyses that how and when the sound can be combined in a poem. Phonological features are presented in the form of consonance in “Snow”—the repetition of consonant sounds. This repetition is not limited to initial consonant sounds. In line one, three and four, letter T is a consonance.

I regret it completely melts when slipped into an envelope
Yet one yearns to see

Send what you haven’t seen in all your life

Another phonological feature is assonance: the repetition of similar vowel sounds followed by different consonant sounds in words that are close together.

I regret it completely melts when slipped into an envelope
Seems I can **only wish**, not possibly

Send what you **haven’t seen in all your life**,
why

With such stubbornness I love

The motherland’s **bitter** cold?

One prominent figure of speech used here is pun, which means a play on the multiple meanings of a word, or two different words that sound alike but have different meanings. In the last line of the poem, bitter not only means a chilly cold literally but also indicate a distressed author’s mental state of mind. Moreover, we can touch the deliberate mixing of the senses from the physical feeling to mental thoughts.

The motherland’s **bitter** cold?

Stylistics Devices:

There are many stylistics devices present in a poem, understatement is used at the start of the poem. An envelope emerges as if there is a conversation between the author himself and a far-away close friend or relative. He deliberately represents snow as less important than it really is. Actually, the snow is meaningful. Since snow is typical and common in China but not possibly to see in Philippines, the choice of snow represents the author’s purpose and intention. It conceals the author’s special love for his beloved country. The hopeless act of ‘mailing’ snowflakes, or the sheer foolishness of it, does not deter the poet from enacting a figurative performance. This is his mode of unleashing the depth of his sorrow and the strength of his desire. Next stylistic device is symbolism. Snow is a symbol of the author’s pure and innocent love and ‘envelope’ ‘letter’ is a symbol of devoted connection to his motherland. ‘glacial white snow’ symbolizes his bitterness of missing the place where he rooted and come from.

The entire poem “Snow” is short, condensed, polished, pointed phrases that ending in surprising or evocative turns of thought. The end of the poem is a thought-provoking question, which arouse our medication. But the author knows the answer well and there is no anticipation of solutions.

Why

With such stubbornness I love

The motherland’s bitter cold?

As we have seen, literary texts are particularly likely to exhibit cohesion at levels beyond the basic logic of the sentence, cohesion among content morphemes is especially important. In

this poem, the ‘snow’, ‘melt’, ‘glacial white snow’ and ‘bitter cold’ these content morphemes are all associated in the text through shared semantic features. Snow is a symbolic of the author’s love for his motherland. It arouses us a sense of empathy and compassionate feeling towards overseas Chinese. ‘Envelope’ and ‘letter’ indicate far-away gloomy and sadness. Lexical cohesion is also created by repeated use of content words whose semantic description involves our country: “fatherland” and “motherland”. The poem begins with regret and ends with the bitter cold. In the opening stanza we find a concentration of terms with depressed mood. The whole poem uses two paragraphs to present the author’s deep sorrow.

Yet one yearns to see

A fatherland’s glacial white snow

Why

With such stubbornness I love

The motherland’s bitter cold?

Lexicon can often reveal sources of cohesion that we might not otherwise notice and can help us discover the recurrent themes and images of a text. Sometimes, however, this approach may seem singularly unrevealing. In any discourse, lexical choice is intimately associated with, and partly limited by, choice of subject matter. Lexical choices which result most directly from choice of subject matter are likely to be the least striking stylistically. What is of more basic interest in “Snow,” then, is the choice of subject matter itself, rather than the vocabulary associated with it. The tone of the poem is very simple and casual, but the underlying message is very serious.

Conclusion:

The poem “Snow” is different from the traditional poems in form and style. However, it contains deep meanings under various figures of speech. Sentiments are evoked in the poem “snow” because of its imagery. A feeling of sadness and loss lingers in mind. Besides its free and new style, the underlying profound message needs to be noted. The poem set a good example of Chinese-Filipino poets with a heart for home. The choice of words plays a significant role in building the inner concept of poem. At the end of the poem the author leaves readers a thought-provoking question, which strongly arouses our compassion as a native Chinese speaker.

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Appendix:

Snow

I regret it completely melts when slipped into an envelope

Seems I can only wish, not possibly

Send what you haven’t seen in all your life

Yet one yearns to see

A fatherland’s glacial white snow

After I read your letter, the sun

With a knowing gaze

Reads me and wonders, why

With such stubbornness I love

The motherland’s bitter cold?

(Yun He: 2002)

A Study of College Students' English Autonomous Learning Mode Based On Mobile Terminals Under the Internet Environment--Take Hunan University of Humanities, Science and Technology As An Example

Chengwu Xu, Sirui Fu, Jianglu Ren, Yang Zhao*

Hunan University of Humanities, Science and Technology, Loudi City, Hunan, 417000

Abstract: With the rapid development of information technology, the popularization of intelligent mobile devices and the continuous development of application software provide conditions for the use of various multimedia teaching means. Mixed online and offline teaching based on mobile learning has gradually become a trend. In order to effectively promote mobile terminal autonomous learning, this paper summarizes the advantages and disadvantages of online teaching mode, and puts forward relevant strategies and suggestions according to the actual situation and the needs of students.

Keywords: Mobile terminal; Internet; Autonomous learning; Information technology

Fund Project: 1. The phased results of general scientific research project of Hunan Education Department in 2020 "Research on the Talent Cultivation Mode of" One Main Line, Two Docking, Three Fusion and Four Cooperation "for Business English Majors in Local Universities" (Project No. : 20C1040). 2. The phased results of the National Innovation and Entrepreneurship Training Program for College Students in 2020 "Research on Autonomous English Learning Mode for College Students Based on Mobile Terminals in the Internet Environment" (Project No. : S202010553006).

1. Purpose, background, current situation and significance of the research

1.1 Research objectives

Mobile terminal, also known as mobile communication terminal, refers to the computer terminal equipment that can be used in the mobile, mainly including mobile phones, laptops, tablets, on-board computers, etc. Its functions mainly include Internet, communication, multimedia transmission and mobile resource library, etc^[1]. When the epidemic was severe, in the first semester of 2020, schools at all levels and all types of schools across the country basically used the Internet and mobile terminals to conduct education^[2]. It can be said that the COVID-19, which began in early 2020, will rapidly promote fundamental changes in teaching models. Therefore, the research of this topic has very important practical significance, urgent, necessary and necessary.

1.2 Background

At present, China's mobile Internet users have reached 695 million, among which teenagers account for a large proportion^[3]. Informatization of the education industry has developed in line with The Times, and the online learning platform based on mobile network technology has a huge research space and value. Mobile learning has become an indispensable part of people's lives. The further development and improvement of network interconnection technology and mobile technology will greatly meet the needs of people who can learn anytime and anywhere.

With the rapid pace of work and life, network interconnection technology and mobile technology have been further developed and improved, and network learning can better meet people's needs of learning anytime and anywhere.

1.3 The status quo

At present, schools in developed areas of China have initially explored a set of online teaching mode, and have developed batch of online courses and teaching resources. Various teaching resource platforms and online learning platforms are emerge in an endless stream. However, most of the existing platforms generally have the following problems^[6]: First, poor cross-platform and self-adaptation, which do not support mobile terminal learning and cannot meet the needs of learners to learn anytime and anywhere. Second, the emphasis on teacher-centered, emphasis on the organization and development of learning resources, which resulting in the lack of interaction and cooperation of the developed learning platform, can not fully mobilized the learning interest of learners. Third, more schools still stay in the simple accumulation of teaching resources, that is, some teaching handouts, extracurricular reading materials, class videos and other multimedia resources on the network to be browsed and download by students. This is a relatively

primary way that can not play the initiative of students in the network learning and lack of interaction between teachers and students^[7]. Therefore, in the face of the current situation of the popularization of the network and the increasingly rich network resources, how to better use the network for teaching and learning services, is the current educators will be deeply thinking about the problem.

2. Research methodology

2.1 Study route

Design a questionnaire—Ask questions—Conduct research—Analyze the problem—Fix the problem—Building Patterns

2.2 Research method

This research uses the literature research method, the investigation research method synthetically. Referring to the related literature, this paper summarizes, sorts out and sums up the status quo, problems and solutions of mobile terminal self-regulated learning of Chinese college students in recent years. Keep abreast of the latest research developments and findings of related studies. By using the method of Investigation and research and adopting the mode of questionnaire, this paper makes an investigation and research on the contemporary college students, and explores and summarizes the obstacles and subjective needs of the college students when they use their smartphones for mobile learning, it provides reference for mobile learning.

2.3 Data analysis

Statistics and analysis of survey data by using Excel.

2.3.1 Ways for college students to use mobile terminal for learning

As can be seen from the diagram, there are various ways for college students to use mobile terminals for learning, most learners used mobile/computer/tablet online learning (90.7%) , learning software (78.31%) and instructional videos (72.11%) in accordance with their preferred learning style and approach. Data also has big differences. It is focused on online document reading and photo recording, with 53.8% and 46.48% of the population using the two methods respectively, while the percentage favoring the two methods dropped to 32.11% and 21.69% respectively. Reasons are as follows: According to another survey, learners are more likely to learn for free, while online documents are mostly paid for, and classroom photos are a distraction, so they're less popular with students. As far as the teaching method, the highest proportion is concentrated in the combination of the classroom, the network, the self-study three kinds but mainly in the classroom, has reached 62.82% . Therefore, it is very important to design mobile terminal learning mode according to students' preferences.

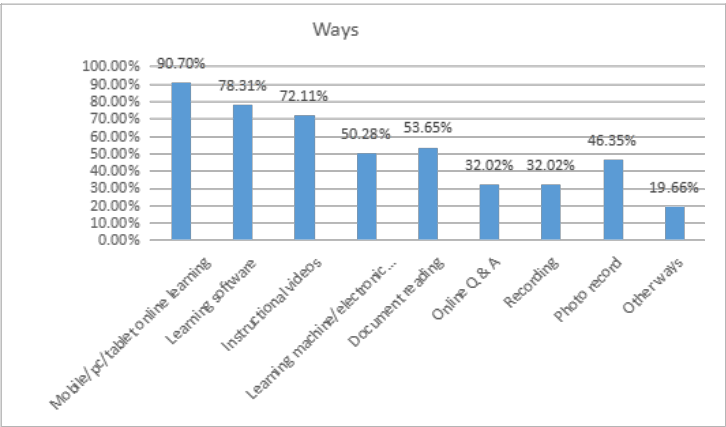


Figure 1 ways of college students use mobile to learn

2.3.2 The main factors that affect the learning effect

Options	Amount	Percentage
Platform operation is complex, not convenient to use	171	48.03%
Distraction	281	78.93%
The network is slow and the wait time is long	200	56.18%
Not enough resources to meet the demand	150	42.13%
Other factors	97	27.25%

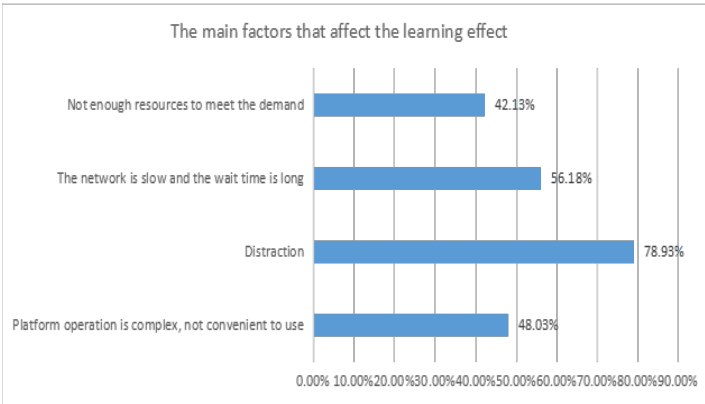


Figure 2 main factors affecting mobile learning

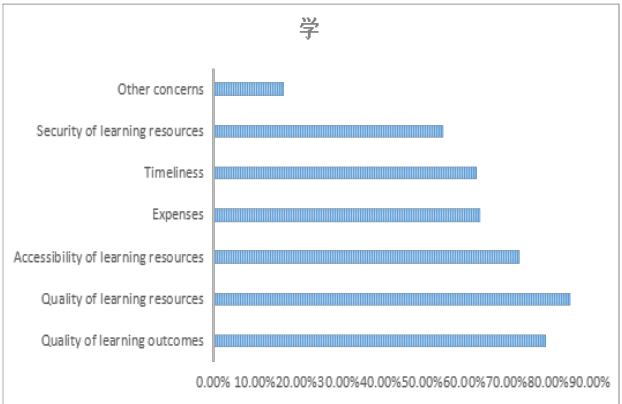


Figure 3 students' concerns about mobile learning

According to the dates, in the Mobile Terminal Study, the factor that affects the university student study are various, but the most main factor is: distraction (78.93%) , the network time is slow, the waiting time is long (56.18%) and the platform operation is complex, inconvenient to use (48.03%). There are other reasons, such as lack of resources. In mobile learning, the main concerns of college students are the quality of learning resources (88.2%) , the quality of learning results (80.0%) and the convenience of learning resources (75.6%) . It can be seen that, in order to improve the effect of mobile terminal learning, solving the problem of inattention should be put in the first place. In addition, in order to facilitate students in mobile learning, the provision of high-quality learning resources is also of paramount importance.

3. Strategies and suggestions

According to the above problems and the analysis of the reasons, the author puts forward the following four countermeasures and suggestions:

3.1 Strengthening the integration of mobile learning and English course based on smart phones,iPad or computers.

It is necessary to deepen the presentation and content of English knowledge in mobile terminal and enhance learners' ability to comprehensively use language. We with English subjects, we will create a mature model of mobile learning based on mobile terminal in English teaching, and build a unified, professional platform to guide learners' mobile learning, to promote students' comprehensive language use ability.

3.2 Strengthening the evaluation mechanism of mobile learning in English teaching^[8].

In order to cultivate learners' learning motivation and stimulate their interest in learning, it is necessary to set up a reasonable evaluation mechanism. Through evaluation and feedback, learners can know their learning results in time, so as to increase their self-confidence and interest in learning when improvement has been presented, or know their shortcomings and mistakes, so they can correct them in time, this kind of evaluation can be very encouraging.

3.3 Strengthening the guidance function of the professional personnel and cultivate self-regulated learning consciousness of learners.

We should enhance learners' sense of responsibility in learning and instill correct attitudes and methods to them^[9]. What's more, we should effectively monitor their mobile learning, Mobile learning should establish its own services after learner studying, for example,training mobile learning professionals to provide corresponding services for learners' later learning,in this way,incumbents or some learners who want to improve themselves through mobile learning can consult English related problems through professionals.

3.4 Strengthening the development of English curriculum^[10].

Modern technology enables all learning resources to be shared through the network, greatly facilitating the learners, and as mentioned above, under such circumstances, it is urgent to design excellent English curriculum, because curriculum are the soul of mobile learning and the key factor to let learners continue to use mobile terminal.

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Authors:

Chengwu Xu, (1998--),born in Xiangtan, Hunan prvince, 2017 business English major students of Hunan University of Humanities, Science and Technology.

Sirui Fu, (1998--), born in Yueyang, Hunan province, 2017 Environmental Engineering major student of Hunan University of Humanities, Science and Technoogy.

Jianglu Ren, (1999 --), born in Changsha,Hunan province, 2017 business English major student of Hunan University of Human ities, Science and Technology.

Corresponding author:

Yang Zhao (1982 -), born in Loudi, Hunan province, lecturer of Hunan University of Humanities, Science and Technology, tuto r of this paper, research direction: English Linguistics.

The Irregularities in the Correspondence of Sound and Symbol in English

Jiaying Li

Beijing Forestry University School of Foreign Languages Beijing 100083

Abstract: In English, there is no simple sound-symbol correspondence system. One letter of the alphabet does not represent the same sound all the time, nor does a specific sound always find its representation in one letter of the alphabet. This inconsistency of English sound and its spelling symbols poses a great difficulty to L2 and foreign language learners. This study will look at the reasons for this problem of inconsistency; the manifestation of these inconsistencies and make some suggestions to ease the problem for second and foreign language learners.

Keywords: Irregularities; Orthography; Great Vowel Shift; Dialects

1. Introduction

The meaning of a symbol is established within a given language or culture. This is the case both for linguistic signs and for gestures (modes of address) or visual representations (e.g. the dove as a symbol of peace) (Bussmann & Kazzazi, 2001)^[1]. In this thesis, linguistic symbols will be discussed such as letters, combination of letters. As we all know, there is a correspondence between sound and symbol in some languages, for instance, Japanese Kana. Kana is a Japanese system of syllabic writing, which has entirely regular correspondence between orthography and phonology. While Chinese characters is the other extreme. Chinese characters are ideographic characters, which have a very indirect or arbitrary relation with the pronunciation, depending on the character. (Seidenberg et al. 1984: 383)^[7].

However, English lies roughly between these two extremes. , The correspondence between symbols and sounds is ambiguous and irregular: each sound of English is represented by more than one written letter or by sequences of letters; and any letter of English represents more than one sound, or letters do not represent any sound at all.

1.1 Previous studies

English is so irregular that /fɪ/ might be spelled “ghoti”, which utilizes the “gh” from the word “cough”, the “o” as in women, and the “ti” as in “action”. Some linguists have recognized that the orthography is more complex than an irregular letter-to-sound system, and Francis analyze the relationship between spelling and sound and to enumerate the non-phonemic elements entering into this relationship. (Venezky, 1967: 78)^[9].

The most complete linguistic analysis of spelling-to-sound relations has been undertaken by Venezky.² Venezky analyzed the correspondences between the spelling and pronunciation in 20,000 words with the help of a computer. And as a result, he give a full description of the relationship between the spelling and pronunciation.

Therefore, we must also cope with the fact that the pronunciations of a significant pool of English words are arbitrary, irregular, or otherwise unpredictable.

1.2 Significance of the study

The irregularities of sound and symbol in English pose difficulties to L2/ foreign learners. Facing these irregularities, L2 learners cannot pronounce the unfamiliar or irregular words correctly, which will accordingly influence their English pronunciation and spelling. Glushko (1979)^[3] also found that “exception” words which have irregular spelling-to-sound correspondences will take longer to read aloud than words with regular correspondences. (Glushko, 1979: 674)^[3]. Meanwhile, pronunciation latencies were also longer for regular inconsistent words who have predictable pronunciations, but there are also words in English with similar spellings and irregular pronunciations. This result suggested that the inconsistencies in the mapping between spelling and sound in English have more pervasive effects on reading than previously thought. (Seidenberg et al, 1984: 384)^[7].

Therefore, figuring out the reasons of these irregular phenomenon, and find solutions to these problems which will be beneficial for our English study.

2. Methodology

Two research methods are adopted in this paper. The first one is literature analysis. Literature management software such as Endnote, CiteSpace and other literature metrological visual analysis software are used in order to simplify, visualize and systematize the source materials. Questionnaire is also designed for the study. According to the research topic, in view of university students’ proficiency of

English spelling and pronunciation, the questionnaire “Choose the correct English phonetic transcriptions” was devised. The purpose of the questionnaire is to examine the status of the respondents’ spelling and pronunciation, figure out their problems when facing these discrepancies between sound and symbol, and finally find solutions to solve these problems.

3. The reasons of the irregularities between sound and symbol

Many reasons contributed to the inconsistencies between sound and symbol in English. The main reasons are as follows.

3.1 The printing of English

Okeke (2008)^[6] points out that the printing of English is one of the obvious reasons why there is no regular correspondence between sound and symbol. The printing was established in 1475 when William Caxton published a book in Belgium, the Recuyell of the Histories of Troye, which is the first book to be printed in English. After printing was established, there was naturally a tendency to use forms of language that had already appeared in earlier printed books (Upward & Davidson, 2011)^[8]. So printers tend to conform to an unified standard in printing. Therefore, the spelling of English was gradually fixed in the 15th century with the emergence of the printing of English.

3.2 The Great Vowel Shift

On the other hand, the source of this ambiguity is also primarily due to what linguistic historians call the Great English Vowel Shift. Upward & Davidson (2011)^[8] state that the Great Vowel Shift (GVS) is the name given to a number of important and related pronunciation changes which affected these long vowels during the 15th, 16th and perhaps early 17th centuries and which resulted in the differences between the sound–spelling correspondences of the continental European languages. During the process of GVS, the pronunciation of long vowels changed. For instance, the second grapheme <e> in “serene” who corresponded to the long vowel /e:/ became /i:/ in the GVS, while in “serenity”, the second grapheme <e> reads /e/. After English spelling was becoming more fixed, these sound changes were not reflected in the spelling system, which result in the different sound in same symbol.

3.3 The preserved etymology in spelling

It’s an undeniable fact that the spelling of English is etymologized, which means that the English spelling retains etymology. In Modern English there are words “Dette and Sotill”, which were later written “debt” and “subtle” in order to show their connection with Latin source words “debitum” and “subtilem” (Upward & Davidson, 2011)^[8].

3.4 The influence of loan words

What’s more, another reason concerns the inconsistency between sound and symbol is the influence of the borrowed words from Latin, French, Greek and Scandinavian, etc. Borrowed words from French such as “Ballet”, the grapheme <et> reads /eɪ/ rather than /et/, while in English word “wallet”, it pronounced /ˈwɒlɪt/. That the different pronunciation of the letters <et> can explain the reason why the same letters does not always represent the same sound. Furthermore, there are some more obvious borrowed words, “rouge” /ruːʒ/, bourgeois /ˈbʊʒwaː/, etc, which increased the proportion of the discrepancy of English pronunciation and spelling.

3.5 A variety of dialects and accents

Last but not least is the influence of dialects and accents. The pronunciation of geographic dialects vary from one to another.

For instance, the pronunciation of /r/ after a vowel, as in bark-in Britain. Speakers in the areas including Ireland, Scotland, southwestern England, and a small area near Liverpool--pronounce their /r/s in this position, but speakers in the area--basically the rest of England and Wales, including the city of London--do not (McKay & Hornberger, 1996)^[5].

English is widely used around the world, which brings about the changes of pronunciation in different accents. For example, the English of Afrikaans speakers is heavily influenced by the linguistic patterns of their mother tongue. They will pronounce hands as [haens], [fiaens] or [hens], which devolve the final /z/ and omit /d/. (Lanham & Traill, 1962: 175)^[4]. However, these changes in dialects and accents are not reflected in the spelling, which aggravate the discrepancy between spelling and pronunciation in English.

4. The manifestation of the inconsistencies between sound and symbol.

The inconsistencies are shown in the following aspects: the same letter may represent the different sounds; the same sound may be represented by different letters; some letters are not pronounced; the sound are added to pronunciation of spelling while there is no corresponding letter.

4.1 The same letter represent the different sounds.

(1) The letter <a> is pronounced (major pronunciations are listed)

/ə/-- “about”, “above”, “adjust”

/æ/-- “mad”, “hand”, “sad”

(2) The letter <c> can represent:

/k/-- “cat”, “cup”, “cottage”

/s/-- “cease”, “cyber”, “cite”

(3) The letter <u> can pronounce as:

/ʌ/-- “sun”, “gun”, “bus”

/u/-- “school”, “fool”, “pollute”

4.2 The same sound represented by different symbols.

(1) The long vowel /i:/ may be realized by:

<e>-- “easy”, “each”, “eely”

<ea>-- “meat”, “eagle”, “peace”, “cease”

(2) The fricative /f/ is spelt:

<gh>-- “cough”, “enough”, “laugh”

<ph>-- “physics”, “photo”, “phone”, “graph”

(3) The vowel /e/ can be spelled

<ea>-- “bread”, “instead”, “measure”

<ai>-- “said”, “failsafe”

4.3 Some letters are not pronounced.

(1) The letter “b” is silent: subtle--/ˈsʌtl/, limb--/lɪm/, climb--/klaɪm/.

(2) The letter “h” is silent: hour--/ˈaʊə(r)/, honest--/ˈɒnɪst/, vehicle--/ˈviːəkl/.

4.4 The inserted sound

(1) /j/ is pronounced before u, for example:

Use /juːz/

Cute /kjuːt/

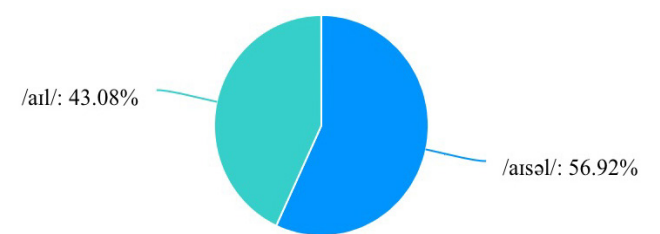
/w/ is inserted before the letter o in one, once. (Okeke, 2008: 71)^[6]

5. Results and solutions to the problem of spelling and pronunciation

In order to know the difficulties L2/ foreign learners may encounter when they meet the inconsistencies between sound

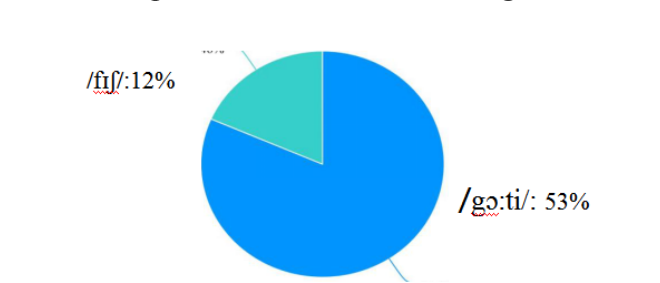
and symbol, a questionnaire was made and distributed online to 65 junior college students, hoping to learn about the difficulties they would face in dealing with inconsistent English spelling and pronunciation. The topic of the questionnaire is “ Choose the correct English phonetic transcriptions”, and 10 items were designed in which each item have two different answers. For instance, the item “above” includes two different phonetic transcriptions--/ə'baʊ/, /e'baʊ/. All the items are classified as 5 pairs. Each pair of words correspond to the each embodiment of inconsistencies of sound and symbols. The purpose of this questionnaire is to examine whether students can recognize the correct pronunciation when facing the inconsistency of symbol and sound, and figure out in which aspect they perform the worst that we need to pay more attention to in order to address the problem.

The results show that some junior college students still choose the wrong answers as they are easily get confused when they meet different phonemes of the same grapheme. What's more, as shown in figure 1, more than half of students don't know the silent letter <s> in the word “aisle” which explain that they have no perception or have low perception of the silent letters in the pronunciation of words.

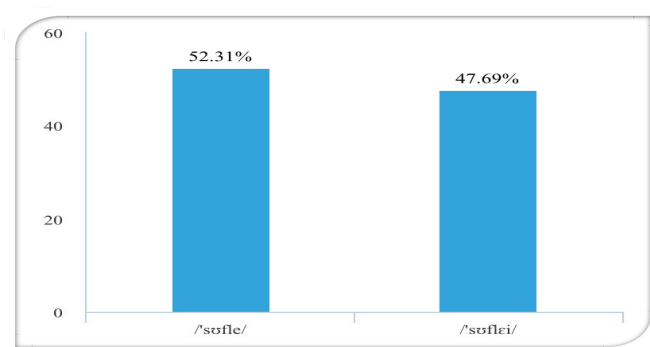
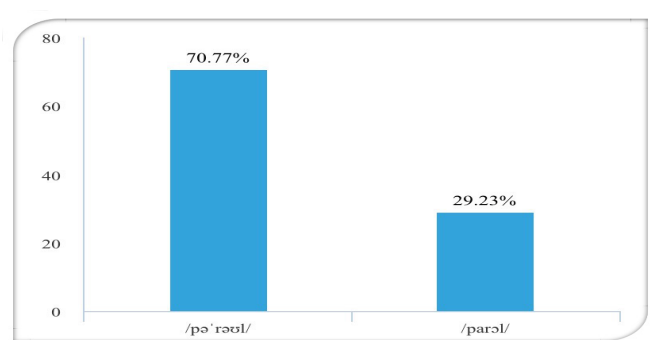


Meanwhile, from students' choices of pronunciation of “ghoti”, we can know that when students face unfamiliar words, the way they pronounce the words is to follow its spelling and its usual corresponding pronunciation, however, sometimes it doesn't work. As shown in figure 2, most of students choose the wrong answer.

Most important of all, from the data gathered, we



found that in response to the pronunciation of loan words “parole” and “soufflé”, there always more than half of students choose the wrong pronunciation.



The overall results show students' poor performances in the choices of pronunciations of silent letters, loan words and unfamiliar words. When facing different pronunciations, it's harder for them to decide which one is correct answer.

Hence, we need to pay more attention to the silent letters, unfamiliar words and loan words, which needs us to collect as much as possible in our daily study when facing these pronunciation and remember more regular correspondence between sound and symbol.

The limitations of the study: The questionnaire is not quite complete and the items are relatively simple, there should be more items, for instance, list a phoneme, and students are asked to choose all of its possible graphemes, which can examine their competence in dealing with the divergence between symbol and sound. Moreover, the choice of loan words--parole is not quite proper for it has the pronunciation /pə'raʊl/ in English, which has been incorporated into English pronunciation and spelling patterns, it cannot be the best representative of loan words, which should by replaced by the words who are more representative like “rouge” or “bourgeois”.

Conclusion: The study has discussed the reasons of the irregularities in the correspondence of sound and symbol in English, the specific embodiment of these irregularities. By summarizing the data in gathered from the questionnaire, it is found that students have low competence in recognizing the correct pronunciation of words have silent letters, loan words and unfamiliar words. Hence, the results remind us of paying more attention to these inconsistencies when studying, also collect these irregularities as much as possible so as to reduce our difficulties as a L2/ foreign learners.

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