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Original Research Article

Research on the realization of intelligent computer in assistant teaching

Xianyong Feng

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Abstract: The combination of artificial intelligence and computer-aided instruction (CAI) makes up for the original shortage and also improves the teaching quality of teachers and the learning efficiency of students. Based on the characteristics of the intelligent computer-aided instruction system, this paper analyzes the realization principle of the system, hoping to be helpful.

Keywords: Intelligent computer; assistant teaching; realization principle

At present, the computer has entered the classroom, becoming a resource in the classroom teaching. With the effective application of AI technology in computer-aided instruction system, not only the teaching contents are further clarified, but also the individualized teaching which is more suitable can be adopted after the comprehensive understanding of what to teach, who to teach and how to teach, *etc.*, which is also known as an intelligent computer-assisted instruction system. It pays more attention to the application of cognitive theory and AI technology, it is the innovative development of computer technology, and further optimizes the teaching methods and related teaching ideas.

1. Characteristics of intelligent computer-aided instruction system

1.1 Representation and access to knowledge

The knowledge of artificial intelligence is to persist in taking psychology, logic and philosophy as the method guidance, which is to take knowledge as the object and regard the computer's software and hardware, science and technology, artificial intelligence and expert system technology as a tool. Under such conditions, knowledge becomes a "knowledge base" while the computer becomes more intelligent by simulating human experts and human intelligence, which improves the efficiency and accuracy of knowledge processing. This is not only for data information, but also for the intelligent processing of related knowledge. The concrete content is the formal representation, automatic reasoning and intelligent creation of knowledge, and computer-aided education is only one of them.

1.2 Symbolic computation

Symbolic computation refers specifically to the numerical value, the symbolic computation process, as well as the function drawing and so on.

1.3 Automatic diagnosis

The computer-aided education system can diagnose students' learning status automatically, find out the mistakes

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along with the root of the mistakes, and give scientific guidance. The system can also provide teaching content, teaching progress and teaching methods according to students' own characteristics.

The teaching environment constructed by the hypermedia system can fully stimulate the students' interest in the teaching content, but the final learning effect can't be ensured, or even it may provide the teaching content when it does not know the teaching object, not to mention to be possible to teach students according to their aptitude. In order to perfect this deficiency, the intelligent assistant teaching system is developed by combining with the hypermedia system.

2.1 Module framework

Figure 1. Block diagram of intelligent hypermedia teaching system

2.2 Core technology: a cognitive student model

There are two main ways to build a student model.

(1) Cover model is a student model that shows what students know. It describes the knowledge with the subset of the professional knowledge under the domain module, and states the wrong content of the students' existing knowledge and the corresponding guiding opinions.

(2) Deviation model is a kind of student model which makes clear that the content of students' knowledge is wrong or correct. It treats knowledge with the deviation of professional knowledge, and finds out that the cause of students' errors is incorrect knowledge.

In the model of intelligent hypermedia teaching system, the student model emphasizes the personal information that learners fill in when they log in, including name, student number, sex, *etc.* It is also an important basis for acquiring students' knowledge reserves and learning ability in the intelligent teaching process. The intelligent hypermedia teaching system makes full use of the cognitive content. The coverage model and the deviation model are only aimed at the students' learning ability. They can't accurately indicate learners' cognitive ability and specific cognitive level, but it's also what teachers need to know the most. In the process of learning, students need to identify their own deficiencies, specific to the ability to remember, understanding or application. Only when teachers have a comprehensive understanding of students' cognitive ability can they adopt the most appropriate teaching methods and correct students' learning behavior and wrong knowledge in time.

The cognitive student model takes each concept node in each test unit as a cognitive type, and reflects the difficulty of teaching content, which can predict the cognitive ability of students. After the students have completed the test of each unit's concept and question type, the intelligent computer-aided instruction system will correct the students' cognitive ability in time from the specific right and wrong scores, and deduce the corresponding concept from the reasoning machine on the basis of this in order to carry out further teaching tasks.

The generation of teaching content and teaching method is the inference process of inference machine according to certain rules, which takes students' level as the basis of inference, operates this process repeatedly and perfects students' cognitive ability through constant revision.

2.3 Notable features of the system

The remarkable characteristics of the application of intelligent hypermedia teaching system in teaching work are as follows: first, the design work is carried out from cognitive theory, and the teaching courseware shows adaptability; second, it has strongly stimulated students to enter a more active and efficient learning environment. Third, it is conducive to the widespread application of individualized education. Fourthly, it has further improved the quality of teaching and learning.

3. Conclusion

Intelligent hypermedia teaching system started late in China, but it has shown a good market prospect, which can promote the system to upgrade and optimize further. The overall development of computer information technology, AI technology and pedagogy has deepened people's understanding of the intelligent hypermedia teaching system, and the system is studied in depth from a more comprehensive perspective. It lays a foundation for the sustainable development of auxiliary teaching and expands the application scope of the system in modern education.

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Original Research Article

Design and practice of blending teaching mode in college English

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Abstract: With the development of English education and the progress of modern educational technology in China, it is the current trend of college English teaching reform and development to explore a blending mode of college English based on network and classroom teaching. The development and implementation of blending teaching mode is the key factor, aim of which is to enable students to develop their ability of active, autonomous and personalized learning.

Keywords: Blending teaching; college English; design

In traditional English classroom teaching, whether it is grammar translation method, direct method, reading method or listening discrimination method, is common with each other in teaching guiding ideology. There are many shortcomings. As the teaching design is teaching-oriented and programmed, the students are passive learners without being paid enough attention to, which is not suitable for the reformed English teaching. With the emergence of mobile Internet, learning software and online courses, network technology has become more and more prominent in education. Online learning has become an important part of the learning mode and even an indispensable part.

1. Design of blending teaching mode in college English

Teaching design is closely related to the teaching objectives of college English courses, which include language knowledge, language skills and humanistic quality. As the main content of college foreign language education, college English is a compulsory public basic course for most non-English majors. It plays an irreplaceable role in personnel training and is of great significance in promoting the coordinated development of college students' knowledge, ability and comprehensive quality.

Teaching design emphasizes the combination with analysis of learning situation and mainly analyzes the students' learning style and teaching measures according to the students' results of previous courses, types of examinees, graduation schools, provinces, gender, personality and internship, *etc.* In college English teaching, in order to implement individualized and cooperative teaching, learners' characteristics are the primary variables to be considered, from which other factors are derived. Based on the characteristics of learners, the teaching environment is designed to be suitable for individualization and cooperation, thus truly realizing "teaching students in accordance with their aptitude". Therefore, the analysis of learners' characteristics is not only the key, but also the starting point of college English teaching design.

Teaching design emphasizes the combination of online and offline teaching hours. Assuming there are 64 teaching hours of college English, it can be divided into 32 hours of platform teaching and 32 hours of classroom teaching. Through such reform, some learning content of textbook knowledge is put on the network teaching platform, while in

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the classroom, teachers are no longer lecturers of knowledge. Instead, they put forward targeted solutions to the problems existing in students' autonomous learning through network. English teachers lead out themes in class presentations and discussions, making it with better classroom effects and greatly arousing the enthusiasm and initiative of students.

Basic knowledge of books is put on the comprehensive platform of online teaching so that students can learn autonomously after class. Precious classroom time is used for demonstration and discussion to focus on solving difficult problems. As long as teaching materials like outlines and videos are complete, the teaching resources on the platform can meet the needs of students for self-study. All teachers can be freed from repetitive classroom lectures, and transfer their energy to continuously design classroom interaction sections for blending teaching, participate in discussion of topics, and provide timely online counseling and answering questions for students. This teaching mode can improve students' English thinking and their ability to solve problems in English.

2. The implementation of the blending teaching mode in college English

Teacher's explanation is combined with students' autonomous learning. Network information and multimedia technology have intensified teachers' work. By fully utilizing network information technology, the original classroom teaching is transformed into a teaching environment combining classroom teaching and multimedia network, which reasonably coordinates the contents of teachers' explanations and students' autonomous learning. Regarding to some easier texts, the students learn and explain them by themselves in sections, while the teachers explain the difficulties and doubts, and inspire, induce, evaluate and encourage the analysis and explanation of the students. The teaching is full of fun and interaction between teachers and students, which is warmly welcomed by the students.

Independent study is combined with group cooperation. In addition to assigning students appropriate independent learning tasks, teachers also make students accustomed to completing homework in mutual assistance through classroom group reporting, group competition, group cooperation after class, group mutual assistance, *etc.* Then learning becomes a process of inquiry cooperation and students learn to integrate and analyze new knowledge and things, thus their creative thinking ability is cultivated. Passive cramming class has been replaced by asking questions. Students are encouraged to actively participate in discussing and answering questions. English teachers actively carry out the reform of classroom organization. A learning team composed of 3 or 4 students can be formed to integrate individual learning in team learning. Students' interest in learning can be stimulated by means of "scoring", "team review" and "competitive learning", enabling students to actively participate in class and after-school activities. The following are two cases in the implementation of blending teaching mode.

Case 1:

Taking a unit named *Volunteering* as an example, the topic was volunteer activities, which was one of the topics that college students were interested in. As students were not willing to listen to boring explanation of words and example sentences by the teacher, blending teaching was adopted in this unit. Pre-task was that students completed the self-study task of ten words on the network, including understanding the pronunciation and meaning of words, and making the corresponding sentences arranged by the teacher with the words. In class, the teacher used the random selection function of Learning Through (one of educational applications) to select four students to share their sentences. The teacher commented on the work of the students, awarded extra points on Learning Through and made online records.

Case 2:

Taking another unit named *Values* as an example, the topic was values. Both the topic and the dialogue in the textbook were boring. In college oral English class, the teacher took the form of blending teaching, the pre-task of which was students learning English knowledge about values online. The teacher gave the students a task list and assigned a Role-play task. Students worked in groups of four to design, direct, arrange and perform a small family story about values. Students were very interested in such tasks and actively prepared for them. In the class, the students

performed very well, the class atmosphere was lively, and they learned a lot of vocabulary and expressions of values. The students with poor English made their mark in story creation, performance, singing English songs, prop making, *etc.* After that, the teacher commented on and scored the students' performance in class.

3. The evaluation of blending teaching mode in college English

Online and offline evaluation are combined. The final results of the course are based on the usual performance. Besides the participation in the class, the evaluation on the online homework is added. Among them, online assessment can focus on online homework, participation in discussions and reading teaching resources. In addition, the network teaching platform can effectively innovate testing methods and conduct large-scale computer testing and evaluation. It can also effectively save test data, save a lot of time and cost, and make the evaluation process and means more scientific and reasonable.

Formative and summative evaluation are combined. Traditional college English evaluation is conducted in a summative way. The biggest disadvantage is that it focuses on the results and ignores the process, which is not conducive to obtaining real feedback information, nor can it make valuable judgment and timely control. For students under blending teaching mode, the composition of usual performance in the course results can be appropriately increased. The evaluation mode changes from the original one which is based on the final result to a blending one in which the usual performance and the final assessment result account for 50% of the course result respectively. The comprehensive performance in class accounts for 40% of the usual scores, while the completion of network homework, participation in online discussions and browsing of learning materials account for 60%. Blending English teaching has reformed the summative evaluation method and introduced the formative evaluation mechanism. By using the online learning platform, the periodic data of students' learning and assessment are accumulated and can be effectively reflected in statistical reports. Therefore, based on these data, formative evaluation can be carried out to make the evaluation more objective and convenient, and the content more diversified. The participation and contribution of students on the e-learning platform can be taken as the basis for formative evaluation. This diversified evaluation method breaks through the traditional examination mode, which only focuses on the results but not on the learning process. It is helpful for students to use their main energy to expand their knowledge and flexibly apply what they have learned instead of memorizing the content.

4. Conclusion

Blending teaching is not a substitute for traditional one, but constantly supplements, perfects and merges with traditional teaching. The application of blending teaching in college English curriculum combines the advantages of traditional teaching with that of network teaching to give them full play. It can improve the effectiveness of college English courses and students' English proficiency, thus adapting to social development and successfully moving towards internationally.

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Original Research Article

The legal education of college students under the background of rule of law

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Abstract: As the cradle of talent training, the quality of education in colleges and universities can directly or indirectly affect the quality of talent. Under the background of ruling the country by law in China, it is necessary to put legal education into the educational program. However, at present, the effectiveness of legal education in colleges and universities is not remarkable, with a lack of students' legal consciousness. In order to improve the teaching quality of the legal education in colleges and universities, this paper puts forward innovative suggestions on the rule and analyzes the importance of the legal education, combined with the current situation of the legal education in colleges and universities.

Keywords: Legal education; university and college students; rule of law; suggestion

The report of the 19th National Congress of the Communist Party of China pointed out that after five years of all-round development and improvement, socialism with Chinese characteristics has entered a new era. Under the background of the new era, general secretary Xi Jinping proposed that the whole party should continue to implement the rule of law in an all-round way, accurately grasp its basic theory, line and strategy, and put the theoretical principles into practice, among which the rule of law education is an important concrete measure. As the successor of socialism, college students are the hope and future of China. As the cradle of training high-quality talents, colleges and universities should include the education of rule of law into the important teaching content, cultivate the concept of rule of law of college students, and promote their all-round development.

1. The importance of legal education

1.1 Legal education is a concrete measure to practice rule of law

Ruling the country by law and building a socialist country under the rule of law are the fundamental guarantee for the people to be masters of their own affairs. In order to implement the policy of rule of law and protect people's democratic rights, not only the government perform their duties, but also the whole people should participate in the action of building a country ruled by law. In order to improve the legal literacy and moral quality of the whole nation, the relevant departments should actively popularize the law, while people take the initiative to understand the rule of law. As a way of law popularization, the education of rule of law has played an effective role and helped the educated form the concept of rule of law.

1.2 Legal education is an important part of quality education

The quality education requires the all-round development of the educated. Different from the education way in

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primary and secondary schools, students will receive professional knowledge education in different disciplines and specialties after entering colleges and universities. Colleges and universities, as the delivery of talents to the society, should not only pay attention to the professional education of college students, but also do a good job in quality education. As an important part of quality education, legal education is of great help to improve the legal literacy of the educated and promote their all-round development.

2. The function of college students' legal education to consolidate the mass foundation

2.1 College students are an important part of the people

The main body of the rule of law is the people under the leadership of the Communist Party. To carry out the strategic policy of "rule of law in an all-round way", we need to lay a solid mass foundation for the rule of law, and call on the whole people to take action and participate in it. As a valuable talent resource, college students are a part of the people. They need to choose the future after the higher education. But no matter what they choose, they will become the backbone of future social development and lead the development of the times. Therefore, we should attach importance to the legal education of the students, cultivate their legal consciousness and concept, and stimulate their sense of mission and enthusiasm for participation.

2.2 The authority of law comes from the support and belief of the people

It is true that the law is mandatory, but it is not enough to act on its own. Without the support and belief of the people, the law cannot play its role. China is a socialist country, which is governed by the socialist rule of law. Socialist rule of law is to institutionalize and systematize socialist democracy, which represents the fundamental interests and will of the people. If the national law is not enough to safeguard the interests of the people, then the people will not support the law or even lose confidence in the country.

As the saying goes, water can carry a boat, but it can also capsize it. Once a country loses the support of its people, its consequence will undoubtedly be its demise. But the people shouldn't blindly follow. In order to reduce the occurrence of such problems, it's vital to cultivate the thinking ability of the educated. It requires the educated to look at the law objectively and have the right to ask questions. The university can provide the above-mentioned rule of law education for college students.

3. The current situation of legal education in colleges and universities

According to the different objects of legal education, the objects can be divided into law students and non law students. Different from the students who receive theoretical and systematic education, during the university period, the non law students may only have access to the legal education related to their own major. In the mode of combination of compulsory and elective courses, students can freely choose the courses they are interested in, and different modules can promote the all-round development of students. However, there are some problems in colleges and universities after implementation.

3.1 Inaccurate orientation of legal education in colleges and universities

The education of the rule of law enables the educated to know, abide by, use and trust the law. Nowadays, the rule of law education in most colleges and universities just explains the rule of law, admonishes students to abide by the law, only emphasizes the obligations of citizens, without how students use the law to protect their rights. Due to the severe employment situation, colleges and universities often compare the employment rate with each other. In this case, colleges and universities will improve the ability of students by strengthening professional knowledge education, ignoring other aspects of education. Such colleges and universities do not attach importance to students' ideological, political and moral education, but focus on students' professional education. However, it has been proved that being a man is more important than doing things. Colleges and universities should clearly realize that it is more valuable to

improve students' personality and cultivate students' correct values than to teach students professional skills.

3.2 The single form and the boring content of the rule of law classroom

Because there are many profound academic words and high logical requirements in the theoretical knowledge of law major, if the teachers do not explain it in depth, the students will have difficulty in understanding it. The traditional form of teaching and examination is widely used in the legal education in colleges and universities. Combined with the classroom performance and the weighted average of examination scores, the students can get the total evaluation. As long as the total score of the students reaches 60, the students will complete the course. Not only that, the university curriculum teaching lasts one semester, but only once a week, two to three hours each time. In the face of insufficient teaching time and rich curriculum content, many teachers can only use cramming teaching in the later stage, in order to ensure that students pass the final examination, but they have lost the opportunity to show their skills.

3.3 College students lack interest in legal education

There are many reasons why college students lack interest in legal education. From the perspective of internal factors, some college students have certain requirements for themselves, but they do not understand the importance of legal education. They think that they only need to learn the important courses recognized by themselves, while passing the rest. Some students do not need knowledge and achievement after college entrance examination. They have no plan for the unknown future. Some students think that the rule of law education has nothing to do with themselves, and even think that college students do not have to learn the rule of law at all. From the perspective of external factors, due to the fact that the teacher's lecture is not vivid and easy to understand, and the content of the course is boring, the students just accept passively. And the teacher has no desire to lecture, so the whole teaching classroom is dead.

4. Suggestions and innovations on strengthening the legal education in colleges and universities

4.1 Optimizing the teaching plan of legal education

In order to promote the all-round development of college students, the teaching in colleges and universities should not be one-sided. The pure legal education or ideological and political education can not meet the requirements of legal education. Legal education is to help college students improve their legal literacy from the perspective of law, and at the same time cultivate their sense of social responsibility and participation. Through this education, the students can realize their main role in the national governance, and turn this awareness into the internal driving force, urge them to explore their own potential and expand their ability. Colleges and universities should take this effect as the goal, improve the teaching plan from the aspects of curriculum arrangement, teacher selection, evaluation index, etc., hold irregular teaching meetings, and praise the effective classes and teachers.

4.2 Innovative teaching methods

Now there are many apps for teaching in colleges and universities, many of which are installed on teachers' and students' mobile phones under the popularization of colleges and universities. The reason of the emergence of such app is not only the rapid development of the Internet, but also the birth of the new concept of "Internet plus education", and more and more students do not attach importance to their studies or respect the classroom. Colleges and universities have to use app to check attendance and interact with each other in class to prevent students from skipping classes and playing mobile phones in class, but this obviously will not solve the problem. In order to change this situation, it is necessary to change the teaching method, that is to break through the traditional teaching method that teachers teach students to listen to lectures. By adopting the flipped classroom model, teachers arrange topics to guide students to think and analyze. The final evaluation is no longer exam-oriented. Instead the result of students' feedback to teachers is one of the basis of the final evaluation. At the same time, the legal education classroom in colleges and universities is not limited to the classroom. Lectures, competitions, online classroom, social practice and other ways can be adopted to

improve the participation of college students.

4.3 Enrich teaching content

The content of teaching in colleges and universities should focus on the cultivation requirements of legal education, and combine theory with practical cases. Because of the academic theory, the students who do not have the foundation of law often retreat and lose interest in the course content. In view of this situation, college teachers need to choose the teaching content. In the face of students majoring in law, teachers can explain the origin and development of knowledge points, and recommend relevant professional books and websites suitable for law students to read and browse, so as to cultivate the review and self-study ability of law students. In the face of illegal students, the key is to popularize common sense of law and transmit the concept of rule of law to students imperceptibly. A large number of real events and actual cases can make students more impressed than the theory of law. Teachers can help students analyze the role of law in cases with the help of cases, and lead out relevant legal provisions as a foreshadowing to deepen students' understanding and memory. However, if they want to achieve the effect of rich teaching content, teachers have to spend more time and energy on preparation before class.

4.4 College students are not only recipients but also exporters of legal education

The above suggestions are all for colleges and universities and teachers. However, as the main body of society, college students should carefully examine themselves and reflect on their own shortcomings. The society is progressing, the development of human civilization is also moving forward, and the Chinese nation's splendid civilization can be sustained forever depending on the inheritance of generations. Under the background of ruling the country by law, college students need to realize that they are not only the recipients of legal education, but also the exporters of legal education. The most basic content of the legal education is to abide by the law, so even though the charm of the Internet is huge, and game entertainment and laziness affect themselves all the time, but in the classroom, all students must respect teachers and the classroom, actively participate in classroom interaction and give teachers feedback. For those students who have spare time, the author encourages them to express their views boldly and cherish every opportunity of communication and discussion.

5. Conclusion

There is no contradiction between the education receiver and the exporter, which just reflects the role that a social person should play. The current situation of teaching mentioned in this paper is all over China, and the problem of legal education is more prominent. From the perspective of legal education, colleges and universities should treat the education of college students correctly and never let the university become the end of learning.

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Original Research Article

The causes and countermeasures of "marginal person" in classroom teaching

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Abstract: This paper analyzes the types of "marginal person" in classroom teaching, discusses the reasons for the formation of "marginal person" and the countermeasures to be taken, and puts forward some suggestions, and makes a summary of this.

Keywords: The types; causes and countermeasures of "marginal person"

1. The types of "marginal person" in classroom teaching

Qi Yuhui defines "marginal person" as "the individual or group of students who are excluded or forgotten by teachers and other students in daily classroom teaching situations, or who refuse to participate in teaching because of their own reasons, and who dissociate themselves to the edge of teaching activities"^[1]. Domestic and foreign educationists have classified "marginal person" according to different understandings. In this paper, the "marginal person" are divided into the following categories.

1.1 Positive "marginal person" and negative "marginal person"

According to the performance of participation in the classroom, "marginal person" can be divided into positive and negative one^[2]. The positive "marginal person" vividly generalizes that "While others are teasing at my madness, I am laughing at their inability to see through". This kind of students like their own independent thinking. They are more quiet and lonely, and do not want to show off in the classroom where he doesn't fit in. Negative "marginal person" are very negative about their studies and are reluctant to participate in classroom activities. They also take a perfunctory attitude when they have to.

1.2 Active "marginal person" and passive "marginal person"

According to the subjective and objective reasons for whether they participate in the classroom, they can be divided into active "marginal person" and passive "marginal person"^[2]. Active "marginal person" are those who are marginalized for subjective reasons, such as personality traits. Introverted students are often afraid to express their opinions in class, imprisoned in their own world, and don't say a word in class. In addition, there are students of habitual thinking, who are often not confident and don't want to think, slowly away from the classroom further and further. Passive "marginal person" are quite different from active "marginal person". They participate actively in the classroom, but are ignored by teachers and classmates, and even become disgusted with them because they are self-

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centered and have a strong desire to express themselves and don't care what other people think.

1.3 Formal "marginal person" and substantive "marginal person"

Formal "marginal person" refer to the physical and psychological dissociative in the edge state^[2]. This kind of students like to do things unrelated to study in the classroom, such as drawing in books, and table whispering, secretly reading novels. Substantive "marginal person" are those who are physically present but mentally far away. They are "absent-minded". They seem to be very engaged, and from time to time they take notes and answer the teacher's questions, but in fact they are absent-minded, just falsely participating in the class.

2. The reasons for the formation of "marginal person" in classroom teaching

For the reasons of "marginal person" in classroom teaching, this paper mainly discusses the factors of teachers, families and themselves.

2.1 The autocracy and personal preferences of teachers

2.1.1 Language tyranny

In the actual teaching process, some teachers may implement language dictatorship to students by virtue of their own dominant position in the classroom^[3]. For example, when some students do not agree with the views of the teacher and put forward objections in the classroom, the teacher will feel lost face and say something like "What I say cannot be wrong." to refute the students, causing the students to lose courage and confidence. Henceforth these students will never raise their hands and gradually become "marginal person".

2.1.2 Ideological autocracy

Some students who are more active in thinking may come up with different solutions to a problem from their teachers. They will speak out in class, but some teachers will prevent students from thinking in multiple ways, also blame them for not listening to the class. Over time, the students have a dissatisfied attitude to the teacher, and ultimately do not want to listen to the class and turn to the "marginal person". This, to a certain extent, weakens the students' initiative in learning, and is not conducive to the development of students' thinking.

2.1.3 Personal preferences of teachers

Many teachers may not realize it themselves, and think they will be able to teach all students equally, but in actual teaching interaction, they often prefer to ask some students or class leaders who have good academic performance to answer questions. However, those students with average or poor grades, even if they raise their hands, will be ignored by the teacher. They will slowly feel that they are not being noticed, and thus lose motivation and confidence, and become "outsiders".

2.2 The lack of family education

2.2.1 Families with financial difficulties

To a certain extent, the economic situation of the family determines what kind of education the students will receive^[4]. There are great differences in the education received by students who grow up under different circumstances. The students who have good economic conditions have mastered various skills since childhood, such as playing the violin, ballet, piano. However, students from poor families, because they have no conditions, will feel inferior compared with their classmates in school and become withdrawn and unwilling to communicate. In addition, parents and teachers do not pay enough attention to them. So they become more transparent and "marginalized" in the classroom.

2.2.2 Deviation of education mode

Different families have different educational methods, which results in different educational effects. Some parents

are too strict with their children and only care about their grades but ignore their physical and mental development. This overwhelming pressure will only make students gasp for breath, make them have a rebellious mentality and dislike to study, step by step towards "Marginalization". Some parents seem to think it's none of their business and they are not concerned about their children's study. It can be seen that the family education is also an important reason for the formation of "marginal person" .

2.2.3 Dysfunctional family environment

The relationship and behavior of parents in the family also have a great influence on the development of students. A harmonious, non-quarrelsome, warm and loving place will bring happiness and security to the students, so as to develop good character and personality. If students grow up in a quarrelsome and violent environment, it will inevitably cause physical and psychological harm to students, making students become insecure, timid and inferiority complex, so they start to think nonsense and their enthusiasm for learning will decline. And then they will become "marginal person".

2.3 Reasons of students themselves

2.3.1 Different personality traits

Different people have different personality traits, so different students have different reactions in classroom teaching. Depressed students are more depressed and fragile, so they don't take the initiative to participate in the class, because they feel that if they give the wrong answer, they will lose face and teachers and classmates will hate them. So they don't participate in the class, while a sense of "marginalization" is born in the mind. The bilious students are energetic, but they have a bad temper. If the teachers criticize them excessively, they will be fed up with it. They will hate the teachers and not listen to them in class. Finally, they will become "marginal person".

2.3.2 Lack of cultural capital

In general, students with higher cultural capital do better, so they have more opportunities to perform in the classroom, and they can easily solve the problems asked by teachers^[5]. And students who do poorly will be less competitive, because they don't have enough knowledge, so they can only answer some simple questions in class. Once the questions reach a certain difficulty level beyond their ability, they will get bored with classroom teaching. Therefore, students who lack cultural capital are more likely to lean to "marginal person".

3. The countermeasures to the phenomenon of "marginal person"

Based on the above analysis of the reasons for the formation of "marginal person", this paper puts forward some feasible suggestions from teachers, families and their own aspects.

3.1 Teachers: treat equally and abandon prejudice

3.1.1 Respect and love for students

All men are created equal. Teachers should not feel superior to students just because they are teachers. They should give students full care and trust. First of all, teachers must treat students equally, perform the principle of fairness and equity, and treat "marginal person" with a good attitude^[6]. Moreover, teachers should be a good listener, be patient with "marginal person" when they answer questions, and encourage them to speak up. This will make them feel respected and help to enhance the self-confidence of "marginal person".

3.1.2 Create a relaxed and pleasant teaching environment

Many "marginal person" do not like to participate in classroom activities because they feel bored in class. The teacher has been talking about boring knowledge which they won't listen to or can't understand. So they will become more and more marginal. On the contrary, if the teacher teaches in an interesting, relaxed and pleasant way, and carries out various teaching forms according to the teaching contents, it will make the "marginal person" become curious, listen

carefully and participate in the classroom, thus raise their interest in learning.

3.1.3 Different seat rotation systems

In China, most schools take a fixed-type seats, what is more humane is to transform seats parallelly once a month. In fact, they are "to treat symptoms but not the root cause". Teachers have a "blind spot" to some extent, and many parts of the classroom are not easily observed^[7]. Therefore, teachers should arrange their seats properly, for example, they can exchange the front three rows and the back three rows of seats regularly, or carry out "s" rotation, so that every student has an equal opportunity to interact. At the same time, the teacher in class should also go around and communicate with students and pay more attention to students.

3.2 Families: harmonious coexistence and collaborative development

3.2.1 Create a good and harmonious family atmosphere

A harmonious family environment will play a great role in the growth of students^[8]. Parents should avoid fighting in the presence of students and give students some sense of security. At the same time, they should not only pay attention to students' learning, but also pay attention to students' physical and mental development. Besides, parents should encourage and praise students more, criticize and scold students less, and make them feel that they are loved and cared for. In addition, many parents like to sit next to their students, ostensibly urging them to study, but actually playing with their mobile phones, which gives students a very bad example. Parents, as students' closest family members, should set an example, so that students can develop good learning and life habits.

3.2.2 Guide students to set up correct "three views"

In family education, there are many parents who do not attach importance to the development of students' moral education. They simply pursue the development of students' intellectual education, not knowing that the development of moral education is also very important. When students enter the society, emotional quotient is often more significant than intelligence quotient. Therefore, parents should guide students to establish correct world outlook, outlook on life and values, and teach them the truth of life, lead them to learn the basic etiquette norms, master the ability to distinguish between right and wrong and form a correct concept of honor and disgrace.

3.3 Self initiative and brilliance

3.3.1 Change behavior

Many "marginal person" have a bad learning attitude, do not listen carefully in class or take part in any activities after class. So they need to change their behavior habits, actively participate in various activities in life, hone themselves to cultivate their indomitable spirit and the courage to face danger. They also should improve themselves in learning, never give up when encountering difficulties, and form a proactive, studious and inquisitive learning attitude. In the process of getting along with classmates, they should communicate with others and express themselves.

3.3.2 Find the shining point

People are born different, each person's existence has a different meaning, each person also has his own shining point, but "marginal person" may not be aware of their own expertise. So schools and teachers need to help "marginal person" find their shining spots, which can be in any aspect, such as painting, music, writing, reading. Contribution to the group in the classroom or extracurricular activities will gain confidence of "marginal person". In order to participate in classroom activities, they will slowly turn to non-marginal person.

4. Conclusion

At present, "marginal person" exist widely in primary schools, junior middle schools, high schools and universities. "marginal person" can not be absent in every grade. Moreover, many "marginal person" do not realize that they are on the edge of the classroom. Therefore, teachers, parents and students themselves should take measures to help the

"marginal person", so that they get out of the "marginal person" quagmire as soon as possible. Only through the efforts of all parties, can "marginal person" be less and less, so that every student will be in a happy and positive atmosphere to learn.

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Original Research Article

Application of situational teaching method in junior Chinese teaching: Taking "Mulan Poetry" as an example

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Abstract: As students progress from elementary school to the primary stage of secondary education, the amount of knowledge they learn will change rapidly and dramatically. To make students master their learning knowledge, injection education cannot be adopted. The use of situational teaching method is the embodiment of this idea so that students can more vividly understand what they have learned during the learning process and have a certain interest. In the process of discussing the scenario teaching method, "Mulan Poetry" will be taken as an example to discuss its content and how to use the scenario teaching method.

Keywords: Situational teaching; Chinese middle school; "Mulan Poetry"

1. Brief analysis of situational teaching method and "Mulan Poetry"

"Situational teaching is a kind of teaching method that combines emotional and cognitive activities by creating optimized situations that arouse children's warm emotions."^[1]

During the process of education and study, the use of situational teaching method makes the education work more smooth and vivid. Taking Chinese as an example, when teaching a text, the teacher will first place related pictures, videos, and other materials on the teaching courseware. It clearly shows the connection between this text and the actual life. In some cases, music will be attached, as visual effects and sound effects will make students immersive. After a series of such preparations, the textbooks in front of the students have gotten rid of the impression of boring characters and symbols and will be unconsciously connected with real life and the imaginary world. The teaching work starting from this attracts students, enabling students to expand their thinking and developing their imagination in the subsequent learning process, as well as playing a role in developing intelligence.

The "Mulan Poetry" discussed in this article is a long narrative poem based on the folk songs of the Northern Dynasties. It tells a legendary story of a Northern Dynasty woman named Mulan who dresses in men's clothing and joins the army replacing her father. After return from triumph, she abandons glory and prosperity and only returns to her hometown. The poem vividly shows Mulan's boldness as a national heroine. At the same time, she also possesses the strength, simplicity, vivacity, and calmness unique to the Chinese people. In a long-term patrilineal society, heroes are mostly men. However, the image of Mulan, a female hero, is even more brilliant. This poem praises Mulan's noble qualities of bravery, kindness, defending the country, and not admiring wealth or fame.

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2. Application of situational teaching method

2.1 Use of multimedia

No matter what kind of ancient poetry it is, it has a long history, which is difficult for middle school students to establish connection with. That is why a large number of students think that Chinese textbooks are boring and tedious. At the beginning of the course, the task of the previous part is to use the situational teaching method to arouse students' interest.

As a narrative poem and folk song, "Mulan Poetry" is easier to read and more interesting than other rhythmic poems. As a well-known heroine, Mulan's image has been adapted into multiple film and television images, comics, *etc.* This adaptation makes the figure of Mulan easier to understand. Among them, the movie "Mulan" animated by Disney in 1998 that is more suitable for students in the junior middle school is chosen as a medium to understand poetry.

The development of modern multimedia technology and the sublimation of film technology enable sound and pictures to be performed simultaneously to produce corresponding scenes. In the course of teaching, students already have a rough story frame of the poetry. In the operation of the human brain, students will unconsciously imagine the development context of the story and the corresponding scenes and characters. At this time, the movie "Mulan" will be displayed through multimedia, which will make this general image clearer.

The animated film "Mulan" is based on the change of the image of Mulan. The original story has been modified and deleted to a certain extent. The teacher can compare the text with the same part of the film and poetry. For example, in the poem, "I saw the military document last night, and a large scale of conscription is on by the Khan. There are so many conscription books with the father's name. Father has no eldest son, and Mulan has no eldest brother. Mulan would like to buy a pommel and a horse in the market, and then join the army for father."^[2] This part is a classic scene of Mulan serving for his father. The father is old, and there is no eldest son in the family. The only brother is still young. With the helplessness for war and the bloody desire to defend the country, Mulan determines to join the army for her father after seriously thinking. This emotional explosion has been well expressed in animated films. At the same time, the decision to join the army will make students have a deeper image of the character of Mulan. Students will have their understanding and thinking about Mulan. The use of this multimedia makes the character Mulan vivid. At the same time, because of the natural appeal of bright images and music to students, the situational teaching method expressed by multimedia makes students have a deeper impression on poetry, not just injective learning.

2.2 Creating situation: deduction

The so-called creative situation refers to moving flat two-dimensional text into real life, that is, to make the text connect with actual life. This teaching method allows students to have more opportunity to show themselves. The more common way to adopt the method is to perform sitcoms, which are edited by themselves in multiple groups. Given that "Mulan Poetry" is a long narrative poem, it can be divided into different parts. For example, it can be divided into six parts: to serve for his father, to prepare for the station, the description of the war, return from triumph, return to hometown, conclusion. The first five paragraphs are all narratives, and the last paragraph is the theme. The teacher can divide the first four paragraphs into four scenes for students to perform. For students in secondary education, the interpretation of narrative poems is relatively simple, and the expression of scenes is clear. The imagination of scenes and the authenticity of characters make the article more stereoscopic in the process of deducting several parts. Students can be combined or assigned by themselves. The more contextual interpretation of the text and logic, the deeper the understanding of the article.

In the process of interpretation, the extremely high participation of students and texts will connect poetry with real life, lead students to think and put forward questions. In the process of creating and writing scripts, students' intelligence will be further developed and their imagination will be extended.

2.3 Oral situational creation

Due to the limited time in the classroom, creating situations should not be limited to a single form. In addition to deduction, dictation can also be performed, such as letting students talk about a certain segment, or how a certain scene would be extended to this scene, how to understand the poetry, and whether there is any thought. Compared with the third part of the previous section in "Mulan Poetry", this part has fewer words than other descriptions, but is the one with the largest development space. The story of Mulan's joining the army for his father took a large part of the war on the timeline. In this paragraph, the teacher can let the students imagine what the war scene described in the poem looks like and the circumstances of the sentence "Fighting sounds came from the cold wind in the north, and the cold moonlight reflected the iron armor of the soldiers."^[3] The sentence strengthens the understanding of the scenes described in the poems, which can make students clearly understand why Mulan's service for his father is a moving historical legend. Students extend their imagination with just a few words, which can be spoken or written as a small essay.

This method does not seem to be as profound as the deductive method, but in fact, it trains students' logical thinking ability, language organization ability and thinking expression ability. As an elementary education in middle school, the oral mode of situational creation guides students step by step to complete and logically express what they think in their brains.

3. The role of situational teaching

The most important impact of situational teaching on middle school education is to enable students to develop their understanding and thinking ability based on understanding of knowledge. The implied scientist G. Lozanov^[4] said, "We are educated and educated by our environmental teaching, and we are also taught and educated for it." In his view, the reason why people can learn something from the environment is that they have suggestibility, and it can be understood as "educability" concerning "implicitness". Everything we perceive comes from the surrounding environment, and we learn and create in this environment.

When educating students, instead of bringing students into a certain environment for them to feel and absorb by themselves, the surrounding environment is refined and processed like gold extraction, and then it is taught to students. And this process is situational teaching, such as the situational creation mentioned above. To understand "Mulan Poetry", there is no need to take students to that long ago, but using simulation, role-playing, and deduction to understand it. In this subtle way, in addition to contents from books and the knowledge learned above, students will also generate their ideas and understanding. This is like a clue or a stone brick that attracts students so that students can master the knowledge they should learn in the context of teaching and use it as the foundation to extend outwards so as to get more inspiration and a bigger world.

4. Conclusion

In the context of Chinese teaching in junior high school, in addition to the above context teaching methods, there are also music and game situations. Different contextual teaching methods can be used in different texts. The biggest role of the situational teaching method is to make students interested in the learning of knowledge. "Interest is the best teacher for children." If it is just an infusion education, it is easy for students in the development stage to have resistance to learning. The original intention of teaching with fun cannot be abandoned.

"The learning process is that of letting the world be presented to students, and also the process of letting them enter the world and social life, and then grow up."^[5] In teaching, students must feel and imagine the real world and the knowledge in books. Only in this way can they truly learn how to think, feel, and understand the world.

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Review Article

On the image of Shanghai in Zhang Ailing's novels

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Abstract: The urban image created by Zhang Ailing is impressive. Look at all her novels, almost all of them are based in Shanghai. Through her novels, readers can experience the traditional and modern interwoven urban culture, and understand the unique urban things, as well as ordinary and tragic figures in Shanghai. The image created by Zhang Ailing is not only the living place of the characters, but also the human nature of the city.

Keywords: Zhang Ailing's novels; Shanghai; urban things; urban characters

Zhang Ailing was born in Shanghai in 1920 and has lived in the city for a long time, although she has been to other cities since then. So, Zhang Ailing has a deep passion for Shanghai and it provides the backdrop for her novels. Zhang Ailing said that "I am writing many Hong Kong legends for Shanghai people, including *Incense Chips*, *Blockade*, *Glazed Tiles*, and *Jasmine Pieces*. When I wrote it, I think of Shanghai all the time, because I saw Hong Kong with the eyes of Shanghai people. I like Shanghai people, also expect the people to prefer my novels."^[1] It can be seen that although she is not physically in Shanghai, she is still be there in spirit.

1. Those urban things

As a manifestation of the visible image of Shanghai, those urban things in Shanghai have a significant change since modern times. Zhang Ailing makes full use of urban landscape that is contrastable on a visual level. "I am fond of staggered writing, because this is closer to the truth."^[1] It shows readers an intricate image of Shanghai city.

1.1 Urban "modernity" things

The urban is increasingly developed, as a result, Shanghai has become a commercial city, and what followed is modern things. The emergency of a large number of commercial streets and billboards have rendered the atmosphere of the business society, and newspapers as one of the mass media also frequently appear in Zhang Ailing's novels. The novel *Blockade* described the situation of the people sitting on the tram. "People who have newspapers read them, those without newspapers read invoices, and there are also some people who look at charters and business cards. People who do not have any printed matter, look at the street tricks then."^[3]

However, in Zhang Ailing's urban landscape, while new things brought by the business society are constantly appearing, what followed were the noisy living environment and space, and the irritable living state. *Apartment Life Memories* has mentioned that although living in an apartment is relatively simple, bitterness comes sometimes. All the people who are extremely boring in the apartment spend too much time together and contribute to some easy things tend to be the subject of gossip and the crowded space ,which is always inexplicable.

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1.2 Urban "daily" things

Zhang Ailing said, "I find that people who devote to literature always pay more attention to spiritual world, but ignore the martial life. In fact, the latter is the foundation of the former."^[1] Therefore, in the novel, Zhang Ailing carefully described Shanghai people's daily life such as "clothing, food, housing, and transportation" with a lot of words, and told the stories that happened to us.

Shanghai has gradually entered the stage of capitalism, leading people's clothing or living places, even daily travel to a new patter. At that time, although everybody got the same swag now, they all wore cheongsam. Different personality traits hidden deep inside are reflected in the different colors and patterns. Zhang Ailing once said, "For people with poor expression skills, clothes can be used as a language."^[4] When Wu Cuiyuan first appeared in the novel *Blockade*, "She wore a white voile cheongsam with a narrow blue laces. The combination of dark blue and white has a style of obituary. She was carrying a small blue and white checkered umbrella. The hair is combed in the ordinary style, as if she is afraid of drawing the attention of public."^[3] With a few concise and clear words, the image of a well-behaved woman was constructed. Besides, in the novel *Jasmine Piece*, Yan Danzhu wore "a white velvet skinny vest, her thick chest and small waist is shaped into a plaster image." With only a few words, the image of a confident and optimistic woman appears. Readers can tell from the clothing that Wu Cuiyuan and Yan Danzhu are two completely different individuals.

Zhang Ailing not only expresses the character by describing the clothing, but also their status by describing the places where they live. In the novel *Lord, Dunfeng* lives in a small bungalow after remarrying while his aunt lives in an old-fashion alley. To compare these two places of residence, the status of the two families are obvious. Alleys are residences where ordinary people live. Nevertheless, small bungalows are beyond ordinary people's economic level. By comparing the two traditional and modern places of residence, the disparity in character status is obviously seen.

2. Those urban people

2.1 Alienation of human nature

Under the impact of the process of urbanization in Shanghai, urban people who are already pursuing money and fame by all means become more selfish and indifferent. The flow of desire leads to distortion of human nature, alienation of family, and hypocrisy of love. The nature of women is distorted because their material desires, human desires, and emotional desires are not satisfied. What they do after losing their humanity makes everyone feel scared.

Zhang Ailing is trying to reveal the selfish hypocrisy of human beings, and the abnormalities when the desire is not satisfied. Cao Qiqiao in *The Story of Gold Lock* is a typical example. There are multiple reasons for the distortion of the nature of Cao Qiqiao, including the humble inside, the contempt of the Jiang family and so on. Cao Qiqiao was a daughter of a sesame oil shop owner. It would be hard to find two individuals more different in background and status than the daughter of a sesame oil shop owner and a rich master. Therefore, she was actually humble, but when the inferiority was touched by someone, she seemed to be tricky and shrewish. For instance, when slave girl told her that the uncle had arrived, Qiqiao cursed, "That uncle come here is not an ashamed thing. What's the matter of your throat? Why are you tinny-voiced?"^[6] She also knew that the Jiang family looked down on her, so she always expressed her dissatisfaction with sharp words. For example, when she was late, instead of apologizing, she said "How can I not be late? I comb hair early without any sun! Why is my house in a remote location? Anyhow my husband wouldn't live long. We just wait to be orphans and widows. Everyone will come to bully us."^[6] At the Jiang family, not only did the master look down on her, but even the slave was ashamed of her and counted her privately. For example, when the slave girl was asked if she was her dowry, she answered that in disdain, "She doesn't deserve it!" Cao Qiqiao's husband was disabled, and she had nowhere to place her emotions. In order to find comfort in her marriage, she always cantankerously got involved in someone else's marriage. She told the old lady to marry Yunze earlier, because the girls now were different from ancient; she said to Ji Ze that you would thank me because you could marry such an outstanding bride so quickly due to my urge. The lack of emotion made her material desires soaring and she wasted

money constantly, which didn't satisfy her, but inspired her inner demons. So she began to desperately destroy everything, even her children became the victims of her revenge. She interfered in the marriage life of her son Changan and constantly denigrated Shouzhi with words like Shouzhi couldn't live without her son, just to prove that there were people who were worse off than her. She constantly asked Changbai to say that his wife was bad, and constantly instructed Changbai to do things for her, just to get the pleasure of revenge. Not only that, Qiqiao was perverted to destroy the happiness of his daughter, in order to vent her feelings. Qiqiao forced her daughter to make foot-binding. In order to compare with other families, she sent Changan to Foreign College to study. But when she saw that Changan was out of her control, she let Changan drop out of college inelegantly. Even when Changan finally readied to get married, she tried to destroy her daughter's marriage by all means in a bloody way. Qiqiao was pathetic, but hateful as well. In order to pursue money and fame, she ruined her life step by step; for revenge, She destroyed the children's life too. As it says in the book, "In the past thirty years, she has carried a heavy shackle. She killed a few people with that heavy shackle, who did not die lost half of the life."^[6]

2.2 The tragic characters

In the social background of Shanghai at that time, human emotions were based on material, or the vassal of money. It was these material desires that are not easily satisfied and emotions that broken badly, which made Zhang Ailing's novel permeate a sense of desolation.

When Zhang Ailing creates characters, she not only tried to reveal the ugliness of human nature, but her novels are full of a desolate sense of tragedy. Zhang Ailing has shaped a series of tragic females' images. Ge Weilong in *Incense Chips* is willing to be a party girl for accumulating wealth by unfair means because of sinking in a materialistic world. Wang Jiazhi in *Lust, Caution* is lost because of the vain love. In order to assassinate secret agent, Wang Jiazhi not only had sex with Liang Runsheng but also became a mistress of Yi Mocheng. Wang Jiazhi was a hero who punished the traitor, but she did not gain the same respect as her sacrifice. Instead, she became laughing stock of everyone at the end. When Wang Jiazhi felt that Mr. Yi was in love with herself, Mr. Yi did not hesitate to kill her. Although he was also some heartache, this did not affect his cruelty and ruthlessness. In *Lust, Caution*, Wang Jiazhi's life was controlled. There was no meaning of her own, and the only love she hoped for was just a phantom, which made her whole life full of tragedy.

Unlike women whose lives are miserable for a variety of reasons, the male characters in Zhang Ailing's novels are a bit redundant, most of whom are disabled and negative. Jiang Erye in *The Story of Gold Lock* is a patient with chondroplasty. Zhang Ailing did not describe too much of Jiang Erye, who was only occasionally mentioned by others. In the eyes of Cao Qiqiao, her husband, Jiang Erye was a burden. Every time she talked about Jiang Erye, she felt disgusted. She said to Jiang Jize, "Have you ever touched his body? It is soft and heavy, like a person's feet-numbing, and it feels like ..."^[6] The disdain has showed in there. In the eyes of other people in the Jiang family, Jiang Erye seemed to be a dispensable person. In the novel, other people rarely mentioned him. In fact, if Jiang Erye was a normal person, he could also marry a famous lady like Jiang Jize and live a superb life. However, the reality was that Jiang Erye was despised and there was no place for him to express his sadness. Such a tragic character makes the sense of desolation of the novel even heavier.

3. Conclusion

Shanghai, under Zhang Ailing's description is a complex city. On the one hand, it is a hotbed of modern evolution, on the other hand, it is a feudal grave. The urban objects are inconsistent. On the surface, there is a new pattern of clothing, food, and transportation. In fact, the shackles of society are even heavier. Those people in the city are lost. Their emotions are based on material, their human nature is distorted, and their entire lives are tragic. The experiences of these characters in the novel are inseparable with the urban life experience of the author, and it is also closely linked to the background of Shanghai at that time.

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