Review of Educational Theory

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Review

ARTICLE

Survey and Educational Research on the National Music Identity of University Students——Taking Three Universities in the Western Part of Guangdong Province as an Example

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ARTICLE INFO	ABSTRACT
	The integration and penetration of disciplines is the driving force for innovation. This paper investigates the national music identity of students in three universities in the Western Part of GuangDong Province by questionnaires and interviews, and obtains a series of data related to contemporary university and college students' music literacy. Data and phenomena indicate: University and students have "high degree of identity" and "low participation consciousness" for national music. They are willing to be onlookers, and they are reluctant to join the inheritance and in-depth study, lacking opinions on music appreciation and performance learning; the contact with music only stays at the level of recreation. The artistic and functional nature of music has not played a role in the development of college students' own disciplines; from the choice of music, they can be seen that they have a negative and confused mentality in their academic and social activities, but they can still be released in music, so they adhere to the undisturbed appreciation environment. The campus music popularization education should be strengthened and guided, and appropriate music quality courses should be added to the above phenomena, and experts should be organized to integrate the national music representing the "hometown music" to lay the foundation for the future outstanding talent training.

1. Introduction

In recent years, under the background of deepening globalization and rapid development of information technology, Western culture has formed a huge impact and challenge on Chinese traditional culture. School education in China has also been influenced by Western ideology. Especially in music education, the content of national music has not been fundamentally and systematically reflected in educational guiding ideology and practical teaching materials, which has triggered contemporary students' different levels of national music cognition crisis. For some students from rural areas and towns, the folk songs of their home-

towns have grown up with them, but they are far less attractive than the entertainment media of today. It is their dream to leave their hometowns after graduation and settle down in big cities. The hometown and her music have become increasingly alienated. University and college students who have grown up in this environment often exhibit the following phenomena: lack of faith and opinion, cannot find a sense of belonging; easy to follow the trend, for the pursuit of material; the sense of national rejuvenation is weak and the sense of responsibility is poor. In the field of music education, since the 1990s, several times, the national music education of "Chinese language is the mother tongue" has been advocated, and "every student will sing the song of his hometown". It is believed that "a nation does not have the foundation of its own music culture. The so-called 'development' and 'revitalization' can only be an empty talk." In response to the above phenomenon, from April to June 2019, the author takes non-music university and college students from Guangdong Ocean University, Guangdong Medical University, Lingnan Normal University as the survey objects, and conducts surveys on national music identity in the form of questionnaires and interviews for 1,000 students from different places of origin, different disciplines, different family backgrounds and different personality hobbies.

The western part of Guangdong is located at the junction of Guangdong, Guangxi and Hainan provinces, which borders the Pearl River Delta in the east, the Beibu Gulf Rim Economic Zone in the west, and the Hainan Free Trade Experimental Zone in the south. Over there, the people are simple and honest, the regional cultural characteristics are rich, and the local complex is heavy. The three universities have the characteristics of running a regional economy, regional medical services and local cultural education, and play an important role in the talent reserve in the western Guangdong and Pearl River Delta regions. Through surveys, aiming at the characteristics of the university student group, conduct music courses and activities suitable for their future career development and physical and mental health at the university level, which will raise the awareness of Chinese national music to an important position, help young students fully understand their native language music culture, cultivate national cultural self-confidence, and develop a force for the nation and hometown.

2. Questionnaire Sample Statistics

A total of 900 questionnaires were issued in the survey, and 846 copies were effectively recovered. The survey results are detailed in the following tables.

Table 1. Types of music that are often listened to

Music types	Japanese, Korean, European and American pop music	Classical, ancient style (sad, lyric)	Pure music, light music	Classic Cantonese song	Rock and roll, rap	Ballad, folk song	Tik tok brainwashing song	slow rock, psychedelic rock
% of people	32%	17%	10%	10%	7%	5%	1%	1%

Table 2. Familiar types of national musical instruments

Names of musical instruments	% of people
Guzheng	31%
Erhu	31%
Bamboo Flute	18%
Pipa	12%
Dulcimer	9%
Xiao	9%
Chinese Zither	6%
Drum	6%
Suona	5%
Cucurbit Flute	3%
Morinkhuur	3%
Sheng	2%
Ocarina	2%
Bawu	2%
Xun	2%
Ruan	0.8%
Lusheng	0.8%

Table 3. Familiar hometown folk songs

Types of songs	Names of songs
Chaoshan Folk Songs	"Bitter Love", "Sister Is as Red as March Flowers"
Cantonese Children's Songs	"The Moonlight Illuminates the Hall", "Raining Heavily", "Water Dipping Streets"
Hakka Folk Songs, Ya Songs	None
Salty Water Songs	None
Guangxi Folk Songs	"Welcome Song", "Third Sister Liu"
Yunnan Folk Songs	"Hi Bro"
Xintianyou	None
Shaoguan Folk Songs	"Grandma's River"
Jiangxi Folk Songs	"Azalea", "See the Red Army Out"

Table 4. Familiar hometown operas (dramas)

Types	% of people
Cantonese Opera	15%
Leizhou Opera	7%
Chaozhou Opera	6%
Puppet Show	4%
Chinese Shadow Puppetry	3%
Flower-drum Opera	3%
Huazhou Opera	2%
Shaanxi Opera	2%
Tea-Leaf Picking Opera	0.8%
Hakka Opera	0.8%
Boy Drama	0.8%
Huangmei Opera	0.8%
Others	3%

Table 5. The degree of identity of popular songs with national musical elements

Students' attitude	Like	Acceptable	Refuse
% of people	42%	18%	11%

Table 6. Whether like to enjoy the national concerts on the spot

Students' attitude	Willing to	Unwilling to
% of people	65%	4%

Table 7. Learn to play which instruments

Names of musical instruments	% of people
Guitar	31
Harmonica	31
Piano	18
Guzheng	12
Electronic Organ	9
Bamboo Flute	9
Cucurbit Flute	6
Flute	6
Violin	5
Drum	3

Notes: Some of the contents of the above-mentioned recycling questionnaire that were not filled out or filled in with unclear words were not counted in the tables.

Among the subjects surveyed, there are nearly 40 majors in 10 disciplines, including mathematics and applied mathematics, elementary education (mathematics), financial mathematics, applied chemistry, biological sciences, physics, electrical engineering and automation, electro-mechanical technology education, computer software, information management, energy and power engineering, mechanical design and manufacturing and automation, marine and marine, marine fisheries technology, economics, building environment, engineering management, business administration, international trade, pharmaceutical engineering, computer science and technology, environmental science, clinical medicine, medical imaging, anesthesiology, pediatrics, Chinese language and literature, student education, psychology, physical education, history studies, fine arts, law, English, primary education (language), sports human science, public service management, social work, ideological and political education, and 62% of the students are science and engineering majors, and 38% are liberal arts majors.

In the description of the content of the questionnaire, 30% of the students did not sing folk songs in their hometown, and they did not know the operas in their hometown, and 12% of the students did not know Chinese national musical instruments at all. However, 65% of students are willing to enjoy the national musical concerts on the spot; only 4% of students are determined not to go. Among the respondents who refused to enter national music, they included students in ideological and political education, law, clinical medicine and pharmaceutical engineering. All students' leisure activities are accompanied by music, and 60% of students can accept and like to add popular songs of ethnic elements. The music courses that can be selected in the elective courses of the school are very limited. There are only two categories of "Singing with Me, Singing" & "Vocal Music", and "Music Appreciation" & "Music Appreciation", the contents also rarely involve the popularization of national music knowledge.

93.2% of the respondents were from Guangdong Shengyuan, from Zhanjiang, Maoming and Yangjiang in western Guangdong; Jieyang, Shantou, Chaozhou and Meizhou in Eastern Guangdong; Shaoguan in Northern Guangdong; Guangzhou, Shenzhen, Zhuhai, Foshan, Dongguan, Zhongshan, Huizhou, Jiangmen, Zhaoqing and Qingyuan in the Pearl River Delta; the students from other provinces are from Guangxi, Yunnan, Hunan, Jiangsu, Gansu, Shaanxi, Shanxi, Chongqing, Jiangxi and other provinces and municipalities. Among them, 42% of the parents' levels of education are under junior high school, and 20% of the families have religious beliefs, from more to less: Buddhist (15%), Taoism (4%), and Christianity (1%). Among the listed folk songs or operas (some students are unclear about the concept of folk songs and operas in their hometowns), there are Hakka Folk Songs, Ya Songs (a kind of Hakka Folk Songs),

Salty Water Songs; Cantonese Opera, Cantonese Songs, Chaozhou Opera (Chaozhou, Guangdong), Leizhou Opera (Zhanjiang, Guangdong), Chinese Shadow Puppetry, Puppet Show, Huazhou Opera (Huazhou, Guangdong), Flower-drum Opera, Body Drama, Huangmei Opera, Xintianyou, Shaanxi Opera, etc., basically cover the types of folk operas (songs) in Guangdong Province. Some students can also clearly write the title of the song and the name of the opera, such as "Raining Heavily", "Water Dipping Streets", "The Moonlight", "Dinv Flower", and "Separate Flying Swallows" and so on.

In the answers to the last question of the questionnaire, "What are the suggestions for the spread of Chinese national music?", many of the students' suggestions are very constructive and feasible, such as: make more use of community conditions, public vision, and open a new media network for public broadcasting; encourage the development of folk music activities, combine with popular music, integrate modern elements, and utilize commercial propaganda and celebrity effects; forms should be more diverse and diverse; the government should be mobilized to support its essence and keep pace with the times; walk into the campus, attract young people to join the ranks of the public, and hold more public performances to promote as cultural and creative products; protect the original ecological music variety.

3. Interview Description and Record

The survey process was conducted by means of a random sample survey of stagnation sites. The interviews were in the form of a one-to-one flow. The interviewed students generally politely and actively cooperated. They only slightly avoided the topic of personal and family privacy. A small number of students were reluctant to talk in depth. The narrative content was extremely simple. Obviously, they did not pay much attention to the relationship between the subject and the interview. Most students show a certain national cultural awareness and consciousness in the discourse.

3.1 When Asked "What Kind of Music or Songs Do You Usually Like to Listen to?"

Answer 1: This depends on the mood, generally go online to search for Netease Cloud Music or KuGou music, look at the leaderboard, and select the top ranked to listen.

Answer 2: I prefer Japanese and Korean music. Their music is easy and fun and it will be better to listen to it.

Answer 3: Tik tok brainwashing songs!

Answer 4: Listen to the English song, the melody is good, the singer's voice is enough to attract.

Answer 5: I usually listen to folk songs more often. I think these songs can express some of their inner feelings, and the melody is simple and easy to sing, like Zhao Lei's "Chengdu".

Answer 6: Rock and roll, rap, ancient style.

3.2 When Asked "Which Folk Songs and Operas in Your Hometown Do You Know"

Answer 1: I can't sing folk songs, the opera has seen some, but did not go deeper, such as "Chaozhou Opera".

Answer 2: Understand a little bit, there are some "Ya Song" singers in my hometown.

Answer 3: When I was a child, I saw the "puppet show", also called "the ghost play". The scene was very lively.

Answer 4: Cantonese Operas, Cantonese Songs, there are old people who often go together to sing nowadays.

Answer 5: I learned "Dinv Flowers" in high school and can sing a little.

Answer 6: I used to listen to Grandpa singing, but the name of the song is not known.

3.3 When Asked "What Are the Suggestions For the Spread and Inheritance of Chinese National Music?"

Answer 1: It should be combined with modern music.

Answer 2: Don't stick to the traditional form. Old bottles of new wine can be very attractive. In the past, there was a program in high school that used a "puppet show" to show a fairy tale of a dragon and a princess. Everyone seems to be interested !

Answer 3: There should be more related courses in our elective courses in the university. The campus can carry out more miniature national musical concerts.

Answer 4: The government should support more, invest more in funding, and hold more pure concerts. Don't be too commercialized, so everyone can understand more.

Answer 5: Integrate with popular music, join the army of ghosts and animals, develop a small video in Tik Tok, and combine with the Chinese cartoon to combine auditory art with visual art. The theme song like "Under the One" should be a fusion of national elements. " The Tao that can be told is not the eternal Tao", huh, this kind of animation is very nice!

Answer 6: It should be cultivated from an early age, and popularized national music from childhood.

Judging from their suggestions for the spread and inheritance of Chinese national music, they still have a sense of distance from national music, but they have the desire to integrate into them. Even pop music with a little

bit of national elements can evoke their hometowns and her music. Some students happily sang the folk songs and operas in their hometown. It can be seen that contemporary university and college students do not only admire the cultures of countries such as Europe, America, Japan and South Korea, and do not exclude their national elements. As long as they are emotionally and personally, they can resonate with each other. However, they are still not familiar with the diversity and performance of folk music in China. Many folk music has been far away from the city and faded out of public view.

Many students in the interview were very appreciative of the national elements incorporated in the works of stars such as Jay Chou and Li Yugang. They also have a special liking for the theme music in many Chinese cultural films made by foreign countries, such as "Crouching Tiger, Hidden Dragon", "Mulan", and "Kung Fu Panda". The "National Music Festival" and the CCTV National Instrumental Music Competition have also caused great concern.

4. Questionnaire Survey and Interview Results Analysis

Through the above questionnaires and interviews, we have basically mastered the comprehensive literacy of the students from three universities in the music and the identity index of the national music. The specific analysis is as follows:

4.1 General Needs and Hobbies For Music

Music has become an indispensable spiritual support for college students in daily life and study. To a certain extent, it has become an art form with functional characteristics (the probability of listening to music at leisure time is 98%). The preference for different music types represents the unique personality and habits of the viewer. The students have strong initiative in the choice of music appreciation, and they have obtained music information through new media and self-media means. They have a wide range of choices, including rock, RAP, folk, lyric, ancient style and other popular music styles. On the other hand, their choices are also random or from the public, and they are generally not actively chosen for Chinese folk music and Western symphony classics. The identity of peers allows them to actively participate in the follow-up of popular music. Moreover, the non-formal, non-educational and non-utilitarian characteristics of pop music bring more emotional support to the younger generation, in line with their psychological and physiological needs.

4.2 Respect and Awe of National Music

They are awe-inspiring about the folk music in their hometowns and the traditional music of other ethnic groups in our country, although this type of music is not as popular as the popular songs that are closer to their age; however, it is still the symbol of the voice of our nation. These sounds grow with them, and whether they like it or not have been immersed in their lives. In a sense, these sounds are the signals that their ancestors left in the world. Moderate integration of ethnic music elements into popular music is something they are willing to accept and feel fresh. When the elements of national music are combined with the emotions of sincerity, the rhythm of narration, and the rhythm of style, the popular music created will surpass all forms of music to occupy their spiritual world. For example, Cantonese pop songs contain many voices and tunes of Lingnan dialects. Chinese rap music fully combines Chinese pronunciation and rhythm with black pop music. Folk songs are a fusion of local language culture and singer's emotional experience. Even popular songs sung in Chaoshan and Hakka dialects have a musical personality tension. The tone of ethnic folk songs can also be used as a highlight of lighting a music work. These popular music works with national charm have appeared in the description content of this survey, but the students just passed by and did not touch the hearts of people.

4.3 Neglect and Disregard of Music Practice

The instruments listed in the survey are almost all kinds of existing national instrumental music in China. Even the ancient Chinese national music instruments such as Ocarina and Xun have entered their attention. However, there are very few students with national instrumental music performances and learning experiences, only 10% of the respondents and only two types of guzheng and bamboo flute, the study time are short, and the learning process is intermittent, during the interview, the interviewee was also unaware of his love for the instruments he studied. It can be seen that students have no common sense for national instrumental music, but only conceptually understand or participate in national music activities in the role of appreciators and bystanders. They are not willing to pay the time and energy to play the role of performer, inheritor and creator of national music, and they have no chance to penetrate into the national music culture, appreciate its profound connotation, and connect with their own profession. Music, a means of entertainment for university and college students, is a means of entertainment. The role of university and college students in music appreciation is

passive. They do not actively create music, but only find identity in other people's music works.

5. Educational Reflection Triggered By the Survey Results

5.1 Pay Equal Attention to Cognition and Practice

Today's university and college students have "high identity" and "low participation consciousness" for Chinese national music. "High identity" refers to their universal identity and acceptance of national music. "Low participation consciousness" refers to their lack of experience and opportunities for in-depth study. Guangdong Province is a large immigrant province where the four major peoples of Guangfu, Chaoshan, Hakka and Leizhou meet and merge, which is also a famous hometown of overseas Chinese. The number of overseas Chinese is about 20 million. It is a world cultural gathering area such as British culture and Latin culture in Hong Kong and Macao. Guangdong people are more conscious of traditional culture than other provinces and cities in China. However, the spread of professional music and amateur music hobbies is obviously inclined to the western classical and popular music fields. This is the change of the social music culture under the overall situation of economic opening up. With the progress of the construction of the Guangdong, Hong Kong and Macau Bay Area, the traditional culture of Guangdong will face enormous challenges. The students of the new era will only remain on the surface of their own culture. In this era of multiculturalism, they do not have the advantages of their own resources.

5.2 Personal Cultivation and the Society Coexist in Harmony

Chinese national music represents the historical inheritance of Chinese ritual and music culture. The dynasties used "le" as an important means to influence the social order toward harmony. Chinese music aesthetics started from the concept of demanding harmony of sound. Secondly, Chinese national music contains the pursuit of life in the traditional Chinese philosophy of "Tao——Beauty——Realm", enlightening people to look at the past in life from the philosophical height of music, and to the national spirit of various national vocal and instrumental works. In the future, the economy of Guangdong, Hong Kong and Macao will surpass other regions at an unprecedented rate. This generation of college students will face tremendous pressure in their professional fields, clarifying their own pursuit of life and adjusting their mentality into competition so as not to be lost in the career journey.

5.3 Disciplinary Development and Cross-parallelism

The integration and penetration of disciplines is the driving force for innovation. Music is the earliest discipline that has become attached to science. The "Scientific Music View" of ancient Greece has influenced the development of Western disciplines for two thousand years, and it has also opened up the important topic of music aesthetics of "number-proportion-harmony" in the West, thereby reveals the origin of all things that reveal the mysteries of the universe, astronomy, nature, and mankind. The famous physicist Li Zhengdao said: "Science and art are like the front and the back of a coin, and they are an inseparable part." Einstein also said: "Our world can be composed of musical notes or mathematical formulas." The famous "The Qian's Doubt" in the education field is an initiative of senior scholars on the ills of Chinese talent cultivation. Mr. Qian Xuesen repeatedly said that "school education should combine science and technology with literature and art. Engineering majors should learn some literary and art, and liberal arts majors should learn some natural science. Otherwise, they will not be able to cultivate top talents."

6. Conclusion

Our education must be deeply vigilant; music should not be an independent discipline. It should not only exist in the professional field. When he combines with other natural or social disciplines, the energy is unlimited, which will bring innovative inspiration and firm confidence to all constructions in China? For the university and college students who are about to enter the ranks of builders, they have "high degree of identity" and "low participation consciousness" for music and their national music. We should increase guidance in the basic education stage, create more ethnic music atmospheres, provide more opportunities for public welfare learning, establish more talented models of interdisciplinary disciplines, and guide our education to produce brilliant fruits under the infiltration of music.

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ARTICLE

Research on Teaching Method of Packaging Design Course Based on Chinese Style

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ARTICLE INFO	ABSTRACT
	The teaching of Packaging Design started late in China, but develops fast. After experiencing the changes of economy, politics and culture, it has entered a new era of self-publicity. The Chinese style has come out quietly with a strong momentum. The contents of packaging design in the new era pay more attention to the spiritual level, and become a bridge between the society and people, forming an aesthetics concept with the spirit of the Chinese people. Based on the application of Chinese style in the course of Packaging Design, this paper discusses the characteristics of Packaging Design with Chinese style and the problems of traditional Packaging Design, and puts forward how to better apply Chinese elements in Packaging Design.

1. Introduction

The teaching purpose of Packaging Design course is to let students understand the methods, characteristics and skills of product packaging. At present, the comprehensive economic strength of our country is growing, and some packing marks with Chinese characteristics have been effectively disseminated in the world. Based on this background, designers made a lot of effort and exploration in looking for designs with Chinese characteristics. In the research of the innovation of Packaging Design course, the author takes Chinese style as the main direction of Packaging Design teaching, and takes Chinese traditional culture elements as the main carrier and means of teaching to carry out exploration and exploration. It

can be said that the teaching method of Packaging Design based on Chinese style can not only improve students' professional ability and aesthetic judgment in Packaging Design, but also deepen students' understanding of traditional Chinese cultural modeling.

2. Characteristics of Chinese Style Packaging Design Elements

At present, people's aesthetic judgment and spiritual needs are increasing, many packaging design with Chinese style came into being. The so-called Chinese style packaging design is not simply imitating the style, nor is it simply applying some traditional Chinese elements to the design. Chinese style design is to extract some cultural essence from

traditional Chinese culture, form some identifying elements with Chinese style, and apply them to packaging design.[1] The patterns, ornaments and characters of China have been changing for thousands of years. For example, the pattern of dragon and phoenix is the most common pattern, symbolizing power and nobility, and implying good luck; As a kind of Chinese element, the fine brushwork of peony is applied to the packaging and design of products, which not only shows the beauty and nobility of the products, but also embodies the classical packaging characteristics; the traditional auspicious cloud pattern has the beauty of asymmetry with a unique sense of flow and the beauty of curve, which can be more interesting in packaging design. In addition, character with Chinese style, as a pattern decoration, from oracle bone inscriptions to official script, regular script and other form, becomes a unique art form and reflects Chinese culture in the simplest way.

In addition to the use of patterns and characters, the colors with Chinese traditional culture are also frequently used in packaging design, such as golden yellow, which symbolizes wealth and authority, big red, which embodies elegance, wealth and rank, and black, which represents nobility and coldness. These colors have been cleverly matched in the modern packaging design and are given a unique art form of modern packaging design.

Because people live in different times, the aesthetics will be different. If we want to promote the packaging design of Chinese style in the world, we need to constantly explore its unique connotation and visual language, including some unique patterns, diverse colors and characters.[2] In the process of integrating Chinese style into packaging design, it is necessary to absorb the traditional culture of the Chinese nation, excavate the essence of language and pattern in traditional culture, and apply them according to the theme of packaging design practically. At the same time, some auspicious patterns can be used to express emotions. The traditional patterns, characters and other elements are constantly refined and sublimated, and combined with modern people's way of life, the moral is reconstructed, through a variety of design techniques applied to the packaging picture design, so that the packaging design with Chinese style can keep innovation of the times while maintaining the traditional cultural connotation.

3. Teaching Method of Traditional Packaging Design Course

3.1 Rigid Teaching Methods

Packaging design, as a combination of structural design and graphic design, in the course of Packaging Design, emphasizes that students can independently design the modelling, packaging and decoration of the works, which not only reflects the professional ability of students, but also attaches great importance to the professional skills and accomplishments of students in learning. However, in the traditional teaching method of Packaging Design, teachers pay too much attention to the teaching of professional skills and knowledge, and to some extent, the practical nature of Packaging Design course is ignored. Students are not regarded as the main body of teaching, teachers also fail to integrate students effectively through teaching work, and teaching methods are relatively simple and traditional, resulting in students' understanding of Packaging Design course is only in a relatively simple level of knowledge, which is not conducive to the improvement of students' learning autonomy, affecting the efficiency of learning.[3]

3.2 Do Not Pay Attention to Students' Practical Ability

As a practical course, Packaging Design course needs students to master professional Packaging Design knowledge, such as Graphic Design, Decoration Design, Logo Design, etc. At the same time, students who major in Packaging Design are also required to be able to design by using computers and have hand-drawn ability and strong writing ability. However, in the current course of Packaging Design, teachers only focus on the interpretation of professional knowledge and lack the ability to guide students to think independently, so that students will get board of the Packaging Design knowledge due to the boring teaching, which is not conducive to improve the teaching quality and effectiveness of the Packaging Design course.

3.3 Too Monotonous Teaching Content

In the teaching of Packaging Design, many teachers still have past teaching concept, and some local conditions and customs, art appreciation and intangible cultural heritage cannot be integrated into the teaching, resulting in a single teaching content, which is not conducive to cultivate students' art appreciation ability. And due to lack of materials of Packaging Design, students' creative inspiration is difficult to stimulate and they cannot change the knowledge learned in the course into the actual needs of social development.

4. Problems in the Teaching of Chinese Style-oriented Packaging Design Course

4.1 Deviation in the Understanding of Chinese Style

Now, the Packaging Design with Chinese style has be-

come an important part of the Packaging Design course. However, there are still some deficiencies and deviations in the understanding of Chinese style by teachers and students. Without fully grasping the true meaning of the Chinese style and understanding the cultural connotations of Chinese elements, in the process of Packaging Design, students just pile up the Chinese elements simply.[4] The wrong understanding of fashion and trend leads to the lack of vitality and characteristics of the design works, which only allows Chinese elements to play a decorative role in Packaging Design, without reflecting the real aesthetic sense of Chinese style design.

4.2 Ignore the Artistic Sense of Chinese Elements

In the process of teaching, some teachers only over consider the function and nature of the product and blindly pursue design skills. As a result, students cannot find innovative inspirations that can bring visual impact in packaging design practice, and packaging works designed cannot stimulate consumption. Only when teachers skillfully use all kinds of elements of Chinese style in teaching, can packaging design keep pace with the times, meet the needs of commercial development, and embody the spiritual connotation of Chinese culture.

4.3 Lack of Practice and Training for Students

Any packaging design cannot be divorced from life, but be derived from life. Therefore, only having a profound understanding of life, in order, can the packaging designer apply the design into the practice. However, in the past packaging design teaching, students' practical operation and training content are relatively insufficient, and it is difficult to improve the ability of practical application depending on the pure mastery of theoretical knowledge. Therefore, in the actual teaching process, teachers should pay attention to both theory and practice, strengthen the cultivation of students' theoretical knowledge, and at the same time, and lay emphasis on strengthening students' social practical ability to lay a foundation for design innovation. Only in this way can we not only ensure the beauty of packaging design, but also retain Chinese characteristics, and create more works to meet the needs of the development of the times in the international trend of development.

5. Application of Teaching Methods in Chinese Style-oriented Packaging Design Course

The integration of Chinese elements in the teaching of packaging design can effectively carry forward and inherit the characteristics of Chinese traditional national culture to promote the effective promotion of Chinese culture in global cultural development. In the teaching of Packaging Design, only keep exploring Chinese elements from the new development perspective can the teacher finds the charm and characteristics of Chinese traditional culture, so as to find out the correct design orientation and integrate Chinese elements during introducing the advanced modern design concept to realize the effective combination of modern elements and traditional elements, and promote the reform and innovation of teaching methods in the Packaging Design course.

5.1 Innovate Design Concept and Realize the Innovative Development on the Basis of Inheritance

Although the Packaging Design course in China started late, the art of Packaging Design, characterized with unified but diversified style and sentiment, has long been rooted in the folk with certain universality, and it reflects the unique cultural form of the Chinese nation in any period. Symbols with Chinese characteristics have accumulated a lot of rich cultural content with the time. It has not only become an effective carrier for inheriting and carrying forward traditional culture, but also become an important part of Chinese culture. In the modern Packaging Design course teaching, we should fully explore and learn from the resources of traditional culture, so as to pass on the culture with rich national spirit and charm. For example, through the space-time comprehensive modeling method, it has a very strong view of the universe and religion, which reflects the idea of the unity of heaven and man. The practicality, abstraction and generalization of traditional graphics develop in the cultural atmosphere constructed by Chinese traditional culture. The Chinese nation has seen this aesthetic idea as an inherent mental set.

We should correctly interpret the relationship between modern packaging design and Chinese traditional culture. Innovate the design concept, change the simple understanding in the past, integrate the essence of traditional Chinese culture effectively rather than copying the "shape" of the traditional elements in the design and fully understand the artistic conception and spirit embodied in it to bring new development vitality to the modern packaging design.[5] The packaging of Zhuyeqing tea, designed by Hong Kong designer Alan Chan, shows the formation of the Zhuyeqing tea and these forms constitute a Chinese Character "Zhu" that means bamboo in English. In the traditional Chinese concept, the bamboo stands for gentleman, so such a design reflects an elegant, honest gentleman image as well as the brand tone and personality of Zhuyeqing, reflecting a gnosis of life, which is a pursuit

and yearning for the perfect quality of human beings. Reviewing from the view of the modern design of visual modeling, the traditional elements have rich expression and are in coordination with modern aesthetics.[6] With the acceleration of globalization process, it further inspires national traditional cultural elements and brings us a lot of development opportunities and thinking in packaging design teaching. Only in the process of continuous understanding and exploring can we transform traditional Chinese cultural elements into new ideas.

5.2 Use Traditional Design Elements for Reference, Follow the Characteristics of the Times

In the teaching of Packaging Design, strengthening the application of Chinese-style design elements doesn't mean simply nostalgia or love of the past, but mean to carry out modern innovation and re-transformation on the basis of reasonable reference, so that the traditional cultural elements gain fresh vitality for development. Through the analysis and redesign of traditional patterns, patterns, colors and words and other basic elements, an artistic image with the aesthetics of the times will be presented.[7]

In the teaching of Packaging Design, the application of Chinese traditional elements is based on the use of Chinese traditional culture elements for reference. It innovates designs, patterns, and other forms of art creation combined with modern art forms, changes, summarizes and refines the art form which has complex structure, old forms and is incompatible with modern aesthetics. In the process of redesign, the traditional elements should be decomposed constantly, so that they can be better transformed and effectively integrated with modern packaging. Only in this way, can we retain the charm of traditional art with distinctive characteristics of the times. The teaching innovation of Packaging Design course based on Chinese style is a collision between tradition and modernity, obsolescence and innovation. Only by constant collision and communication can our Packaging Design works exude more unique charm of the Chinese nation. [8] For example, in the packaging design of mooncakes, some ancient poems often appear to convey the emotions of traditional culture, for example, "The Moon Rising above the Sea, We Share, Far, Far Away", "We Wish Each Other a Long Life, so as to Share the Beauty of This Graceful Moonlight, Even though Miles Apart" and so on. These ancient poems use some traditional calligraphy, which not only highlights the rich images, but also reflects the unique emotions given to the Chinese people during the Mid-Autumn Festival. In the teaching, students can be guided to think about the artistic conception of the poem and get inspiration. [9] In summary, in the teaching of Packaging

Design, the use of Chinese elements should be targeted, which not only reflects the style of design languages, but also can focus on the cultural identity of the audience, Only in this way can students understand Chinese culture better and so as to push the spirit and connotation of traditional culture to a higher level in the design practice, and make the Packaging Design works have the culture of the times and the meaning of traditional art elements.[10]

6. Conclusion

As a relatively broad concept, Chinese style comes from the long history of Chinese civilization, and numerous cultural treasures have been left by Chinese dynasties, which are the gems of ancient wisdom and an important basis for our Chinese style design elements. In the teaching of Packaging Design, the integration of some materials or colors with the characteristics of classic traditional culture can endure product packaging with richer cultural information and directly cause changes and reactions of consumers' emotions. At the same time, students can distinguish the special meaning of these traditional elements and make reasonable use in the design process, so as to get a deep understanding of Chinese-style packaging design.

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ARTICLE

Literature Education in Universities Colleges and the Cultivation of University and College Students' Humanities Quality

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ARTICLE INFO	ABSTRACT
	With the reform of China's educational undertakings, in the daily teaching activities, various universities and colleges in China have gradually begun to attach importance to the cultivation of literature education and the cultivation of university and college students' Humanities quality. As a kind of discipline integrating art and humanity, literature education plays an important role in the cultivation of university and college students' humanities quality. Based on this, this paper conducts a simple analysis of the role of literature education in the quality cultivation and university college students, the current situation of China's literature education in universities and colleges and the cultivation of university and college students' humanities quality and related optimization measures. It is hoped that there will be inspiration and help for improving the humanities quality of university and college students in China and giving play to the role of literature education.

1. Introduction

The reform of education curriculum in the new era has made the humanities quality education gradually become an important part of university and college education in China. The contents of humanistic quality education include not only traditional Chinese ideological and political education, but also legal education, moral education, humanities education, and aesthetic education. Therefore, the level of humanistic quality of university and college students is directly related to students' daily life and learning. To this end, China's Universities and colleges should strengthen their research on literature education and clarify the role of literature education in cultivating students' humanistic qualities. Based on the current situation of Chinese literature education and humanities quality education in universities and colleges, this paper studies the measures to cultivate students' humanities quality in literature education, so as to improves the quality of students.[1]

2. The Role of Strengthening Literature Education for the humanities Education of University and College Students

The role of strengthening literature education for the humanities education of university and college students is shown in Table 1. The specific explanation is as follows.

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Table 1. The role of strengthening literature education for the humanities education of university and college students

The role of strengthening literature education	Main performance
Conducive to cultivating students' correct attitude towards life and living their own opinions	Literature works can spread positive energy and have a subtle influence on students.
Conducive to extending China's traditional culture and increasing aesthetic experience	Chinese culture has a long history. Through literature education, students can show positive aspects of traditional culture.
Conducive to expressing human cultural characters and enhancing the influence of literature works	Human culture is more hidden in literature classics. Strengthening literature education is conducive to students' understanding of human development.
Conducive to seeing people's minds and establishing a correct outlook on life and values	The literature works are circulated because the works can resonate with the readers, strengthen the literature education, and guide the students to deeply understand the human mind.
Conducive to sublimating the life and sticking to their ideals and beliefs	Literature works contain human consciousness and strengthen literature education, which is conducive to students' clear meaning of existence.
Conducive to the formation of correct value judgments, find their own life position	Literature works are an idea in themselves and have a strong guiding effect on students.

2.1 Conducive to Cultivating Students' Correct Attitude towards Life

To strengthen the literature education, the most important role for cultivating the humanistic quality of university and college students is to help students develop a correct attitude towards life. The specific performances are as follows: first, in the process of creation, literature works contain the creator's attitude towards life. Therefore, each literature work conveys a correct energy to people in the process of communication. Can affect students in a subtle way; second, in the process of literature education, students can see their own lives in literature works, and then they can make the benchmark of life with outstanding figures in literature works; third, with the full arrival of the information age, college students are easily influenced by various cultures in the daily life and learning process. By strengthening literature education, students can maintain a correct view of life in the mixed information age.

2.2 Conducive to Extending Chinese Traditional Culture

Chinese culture has a long history and has a cultural heritage of 5,000 years, which has an important position in the entire world civilization. Therefore, strengthening the

literature education for university and college students is also conducive to extending Chinese traditional culture and enhancing students' aesthetic feelings. At the same time, through literature education, students can also spread the excellent parts of Chinese traditional culture, and then guide students' behaviors and improve their humanities quality.

2.3 Conducive to Expressing of Human Cultural Characters

The development of human beings is often hidden in literature works. Therefore, strengthening literature education is conducive to university and college students' understanding of human cultural characteristics. At the same time, with the development of cultural globalization, Chinese traditional culture has also been affected by the culture of Western countries to a certain extent. In order to highlight the cultural characteristics of human beings, strengthening literature education is also a necessary and effective strategic measure.

2.4 Conducive to Seeing People's Minds

The process of the dissemination of literature works is a process of smashing the waves. The reason why excellent works are left behind is precisely because it can stimulate the emotional resonance of readers. By strengthening literature education, students can see the human mind through their works, and then form a correct outlook on life and values to guide students' daily behavior.

2.5 Conducive to Sublimating the Life

In the process of creation, literature works contain human consciousness and reflect the creator's expectations for the future. For example, the well-known Su Shi, Du Fu and modern Lu Xun, etc., these literati have more or less the understanding and prospect of reality when creating literature works, and to a large extent also reflect the value of human existence. Therefore, by strengthening literature education, students can help students to define the meaning of existence and realize the sublimation of life. At the same time, in today's society, people's life rhythm is getting faster and faster. By strengthening literature education, students are conducive to sticking to their own life ideals in a fast-paced life and clarifying the direction of progress.

2.6 Conducive to the Formation of Correct Value Judgments

Literature works have certain educational significance. When people read literature works, the value judgment in

the works will also affect the reader's behavior. Therefore, strengthening literature education is conducive to students to form correct value judgments. By studying literature works, students can experience the life experiences of the characters in the works, and then generate a sense of their own life, which is conducive to students to find their own life orientation and improve their humanities.

3. The Current Situation of Literature Education in Universities and Colleges and Humanities Quality Education at Present Stage

3.1 Insufficient Attention to Literature Education and Humanities Quality Education

At this stage, the biggest problem in the teaching process of literature education and humanities quality education of university and college students is that more attention to literature education and humanities quality education needs to be paid. The specific performances are as follows: first, although with the advancement of the new curriculum reform, China's Universities and colleges have gradually recognized the significance of students' quality education, however, in the actual education process, influenced by various factors such as student employment pressure, some universities and colleges pay less attention to literature education and humanities quality education, which also affects the improvement of students' humanities quality to a large extent; second, some universities and colleges in China have misplaced the educational orientation of literature education, and thus are not reasonable enough in the curriculum arrangement, making it difficult for the literature education curriculum to play its biggest role; third, some of the polytechnics are more focused on science in the education structure, too little investment in literature education, and the educational effect of students' humanistic qualities is minimal.

3.2 Lack of Rationality in the Curriculum Setting

At present, China's Universities and colleges are not reasonable enough in the curriculum setting of literature education and quality education. The specific performances are as follows: first, most universities and colleges in China are mainly in ideological and political education or language education in the cultivation of students' humanities quality, and the curriculum is basically in the freshman year, in the form of electives or public lessons, so that the degree of acceptance of students is uneven; second, public education makes the participation of students generally low, and it is difficult to stimulate students' interest in learning; third, some universities and colleges in

China have insufficient equipment and teachers to invest in literature education and humanities quality education courses, in the actual teaching process, the teaching form is also lack of innovation, and it is impossible to carry out systematic education, which also affects the effect of students' humanities quality education to a certain extent.

3.3 Lack of Organic Integration with Their Own Campus Culture

First, with the full arrival of the information age, university and college students in China are basically at the forefront of the development of the times. In the after-school time arrangement, they are usually based on the Internet, and the reading time for literature works is very small, which also affects the improvement of students' humanities quality to a certain extent; second, although the development of network information technology has enriched the model of campus cultural activities in universities and colleges, some universities and colleges in China did not realize the combination of campus culture and student quality education in the process of organizing campus activities, in turn, it is difficult for campus cultural activities to play the most important role; third, some universities and colleges in China lack the consideration of their overall campus culture in the design of campus cultural activities, which makes the activity model single, has no deeper role, and it is difficult to stimulate students' interests to the maximum extent, which has led to lower participation of students in campus cultural activities.[2]

4. Measures to Cultivate University and College Students' Humanistic Spirit in Literature Education

4.1 Improve the Importance of Cultivating Students' Humanities Quality

If China's universities and colleges want to realize the humanistic quality of university and college students in literature education, the first thing they should do is to improve the importance of cultivating students' humanities quality. To this end, China's universities and colleges should: first, it is necessary to clarify that the education of university and college students in the new era is not only the education of professional knowledge and skills, but also the quality education of students; second, we must scientifically formulate teaching plans according to the requirements of the times for talents and then the students' own development needs; third, focus on cultivating students' correct outlook on life and values, helping students get rid of the utilitarian interests of learning in the process

of teaching, and deepen the students' internal cultivation; fourth, we must change the traditional teaching concept and strengthen the education of university and college students' humanities quality. We must pay attention to the spirit of the times under the new era and continuously improve the quality of students. fifth, strengthen the cultivation of students' humanistic spirits and make them high-quality talents that the society needs.

4.2 Improve the Rationality of the Curriculum Setting

The above also mentioned that the main problem in China's literature education and humanities quality education of university and college students is that the curriculum setting is not reasonable enough. Therefore, China's universities and colleges should maximize the guarantee of the quality education of students, and should optimize the curriculum structure and improve the rationality of the curriculum setting. To this end, universities and colleges should: first, attach importance to ideological and political education, college Chinese education and other courses related to students' humanistic quality education, change the traditional elective or public curriculum education model, increase the amount of courses, and optimize the curriculum; second, strengthen curriculum reform, attach importance to the overall development of students, scientifically arrange courses related to literature education, and carry out courses similar to psychology and philosophy to broaden the knowledge of students and enrich the inner world of students; third, the relevant literature education teachers in universities and colleges should also keep pace with the development of the times, and keep pace with the times, and then carry out reforms and improvements in traditional teaching methods, improve students' interest in learning, and realize the inheritance of the dissemination of excellent literature works.

4.3 Strengthen the Construction of Campus Culture

The main place for students to study is the campus. The quality of campus culture construction also affects the level of students' humanistic quality to a large extent. Therefore, China's universities and colleges should strengthen the cultural construction of the campus in the process of strengthening literature education, and then create a good campus culture atmosphere and promote the cultivation of students' humanities quality. To this end, universities and colleges need to: first, actively carry out relevant campus cultural activities and demonstrate the humanistic spirit in literature works; second, encourage students to actively

participate in campus cultural activities, and provide students with the best platform to show their own. For example, universities and colleges can carry out some cultural activities such as poetry competitions and speech contests, so that students can improve their literature accomplishment and improve their self-confidence in the process of participating in activities; third, attach importance to cultivating students' interpersonal skills in campus cultural activities, thereby helping students to relieve stress, improve their overall quality, and achieve healthy development of mind and body.

4.4 Improve the Faculty of Humanities Quality Education

The level of humanistic quality of college students is also closely related to the overall quality of teachers. Therefore, China's Universities and colleges should also improve the faculty of humanities quality education, and then give full play to the guiding role of teachers to improve the educational effect of students' humanities quality. First, universities and colleges should raise the recruitment threshold for teachers of humanities quality education, and attach importance to the professional level and business ability of teachers; second, strengthen the training of in-service teachers, encourage teachers to continuously learn and improve themselves, and then improve the overall quality of teachers and strengthen the construction of the teaching staff; third, establish a relevant performance appraisal system to directly link the teachers' daily teaching effects with the final appraisal content, so as to promote teachers to actively acquire relevant knowledge, continuously deepen their literature accomplishment, and improve the quality of classroom education.[3]

4.5 Optimize the Teaching System of Humanities Quality Education

China's universities and colleges should also optimize the education system of humanistic quality education in schools, and provide preconditions for the cultivation of students' humanities quality. Firstly, the school should encourage teachers of humanities quality education to actively innovate the teaching mode, and then combine the characteristics of students to achieve teaching in accordance with their aptitude; Secondly, schools should strengthen the rectification of the teaching system, realize the diversification of teaching methods, and achieve educational and entertaining; Finally, teachers should pay attention to the active classroom atmosphere, make full use of the network technology in the new era, improve the teaching system through multimedia, website teaching,

etc., so as to ensure the participation of students and improve students' interest in learning.

4.6 Strengthen the Reform of the Assessment Mechanism

China's universities and colleges should strengthen the reform of the assessment mechanism for humanistic quality education. The traditional Chinese assessment method is too simple and the content covered is not comprehensive enough. To this end, first, universities and colleges should increase the assessment content of psychology and innovation ability in the original assessment content; second, the innovative assessment method will integrate the students' daily performance into the final assessment; third, organize relevant teaching activities, and the performance of students in the activities is also included in the assessment content of humanities quality.

5. Conclusion

In summary, the education reform in the new era puts forward higher requirements for the literature education and humanities quality education of university and college students. Therefore, China's Universities and colleges should strengthen the study of literature education and clarify the role of literature education in the process of cultivating students' humanities quality, thereby through improving the emphasis on cultivating students' humanities quality, improving the rationality of curriculum arrangement, strengthening campus culture construction, perfecting the faculty of humanities quality education, optimizing the teaching system and strengthening the reform of the assessment mechanism, etc., the students' humanities quality will be improved, so as to ensure the full development of students.

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ARTICLE

Comparisons of Undergraduate Business Administration Education in Greater Bay Area, China

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ARTICLE INFO	ABSTRACT
	Business administration education plays an important part in supporting the development of business industry and ensuring the ongoing supply of qualified human resources to meet the demanding industry requirements. However, the dramatic growth of the economy has not been accompanied by an adequate response from the education system. It is therefore, necessary to review the existing business administration programs. This paper will make a comparison of the current undergraduate programs in Business Administration in Guangdong-Hong Kong-Macao Greater Bay Area in the six dimensions: curriculum and instruction; strategic planning; administrative management; faculty; student achievements; and resources. Suggestions for the further development of Business Administration programs in the bay area will then be proposed.

1. Introduction

The business prosperity of Guangdong, Hong Kong, and Macao Greater Bay Area develops with the increasing emphasis on technology and cross-culturalization. To achieve this growth, it is most important to develop the next generation of business professionals with sufficient and effective knowledge and skills to ensure sustainable growth. In this situation, business Administration Education is of vital importance, as human resource development is critical to the success of business in many markets. Only by optimizing the teaching quality of Business Administration majors, can we meet the ever-increasing demands for qualified professionals in business. However, the current Business Administration education fails to meet the rapid development of the business world and there is an urgent need to reform the current programs. To draw on experience of the existing educational program will be a very effective way to seek for improvement. Both Hong Kong and Macao are well-developed economic areas, where Business Administration education is already matured in many ways. These three regions now are in a tighter connection because of the newly promoted concept of "Greater Bay Area".

The Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area) includes three main regions: the nine municipalities in Guangdong Province: Guangzhou, Shenzhen, Zhuhai, Foshan, Huizhou, Dongguan, Zhongshan, Jiangmen and Zhaoqingthe; Hong Kong Special Administrative Region (HKSAR), and the Macao Special Administrative Region (Macao SAR). The strategic development of Greater Bay Area involved cooperation and communication of different fields of these regions, and that would

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include the education sectors. As indicated in the Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area, cooperation and development in education sector in the Greater Bay Area should be strongly encouraged. This plan places emphasis on cooperation and mutual development of higher education of the bay area. To achieve this, it will be beneficial to first look at higher education in the Greater Bay Area from a holistic point of view.

2. Overview of Higher Education in the Greater Bay Area

Hong Kong, Macao and Guangdong are rich in higher education resources. There are 151 general universities in Guangdong province, among which 64 are at the undergraduate level (including Chinese-foreign cooperative universities). However, overall, high-quality higher education resources are scarce. Although Hong Kong is a small city, it has abundant higher education resources and several high-level universities. Macao, with the smallest area among the three regions, is a typical micro society. Its higher education scale is small and its higher education resources are correspondingly limited.

The following table shows the distribution of universities in the greater bay area. From the perspective of geographical location, high-level universities in Guangdong-Hong Kong-Macao greater bay area are mainly distributed in 4 core cities, Hong Kong, Macao, Guangzhou and Shenzhen. Guangzhou has the largest number of university of 36, followed by Hong Kong and Macao, with 13 and 10 respectively. On the contrary, 7 central cities, such as Zhuhai, Zhongshan, Jiangmen, Foshan, Zhaoqing, Dongguan and Huizhou, are relatively deficient in high-level universities. The overall level is not high, hence, it is difficult to support the huge demand of local economic and social development of human resources, technology, and intellectual resources.

Table 1. Distribution of universities in the greater bay area

No.	City	Number of universities
1	Dongguan	3
2	Foshan	2
3	Guangzhou	36
4	Huizhou	1
5	Jiangmen	1
6	Shenzhen	4
7	Zhaoqing	2
8	Zhongshan	1
9	Zhuhai	4
10	HKSAR	13
11	Macao SAR	10
Total	Greater bay area	77

Source: http://xxpt.gdedu.gov.cn

2.1 Higher Education in Hong Kong

Hong Kong offers high quality, diverse and flexible access to higher education, represented by the eight universities funded by the education grants committee: the University of Hong Kong, the Chinese University of Hong Kong, Lingnan University, Hong Kong Polytechnic University, Hong Kong Baptist University, City University of Hong Kong, the Hong Kong University of Science and Technology, Hong Kong University of Education.

The rapid expansion of the scale of Hong Kong's higher education has not led to a sharp decline in the quality of higher education. Hong Kong's higher education has achieved overall improvement and development in talent cultivation, scientific research and social services, which are mainly reflected in the steady improvement in the quality and employment rate of graduates, the rapid development of scientific research and the rapid rise of university rankings. The following table shows the rankings of the major universities in Hong Kong in 2018.

Table 2. World University Rankings of the key universities in Hong Kong

Name of University	World University Rankings (2018)		
	THE	QS	US News
the University of Hong Kong	40	26	109
the Chinese University of Hong Kong	58	46	148
the Hong Kong university of science and technology	44	30	152
City University of Hong Kong	119	49	186
Hong Kong Polytechnic University	182	95	234

Source: Sun, B.C. & Xu, N. (2018). Hong Kong's Quality Assurance measures and policy experiences of building "World-class Universities". Tsinghua Journal of Education

2.2 Higher Education in Macao

There are ten degree-conferencing institutions of higher education in Macao: The university of Macau, Macao Polytechnic Institute, Institute of Tourism, Macao Security Forces Higher School, City University of Macau, St. Joseph's University, Macao Mirror Lake Nursing School, Macao University of Science and Technology, Macao Institute of Management and Institute of Chinese and Western Innovation. Due to historical reasons, the devel-

opment of higher education in Macao is relatively slow and the overall level is not high. However, the University of Macau, Macao University of Science and Technology and Macao Polytechnic Institute have achieved rapid development in recent years, especially the establishment of Hengqin campus of the University of Macau provides a new opportunity for its development.

2.3 Higher Education in Nine Municipalities in Guangdong Province

From the specific situation of higher education resources in 11 cities in the greater bay area of Guangdong, Hong Kong and Macao, Guangzhou has the most abundant high-quality higher education resources among the nine cities in the mainland. Apart from Shenzhen University, the key universities and key disciplines in the construction of high-level universities in Guangdong province are all located in Guangzhou, and the national "double first-class" universities are all located in Guangzhou. At the same time, Guangzhou has set up Chinese-foreign cooperative schools. Higher education in Shenzhen is in the process of accelerating development. Shenzhen University has been included in the first-class discipline construction universities in Guangdong province, and South China University of Technology is one of the high-level science and engineering construction universities in Guangdong province. In addition, the cooperation between Shenzhen and foreign countries and Hong Kong, Macao and Taiwan has also developed. Foshan University of Science and Technology in Foshan and Dongguan University of Technology in Dongguan are among the construction of high-level science and technology universities in Guangdong province, and Dongguan University of Technology has set up Chinese-foreign cooperative educational institutions with foreign universities. Zhuhai has attracted two Chinese-foreign cooperative schools. Although there are colleges and universities in Huizhou, Zhongshan, Jiangmen and Zhaoqing, the number of colleges and universities is low.

3. Framework for Measuring the Quality of Educational Programs

Though there are abundant theoretical discussions and research about Business Administration Education in China, Hong Kong and Macao respectively, few studies are found to discuss about the similarities and differences of undergraduate Business Administration educational programs offered by different universities in these three regions: Guangdong, Hong Kong and Macao. This study aims to discuss strengths and weaknesses of undergrad-

uate Business Administration programs in Greater Bay Area in the following six finalized dimensions, curriculum and instruction; faculty; strategic planning; administrative management; student achievements; and resources (see Figure 1).
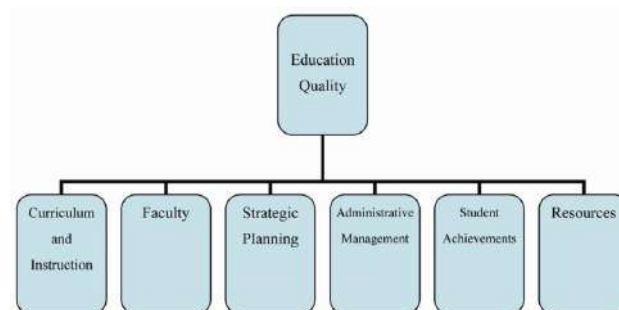
Figure 1. Framework for measuring the quality of educational programs

Source: Adopted from Horng, Teng and Baum (2009).

On the basis of two famous evaluation models: Context-Input-Process-Product (CIPP) and Malcolm Baldrige National Quality Award (MBNQA), a framework for measuring the quality of educational programs was proposed by Horng, Teng and Baum (2009). CIPP was developed by Stufflebeam (2000), and it is an instrument to conduct and report evaluations in academic services. It enables policy makers to understand the process and context in the educational phenomenon. MBNQA, on the other hand, is a quality award model frequently used in the business sector, and focuses on customer satisfaction and the promotion of performance excellence (Meyer & Collier, 2001). In 2004, education criteria based on the MBNQA were established. Combining these two evaluation models and other evaluation criteria in renowned accreditation systems, for example, The Quality Assurance Agency for Higher Education (QAA) in the UK (an independent body responsible for monitoring the standards of student achievement and the quality of the student learning experience in UK higher education), Horng, Teng and Baum (2009) finalized six dimensions in evaluating quality in education programs. The six dimensions are: curriculum and instruction; faculty; strategic planning; administrative management; student achievements; and resources. The following table shows the explanations of each dimension.

Table 3. Explanations of the 6 dimensions of the quality framework

Dimension	Explanations of the dimension
Curriculum and instruction	Design of curriculum, teaching and learning
Faculty	Teachers' quality and performance

Strategic planning	Institutes' vision, mission, aims and objectives
Administrative management	Administrate leadership and student management
Student achievements	Students and graduates' performance
Resources	Variety and management of training facilities

4. Comparisons of Undergraduate Business Administration Education

Business Administration Education has been developed rapidly over the last 40 years along with the prosperity of business world in China. According to Xie and Hu (2011), the first school to offer Business Administration education was University of International Business and Economics, which was established in 1983. The number of universities providing Business Administration education has increased exponentially over the past 35 years. However, the supply of human resources from existing institutions cannot meet the increasing needs for the industry. As Bao and Zhu (2008) pointed out, there is a contradiction between the characteristics that trade requires for students and talent-cultivation mode set by higher educational system. The situations in each dimension can be summarized as follows:

4.1 Curriculum and Instruction

In the study of comparing Business Administration education in China and abroad, Xie and Hu (2011) presented a review of the Business Administration education in China. They pointed out that there was a big discrepancy between supply and demand in terms of quality personnel. The biggest problem is curriculum design, and graduates from business education institutes and vocational training schools cannot meet industry needs and demands. In another study, Zhang & Wu (2004) indicated that there was a gap between what was taught and the realities of the industry itself. In China, many programs of Business Administration Education are dominated by non-business courses like foreign languages. However, Business Administration is highly specialized. By teaching students general knowledge in management or business, but not specialized industry-related skills or know-how, students are not likely to meet the special requirements of the industry. According to Han (2004), business administration education is too broad and too general, and it cannot subdivide the professional talent cultivation according to the market demand. As a result, the business graduates are not truly employable and fail to meet the market demand.

Huang & Chen (2011) also pointed out that there are problems such as theory detached from practice in the curriculum design of undergraduate Business Administration education. When planning the curriculum, education institutes pay more attention on the theoretical concepts and knowledge rather than skill development. As Lam and Xiao (2000) pointed out, the curriculum in institutes in Mainland China emphasized more the classroom instruction and de-emphasized skill development. Practical training is not getting enough attention at most universities and is only required in the last year of students' study and lasts for only a short amount of time. As a result, students have very little laboratory experience before they enter the industry. Hong Kong, in this case, has more reasonable and practical curriculum design, as students are encouraged to experience a certain period of practical training at the end of every module.

4.2 Strategic Planning

The recklessly expansion of Business Administration Education programs in China has contributed to the degradation of the overall quality of Business Administration Education in China. Such rapid expansion led to scatterings of educational input and duplicate investment. Many Business Administration Education programs are not qualified, and do not have long term goals and strategic planning for their sustainable development. In contrast, the setting standards of teaching objectives and education level in Hong Kong and Macao are more in line with international standards. As developed areas, Hong Kong and Macao' Business Administration education is characterized with eastern and western philosophy. Because Hong Kong and Macao received foreign education and culture earlier, there were many foreign-funded enterprises and profound cultural influence, which provided favorable historical conditions for the cultivation of international talents. With international vision, Macao's business education inclines to western higher education system and level in teaching, scientific research and management (Wu & Hu, 2014). In Guangdong area, the level of internationalization is not high. For example, the proportion of bilingual courses is fairly low, and the proportion of teachers with overseas education background is not high. According to a study of Li (2018), the proportion of overseas education teachers in Hong Kong and Macao is about 5%, while that in Guangdong is only 2%.

4.3 Faculty

Lacking of qualified educators is another problem confronting Business Administration education in mainland China. According to Cai and Xiong (2018), teaching staff in undergraduate colleges in mainland China are lacking

industry experience or academic qualification. Some of the teachers do not have educational background in business, some other educators who hold related degree in Business Administration, however, do not have any working experience in the industry and have no ideas about the various industry practices (Cai & Xiong, 2018). On the other hand, because of the restrictions of education policy in China, experts from the industry are not likely to hold teaching position at universities, as they do not have the education qualification and research achievement. In Hong Kong, however, quality of the teaching staff is generally much higher. According to Sun and Xu (2018), because of high salary and superior scientific research conditions, universities in Hong Kong attracts many world-class professors, who have in-depth understanding of related industry, which directly influence the quality of education in this region. The following table shows the distribution of international professoriate staff in the University of Hong Kong, one of the most prestigious university in this region.

Table 4. Distribution of International Professoriate Staff (Based on Nationality)

Region	Headcount	%
Mainland China	239	36.3%
Other Asian Countries	98	14.9%
Australia and New Zealand	52	7.9%
European Countries	126	19.1%
North American Countries	140	21.2%
Others (e.g. Central and South America, African Countries)	4	0.6%
All	659	100%

Source: http://www.cpao.hku.hk/qstats/staff-profiles

4.4 Resources

Business administration programs in China have been experiencing a lot of issues, and one of the big challenges is the scattering of resources (Yin & Wang, 2015). For some institutes, they do not have the necessary resources to cater for the teaching and training needs. Financial investment made to the teaching and training facilities is very limited, because the budget is tight and the cost of constructing related teaching laboratories is relatively higher compared with other disciplines.

4.5 Student Achievement

According to a study made by Ma (2016), the industry were not satisfied with the overall performance of business graduates. Students are considered to be fastidious

but incompetent, lacking of industry experiences or realistic expectation of the real working environment. They cannot work independently when they start working. Another problem facing the graduates is they are lacking the communication skills, especially English language abilities, which are crucial to students' development in the industry (Leong & Li, 2010). This problem is more pressing in Hong Kong and Macau, where business is highly internationalized.

4.6 Administrative Management

The management level of a university largely depends on the overall quality of the management talents, especially the leadership. Administrative management is crucial to the development of universities, but in many universities in mainland China, the administrative management system has exposed many problems, affecting and restricting the healthy and sustainable development of universities. Hong Kong's universities have a relatively streamlined internal management structure. For example, teaching, scientific research, personnel management and logistics in the University of Hong Kong are all under the leadership of the provost, which enables the provost system to better coordinate and handle all aspects of the university's central work. Furthermore, this system also greatly saves administrative resources and improves the efficiency of management. Compared with the university of Hong Kong, there are many administrative and executive institutions in mainland' universities, which causes problems in coordinating in work, and the responsibilities of different departments are not clear (Cai, 2013). If efforts are made to integrate departments and streamline institutions, it will certainly be of great benefit to improve the efficiency of university management.

5. Conclusion and Implications

The paper compares Business Administration education in the Guangdong-Hong Kong-Macao Greater Bay Area, in terms of six dimensions, i.e. curriculum and instruction; faculty; strategic planning; student achievements; administrative management; and resources. The results show that Business Administration education in these three regions differs in many dimensions and is facing a lot of challenges. In order to achieve higher quality in Business Administration programme, endeavour should be made in the following areas:

5.1 To Examine Curriculum Design of Business Administration Programs

The need for continuously updating and sustaining the

curriculum design for business administration programs is a profound reality for any region in the world, but especially important for the Greater Bay Area due to the substantial investments being contributed to economic growth and development. At present, the curriculum of business administration major is jointly formulated by academia and education officials, without taking into account the demand for labor in the industry, and graduates cannot meet the demand of the industry. However, industry experts' opinion is extremely important in identifying the necessary knowledge, skills, and personal characteristics that will contribute to an effective economic development and growth in the region. Therefore, in the course design process, the participation of industry experts is needed and more research studies should be conducted to find out the requirement of the industry. In addition, practical training should be attached more importance than classroom lectures in universities, which equip students with necessary practical skills and help them well-prepared for the workplace after graduation.

In the process of curriculum and education configuration, the professional course teaching of business administration should be infiltrated into the innovative education, and training courses with innovative education should be set up to actively cultivate students' innovative ability. On the other hand, educators and course designers should broaden the internationalization of business administration courses and introduce internationalization of the teaching plan and innovation theory.

5.2 To Build up Qualified Faculty

Given that most teachers in Guang Dong areas have no industry experience, industry training should be provided on a monthly or yearly basis. In addition, schools should invite industry experts as guest lecturers and even offer some internship courses, helping students to bridge the gap between expectations and reality. More staff with international background should be included in the faculty. To build an international teaching staff is an important condition to realize the international standard of business administration education. In this way, a large number of innovative talents with global vision and international competitiveness could be cultivated.

5.3 To Strengthen Interaction with the Industry and Build up Strict Accreditation Criteria

Universities that offer business administration programs should develop close relationships with industry practices. They should offer tailor-made training programs and participating in consultancy and management of various

firms. At the same time, as shown above, many business administration programs are not qualified regarding quality of instructors, facilities and curriculum. Therefore, for assessing schools offering business administration programs, stricter accreditation system should be set up, as accreditation system has a very important role to play in ensuring the quality of such programs.

5.4 To Strengthen Cooperation and Exchange

Universities in Guangdong, Hong Kong and Macao can sign inter-university agreements to promote the joint training of talents, scientific research and academic exchanges, establish research centers or cooperative laboratories, and establish and improve relevant incentive and evaluation mechanisms for higher education cooperation. At the same time, the government can assist promoting the exchange of teachers, the relatively free flow students, and to promote mutual recognition of academic qualifications and credits, and jointly hold various educational activities.

Efforts should be made to integrate the needs of Guangdong areas with the strengths of Hong Kong and Macao, and achieve joint development.

6. Conclusion

Overall, improving the quality of Business Administration education is the goal for students, parents, educators, and many other stakeholders. Only by optimizing the quality of our Business Administration program can we provide more qualified human resources to meet the increasing demand of business. To make a comparative study of Business Administration education in the three regions of Guangdong-Hong Kong-Macao Greater Bay Area, and find out the strengths and weaknesses of their education programs can help to improve their quality of Business Administration education. More importantly, educators from these three regions can draw on the experience of their counterparts and seek improvement and ways to reform their current education programs. The business industry then, ultimately, would benefit from the reform and changes that would contribute to the cultivation of Business Administration talents.

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ARTICLE

Research on Scientific Research Performance Evaluation in Colleges and Universities Based on Malmquist Index

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ABSTRACT

Scientific research is of vital importance to the development of colleges and universities. Scientific evaluation of the scientific research performance of colleges and universities, especially the study of their dynamic performance in different time ranges, can not only promote the progress of scientific research in colleges and universities, but also contribute to the rational allocation of national educational resources. Based on the Malmquist index, using the panel data of the five-year period from 2012 to 2016, this paper evaluates the changes in the research performance of China's colleges and universities, analyzes the influencing factors of total factor productivity changes from three perspectives of time series, comparison of colleges and universities, and regional analysis, and proposes countermeasures and suggestions.

1. The Raise of the Problem

As the process of economic globalization continues to accelerate, science and technology play an important role in promoting China's economic growth. Colleges and universities are the incubation bases for China's scientific research results; therefore, it is worthwhile to evaluate the efficiency of scientific research activities in colleges and universities. The evaluation of scientific research activities in colleges and universities cannot only look at the scientific research results of output, but should analyze the efficiency problems from the perspective of input and output. Most scholars use the

DEA model when studying the performance evaluation of colleges and universities, Dongping Tian, et al. (2005) [1] used the DEA method to measure the scientific research efficiency of 510 colleges and universities in China, and explained the reasons for the inefficiency of colleges and universities; ShiminSun, et al. (2007) [2] used the data envelopment analysis method to obtain the input-output efficiency of the colleges and universities, and measured the input redundancy and output deficit in non-DEA effective areas; Juan Xu, et al. (2009) [3] also used this method to evaluate the efficiency of scientific research with the colleges and universities of 31 provinces and cities in China as the decision-making unit, and concluded that the effi-

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ciency of scientific research is not necessarily related to the regional economy; Jian Pan, et al. (2016)[4] evaluated the scientific research efficiency of colleges and universities based on DEA, and compared them with the other two evaluation methods, such as the factor analysis method and the Pastor method; Lingping Qiu, et al. (2017) [5] made a comprehensive analysis of DEA model to analyze and evaluate the scientific research performance of 32 agricultural universities in China; Genshu Lu et al. (2004) [6] used data envelopment analysis method to evaluate the scientific research performance of universities directly under the Ministry of Education, and proposed improvement measures for non-DEA effective decision-making units. According to the literature, there are many studies on the performance evaluation of colleges and universities, however, the research and analysis from the efficiency level is not deep enough. Most of the research methods are at the static level. The inter-period dynamic analysis of colleges and universities is also very important. In order to explore the dynamic trends and laws of scientific research efficiency in China's colleges and universities, this paper conducts a dynamic evaluation of the scientific research efficiency of colleges and universities based on the Malmquist index.

2. Research Objects and Data Sources

The data of this research are from 2012-2016 "Compilation of Basic Statistics of Colleges and Universities Directly Subordinate to the Ministry of Education", various colleges and universities, and the portal website of the Ministry of Education. Using the panel data of 75 colleges and universities with a time span of five years, the research on the performance evaluation of time series analysis, comparative analysis and regional analysis of each colleges and universities were carried out.

2.1 Construction and Data Source of Input-Output System

With 72 colleges and universities directly subordinate to the Chinese Ministry of Education as the research objects, because the branch schools of China University of Petroleum, China University of Mining and Technology, and China University of Geosciences can be used as independent samples, there are 75 data samples in this research. In the choice of input-output indicators, input indicators are mostly divided into three aspects: human input, material input and financial input. Most of the output indicators include academic achievements, scientific and technological talents, and transformation of results. Based on these indicators and the actual availability of colleges and universi-

ties data, this research constructs the following input-output indicator system, in which the input indicators are: of the total number of research and development full-time personnel, the amount of library collections, and the appropriation of scientific and technological funds; the output indicators are the number of monographs published, the number of papers published, the number of scholars in Chang Jiang Scholars Program, the number of The National Science Fund for Distinguished Young Scholars, and the actual amount of income in the year of technology transfer. The specific indicator system is shown in Table 1.

Table 1. The Input-Output System of Scientific Research Efficiency in Colleges and Universities

Input Indicators	The total number of research and development full-time personnel	X_1
	The amount of library collections	X_2
	The appropriation of scientific and technological funds	X_3
Output Indicators	The number of monographs published	Y_1
	The number of papers published	Y_2
	The number of scholars in Chang Jiang Scholars Program	Y_3
	The number of The National Science Fund for Distinguished Young Scholars	Y_4
	The actual amount of income in the year of technology transfer	Y_5

2.2 Research Methods

This paper uses the method of calculating total factor productivity to explore the scientific research efficiency of colleges and universities, and then explains the influencing factors of the research performance of colleges and universities. The Malmquist index method is a non-parametric dynamic performance evaluation method based on DEA. The Malmquist index was originally proposed by the economist Sten Malmquist (1953)[7] and used by scholars to measure changes in productivity. Later, Farrell et al. (1957) [8] combined DEA with this theory, and then the model of productivity measurement based on DEA's Malmquist index was constructed and decomposed into technical efficiency and production technology. The formula is as follows:

$$M_{RD}(x^t, y^t, x^{t+1}, y^{t+1}) = \frac{D_V^{t+1}(x^{t+1}, y^{t+1})}{D_V^t(x^t, y^t)} \times \left[\frac{D_V^t(x^t, y^t)}{D_V^{t+1}(x^t, y^t)} \times \frac{D_V^t(x^{t+1}, y^{t+1})}{D_V^{t+1}(x^{t+1}, y^{t+1})} \right]^{\frac{1}{2}}$$

$$\times \left[\frac{D_C^t(x^{t+1}, y^{t+1})/D_V^t(x^{t+1}, y^{t+1})}{D_C^t(x^t, y^t)/D_V^t(x^t, y^t)} \times \frac{D_C^{t+1}(x^{t+1}, y^{t+1})/D_V^{t+1}(x^{t+1}, y^{t+1})}{D_C^{t+1}(x^t, y^t)/D_V^{t+1}(x^t, y^t)} \right]^{\frac{1}{2}}$$

i.e. $EC = PTEC \times SEC$, $TFP = EC \times TC$

i.e. $TFP = PTEC \times SEC \times TC$

3. Research and Analysis of Scientific Research Performance Evaluation of Colleges and Universities Based on Malmquist Index

In order to study the changes in scientific research efficiency in different periods, the panel data of the research input and output of colleges and universities directly subordinate to the Chinese Ministry of Education in 2012-2016 were analyzed using deap2.1 software. In the five years from 2012 to 2016, the scientific research efficiency of Chinese colleges and universities generally showed a trend of rising first and then decreasing, total factor productivity is greater than 1 in 2013-2015, which indicates that the change in progress is positive, and the scientific research efficiency of colleges and universities is close to optimal. Total factor productivity is less than 1 in 2012-2013&2015-2016, which indicates that the change is negative, and the scientific research efficiency of colleges and universities is far from the optimal scale. Among them, the technological efficiency changes from 2015 to 2016 were the best, but the rate of technological progress has declined to a large extent, resulting in a decline in overall scientific research efficiency. Overall, the progress of scientific research efficiency in Chinese colleges and universities has been slow in the five years from 2012 to 2016.

Table 2. Time Series Analysis of Dynamic Scientific Research Efficiency of Chinese Colleges and Universities in 2012-2016

Year	Technical Efficiency	Rate of Technical Progress	Pure Technical Efficiency	Scale Efficiency	Total Factor Productivity
2012-2013	1.008	0.954	0.986	1.022	0.961
2013-2014	0.982	1.107	0.993	0.989	1.086
2014-2015	0.981	1.153	0.998	0.983	1.131
2015-2016	1.053	0.765	1.019	1.033	0.806
Average Value	1.005	0.982	0.999	1.007	0.988
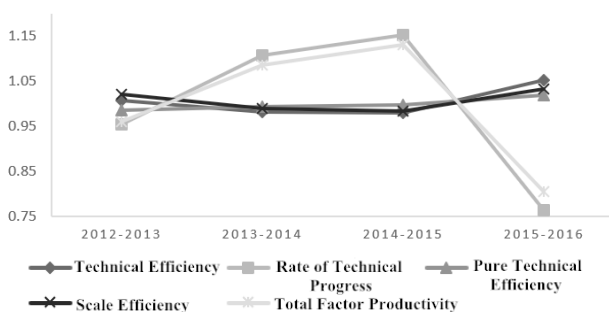
Figure 1. Time Series Analysis of Dynamic Scientific Research Efficiency of Chinese Colleges and Universities in 2012-2016

According to Figure 1, the extent and causes of the increase or decrease in the efficiency of scientific research in universities and colleges are further explained. In general, during the period of 2012-2015, the total factor productivity of scientific research in Chinese colleges and universities was growing, however, there has been a significant decline in 2015-2016, and the trend of change is the result of a combined action of technical efficiency and technological progress. We can see that the trajectory of technical efficiency is affected by pure technical efficiency and scale efficiency. The trajectory of the change of total factor productivity and the trajectory of technological progress rate are similar, and the same direction changes and the development shows instability, which shows that the rate of technological progress has a greater impact on total factor productivity. [9] China's technical efficiency fluctuations in 2012-2016 are relatively small, and there is no regularity in the changes in technical efficiency due to changes in the efficiency of scientific research. China's technical efficiency fluctuations in 2012-2016 are relatively small, and there is no regularity in the changes in technical efficiency due to changes in the scientific research efficiency.

Through the analysis of time series, we can see the overall changes of the scientific research efficiency of colleges and universities every year, and the comparative analysis of the specific indicators of the colleges and universities in 2012-2016 is shown in Table 3.

Table 3. Comparative Analysis of Dynamic Scientific Research Efficiency of Chinese Colleges and Universities in 2012-2016

Name	Technical Efficiency	Rate of Technical Progress	Pure Technical Efficiency	Scale Efficiency	Total Factor Productivity
Peking University	0.861	0.926	0.890	0.968	0.797
Renmin University of China	0.858	0.992	0.861	0.997	0.852
Tsinghua University	1.000	0.893	1.000	1.000	0.893
Beijing Jiaotong University	0.915	0.926	1.009	0.907	0.847
University of Science and Technology Beijing	0.927	0.983	0.938	0.988	0.911
Beijing University of Chemical Technology	0.975	0.926	0.985	0.991	0.903
Beijing University of Posts and Telecommunications	1.100	0.963	1.067	1.030	1.059
China Agricultural University	0.980	1.013	0.980	1.000	0.993
Beijing Forestry University	0.950	1.026	0.963	0.987	0.975

Beijing University of Chinese Medicine	0.829	1.039	0.921	0.900	0.861	Southeast University	0.986	0.945	1.046	0.943	0.932
Beijing Normal University	0.949	0.974	0.951	0.998	0.925	China University of Mining and Technology	1.198	1.048	1.155	1.038	1.255
Beijing Foreign Studies University	1.000	1.097	1.000	1.000	1.097	China University of Mining &Technology,Beijing	0.683	0.947	0.686	0.996	0.647
Beijing Language and Culture University	0.865	0.987	0.876	0.987	0.854	Hohai University	0.973	1.005	0.975	0.999	0.978
Communication University of China	0.837	1.019	0.842	0.994	0.853	Jiangnan University	1.055	1.014	1.025	1.028	1.070
Central University of Finance and Economics	0.940	0.928	0.942	0.998	0.872	Nanjing Agricultural University	0.983	0.988	0.986	0.997	0.971
University of International Business and Economics	1.029	1.035	0.972	1.059	1.066	China Pharmaceutical University	1.020	1.041	1.029	0.992	1.062
Central Conservatory of Music	0.862	0.855	0.913	0.944	0.737	Zhejiang University	0.929	1.050	0.928	1.000	0.976
Central Academy of Fine Arts	0.844	0.903	0.844	1.000	0.762	Hefei University of Technology	0.821	0.912	0.900	0.912	0.749
The Central Academy of Drama	0.971	0.966	1.000	0.971	0.938	Xiamen University	0.901	0.929	0.911	0.988	0.837
China University of Political Science and Law	1.086	0.940	0.968	1.122	1.021	Shandong University	1.173	0.924	1.069	1.097	1.084
China University of Petroleum,Beijing	1.132	0.956	1.111	1.019	1.082	Ocean University of China	0.977	0.973	1.000	0.977	0.950
China University of Petroleum, East China	1.475	0.951	1.470	1.003	1.403	Wuhan University	1.054	1.002	0.982	1.073	1.056
North China Electric Power University	1.018	0.990	1.018	1.000	1.008	Huazhong University of Science and Technology	1.058	1.016	1.022	1.035	1.075
Nankai University	0.849	1.022	0.822	1.032	0.867	China University of Geosciences, Wuhan	1.116	1.041	1.096	1.018	1.161
TianjinUniversity	0.941	1.013	0.941	1.000	0.953	China University of Geosciences, Beijing	0.997	0.953	0.988	1.009	0.950
Dalian University of Technology	1.070	0.979	1.064	1.006	1.048	Wuhan University of Technology	1.089	0.929	1.118	0.974	1.011
Northeastern University	0.953	0.954	0.954	0.999	0.909	Huazhong Agricultural University	1.155	1.018	1.149	1.005	1.176
Jilin University	1.165	1.011	1.109	1.050	1.178	Central China Normal University	0.883	0.922	0.903	0.977	0.814
Northeast Normal University	1.157	1.035	1.070	1.081	1.197	Zhongnan University of Economics And Law	1.246	1.012	1.035	1.204	1.260
Northeast Forestry University	1.009	0.966	1.000	1.009	0.975	Hunan University	1.169	1.007	1.152	1.015	1.177
Fudan University	1.022	1.009	0.998	1.024	1.031	Central South University	0.947	0.942	0.921	1.027	0.892
Tongji University	1.115	1.033	1.103	1.011	1.152	Sun Yat-sen University	0.967	0.916	0.969	0.999	0.886
Shanghai Jiao Tong University	0.905	0.842	0.945	0.959	0.762	South China University Of Technology	1.000	1.008	1.021	0.979	1.008
East China University of Science and Technology	1.033	0.956	1.033	1.000	0.988	Chongqing University	0.975	1.010	0.977	0.998	0.985
Donghua University	1.030	0.915	1.077	0.956	0.943	Southwest University	1.211	1.060	1.091	1.110	1.283
East China Normal University	1.034	0.914	0.965	1.071	0.944	Sichuan University	1.167	0.985	1.040	1.122	1.149
Shanghai International Studies University	1.000	0.949	1.000	1.000	0.949	Southwest Jiaotong University	0.936	0.988	1.000	0.936	0.924
Shanghai University of Finance and Economics	1.007	1.081	1.002	1.005	1.088	University of Electronic Science and Technology of China	1.175	1.138	1.151	1.022	1.338
Nanjing University	0.977	1.014	1.000	0.977	0.991	Southwestern University of Finance and Economics	1.142	1.059	1.099	1.039	1.210

Xi'an Jiaotong University	1.029	0.984	1.091	0.943	1.012
Xidian University	1.041	1.007	1.039	1.002	1.047
Chang'an University	1.127	1.011	1.080	1.043	1.139
Northwest A & F University	1.099	1.014	1.117	0.984	1.115
Shaanxi Normal University	0.939	1.014	0.908	1.034	0.952
Lanzhou University	1.041	0.992	1.024	1.016	1.032
Average Value	1.005	0.982	0.999	1.007	0.988

According to the analysis of the changing index of technical efficiency, it can be seen that, the technical efficiency index of 35 colleges and universities of China University of Mining and Technology (Beijing), Hefei University of Technology, Beijing University of Chinese Medicine, Communication University of China, Central Academy of Fine Arts, Nankai University, Renmin University of China, Peking University, and Central Conservatory of Music is less than 1, which shows that the scientific research efficiency of these colleges and universities is reduced, accounting for 46.67%.The technical efficiency of the remaining colleges and universities is greater than or equal to 1, indicating that the scientific research efficiency of colleges and universities has improved or remained the same, accounting for 53.33%. From the analysis of the change index of technological progress rate, the changing index of the technological progress rates of 42 colleges and universities in Shanghai Jiaotong University, Central Conservatory of Music, Tsinghua University, Central Academy of Fine Arts, Hefei University of Technology, East China Normal University, Donghua University, Zhongshan University and Huazhong Normal University showed a downward trend, which shows that the level of scientific research in colleges and universities has declined, accounting for 56%.The index of scientific research progress of the remaining colleges and universities has risen, indicating that the level of technology has improved, accounting for 44%.According to the observation and analysis of the index change of total factor productivity, it can be seen that, only China University of Petroleum (East China), University of Electronic Science and Technology, Southwest University, Zhongnan University of Economics and Law, China University of Mining and Technology, Southwestern University of Finance and Economics, Northeast Normal University, Jilin University, Hunan University and other 34 colleges and universities have seen the increase in total factor productivity, accounting for 45.33%. The increase in total factor productivity may be due to advances in technology and innovation, and the remaining colleges and universities have experienced

a decline in total factor productivity, accounting for 54.67%.The reason for this phenomenon may be that the speed of advancement of technology is too slow, or that it is unreasonable in terms of management methods and the size of colleges and universities.
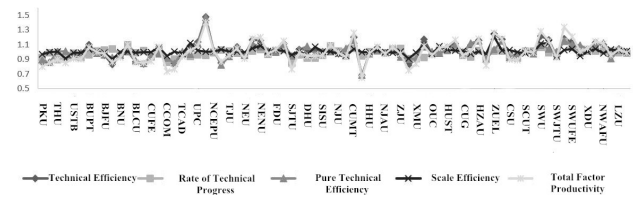

Figure 2. Comparative Analysis of Dynamic Scientific Research Efficiency of Chinese Colleges and Universities in 2012-2016

Notes: PKU: Peking University; THU: Tsinghua University; USTB: University of Science and Technology Beijing; BUPT: Beijing University of Posts and Telecommunications; BJFU: Beijing Forestry University; BNU: Beijing Normal University; BLCU: Beijing Language and Culture University;CUFE: Central University of Finance and Economics; CCOM: Central Conservatory of Music; TCAD: The Central Academy of Drama; UPC: China University of Petroleum; NCEPU: North China Electric Power University; TJU: Tianjin University; NEU: Northeastern University; NENU: Northeast Normal University; FDU: Fudan University; SJTU: Shanghai Jiao Tong University; DHU: Donghua University; SISU: Shanghai International Studies University; NJU: Nanjing University; CUMT: China University of Mining and Technology; HHU: Hohai University; NJAU: Nanjing Agricultural University; ZJU: Zhejiang University; XMU: Xiamen University; OUC: Ocean University of China; HUST: Huazhong University of Science and Technology; CUG: China University of Geosciences; HZAU: Huazhong Agricultural University; ZUEL: Zhongnan University of Economics and Law; CSU: Central South University; SCUT: South China University of Technology; SWU: Southwest University; SWJTU: Southwest Jiaotong University; SWUFE:Southwestern University of Finance and Economics; XDU: Xidian University; NWAFU: Northwest A&F University; LZU: Lanzhou University

Figure 2 shows the Malmquist scientific research efficiency index and its decomposition line graph for colleges and universities, where the abscissa is the sample colleges and universities, and the ordinate is the value of each efficiency, it can be seen from the figure that the index of total factor productivity of scientific research in most colleges and universities shows obvious fluctuations, and the changes of total factor productivity are almost the same as the changes track of technological progress rate. However, the index changes of technical efficiency, pure technical efficiency and scale efficiency are more complicated, and there is no obvious regularity.

Through the measurement and analysis of the technical efficiency, technological progress rate, pure technical efficiency, scale efficiency, and total factor productivity of colleges and universities, we compared the changes in scientific performance between colleges and universities for the five years from 2012 to 2016 and analyzed the reasons for the fluctuations. According to Table 4, we further

analyze the regional changes in the scientific research efficiency of Chinese colleges and universities. According to the analysis of the technical efficiency change index, it can be seen that, the scientific research efficiency in the western region has been the highest, and the technical efficiency has increased by 7.15% in five years, followed by the central region, the technical efficiency increased by 1.60% in the five years, and finally the eastern region experienced a decline in technical efficiency. According to the analysis index of the rate of technological progress, only the technical level of the western region has improved in the past five years, which has increased by 1.89%. The rate of technological progress in other regions has declined, with the central region dropping the most, followed by the eastern region. Through the analysis of the changing index in total factor productivity, it was found that only the western region increased, with a growth of 9.36% in five years, and there was a decrease of 0.92% and 3.30% in the central and eastern region, respectively. Combined with the line chart of Figure 3, we can make further analysis more intuitively, from a regionally perspective; all kinds of indicators are optimized for the scientific research efficiency of colleges and universities in the western region from 2012 to 2016, while the innovation and development of traditional scientific research areas are lagging behind.

Table 4. Regional Analysis of Dynamic Scientific Research Efficiency of Chinese Colleges and Universities in 2012-2016

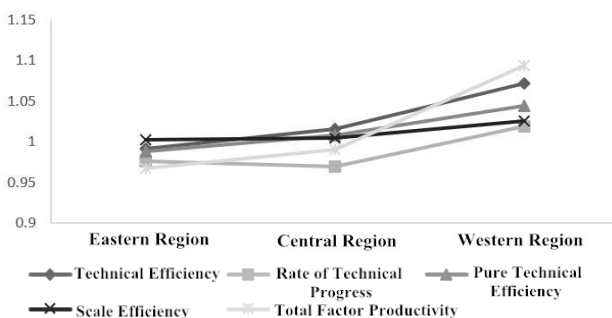| Region	Technical Efficiency	Rate of Technical Progress	Pure Technical Efficiency	Scale Efficiency	Total Factor Productivity
Eastern Region	0.991	0.976	0.989	1.002	0.967
Central Region	1.016	0.969	1.008	1.004	0.991
Western Region	1.072	1.019	1.044	1.025	1.094

Figure 3. Regional Analysis of Dynamic Scientific Research Efficiency of Chinese Colleges and Universities in 2012-2016

4. Conclusion and Suggestion

4.1 Conclusion

This paper uses the efficiency index analysis method of Malmquist based on DEA model to analyze the scientific research efficiency of 75 colleges and universities directly subordinate to the Ministry of Education from 2012 to 2016. The paper decomposes total factor productivity into changes in technical efficiency and technological progress rate to study the factors that influence the internal efficiency of research, the trend of change, and the comparison between different colleges and universities and between regions. The following conclusions were drawn:

(1) The scientific research efficiency of China's colleges and universities showed a steady growth from 2012 to 2015. However, from 2015 to 2016, due to the decline in the technology progress index, total factor productivity increased from 13.1% at the end of 2015 to a decrease of 19.4% at the end of 2016.

(2) The total factor productivity of Chinese colleges and universities is quite different. The main reason is that the index of technological change between colleges and universities is quite different. The technological progress change index and the total factor productivity change index of colleges and universities show similar trajectories and trends, and the technical efficiency is around 1.00. The fluctuation range is small and the change is relatively stable.

(3) From the comparative analysis of the regional scope, the scientific research efficiency changes in the western region are closer to the optimization frontier, followed by the central region and finally the eastern region.

4.2 Suggestion

In order to promote the steady growth of scientific research efficiency in China's colleges and universities, the following Suggestions are put forward:

(1) Understand the Gap in Scientific Research Efficiency and Strengthen Inter-school Regional Cooperation

Relevant authorities should understand the differences in scientific research efficiency between the colleges and universities, the provinces, and the policy incentives for less efficient colleges and universities and regions. At the same time, colleges and universities should also understand their own scientific research strengths and weaknesses, learn from the benchmarks and universities, and conduct scientific research cooperation through the form of talent exchange.

(2) Adjust the Scale of Input Factors to Achieve Rational Resource Allocation

In order to achieve steady growth in national colleges and universities, it is necessary to increase the scale of scientific research investment in colleges and universities or regions with low scientific research efficiency. In addition to the state's scientific research funding appropriation, colleges and universities with low scientific research efficiency should also seek other sources of research funding, such as applying for various fund topics or consulting services related to scientific research and technology, in order to achieve rational allocation of resources.

(3) Pursue Technological Progress and Innovation, Improve Scientific Research Management Mechanism

To achieve the improvement of the total factor productivity of scientific research activities, the most important thing is to improve the index of change in technological progress, learn new technologies, and introduce high-energy scientific research equipment, which can enhance the efficiency of scientific research activities, and dare to pursue innovation to promote technological progress. [10] Formulate high-efficiency scientific research management mode, optimize the staged process of scientific research management, and improve the scientific research management mechanism.

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REVIEW

Case Study: CUP between L1 and L2

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ABSTRACT

This case study project explores the English language learning process of a student named Abby*(name changed for confidentiality), an adult beginning learner studied at Abram Friedman Occupational Center (AFOC).[1] The paper focuses on analyzing under the theoretical concept of Common Underlying Proficiency model (CUP), especially the language transfer with the data collected from ten weeks of observation, interview with the case study student and her teacher, the chat with her classmates, and the samples of the student's work. Data is acquired from the community, school, and classroom, to include all related factor that may influence and reflect the relationship between the student's first language (L1) - Spanish and her second language (L2) - English. The paper intends to analyze the L1 of the case study student plays a positive role during the process of learning English via three sub-claims. Finally, the paper provides recommendations to support the student to use her L1 to promote English learning comprehensively and end with reflections on the case study process.

1. Introduction

1.1 Purpose of Study

The purpose of this case study is to focus on CUP (Common Underlying Proficiency model) development of an adult school Short Term English Learner (STEL) student, with respect to the relationship between L1 (Spanish) and L2 (English) of the student during the study in her current Beginning High A level class. Firstly, I will go over the community, school and classroom contexts of the case study, followed by an introduction of the case study student. Then I will explain the methodology used to collect data, the limitation of the study and the related theoretical concepts of this case study: CUP, Basic Interpersonal Communication Skills (BICS) and CALP (Cognitive Academic Language Proficiency). Following the literature review will be the analysis of my three sub-claims, leading up to the central claim that the L1 of the case study student can improve her L2 learning. Finally, the study will end with recommendations for further study to student and reflections on the case study process.

1.2 Context and Student

The case study site is an ESL Beg. High A Level class and students here are immigrant and STEL in that all of them will receive the promotional test to reclassify after four-month study. Ten out of 12 students are Hispanic, and another two students are Ethiopia. All the students are adults. Ten of them have jobs and two students are unemployed. One student is 18 years old, and the rest of them are older than 18. The Abram Friedman Occupational Center ranked the 1st in the adult education centers of a part of the Los Angeles Unified School District (LAUSD) and 86.1% Hispanic or Latino, 8.73% African American, 2.43% White, 2.41% Asian, 0.14% Native American in this center. More than 8000 thousand students enroll per year, 20 career programs are provided, and seven-course levels of English (AFOC, 2018).[1] The school sites at Downtown neighborhood in Central Los Angeles. The community consists of 36.7% Latino, 22.3% Black, 21.3% Asian, 16.2% white (Los Angeles Times, 2018).[6] The average household income $15,003 and there is a high percentage of residents over 25 years old with less than a high school diploma in this area.

The case study student, referred to as Abby, is an adult beginning learner. She doesn't have a job, so she has a large amount of free time. Therefore, she decided to improve her English ability and studied at the English as a Second Language program in the AFOC.

She has never received any Spanish test to evaluate the Spanish level, and she just passed the CASAS promotional test to evaluate the ability of reading and understanding simple texts on familiar topic(CASAS, 2009),[3] comprehending high frequency words, phrases, and simple idioms in listening(CASAS, 2009),[2] using simple words idioms drawn from functional life skill topics(CASAS, 2010) [4] in March and moved to the Beg. High B level. She lives with her family members and speaks Spanish in daily life. The only time she uses English is communicating with the instructor and practicing in class. All the students in this class can speak Spanish fluently, and they use Spanish to communicate during the break and after classes. I selected this case study student under the guidance of her teacher, her high attendance. Meanwhile, she is willing to answer my questions when we communicated during the break. Although she always keeps quiet and rarely answers questions in front of students, she can consistently follow the teacher during the lesson.

2. Methods

2.1 Data Collection & Analysis

Most essential data collection for this case study was done through the daily observation and conversation, interviews. I chatted regularly with Abby during the break and took note about her performance in and out of the class, such as she marked on the textbook and handouts when the teacher introduces new English words, new definition, the practicing process, the interaction with the teacher, and the communication with her classmates.

Furthermore, I also interviewed the student and her teacher to get some information about her English ability and the usage of L1. For example, I designed some context to ask her to provide the answers. When it comes to the instructor interview, I will ask him about the utilize of Spanish during class time and its effect on Abby, and some situations he observes about the student. Finally, I asked for her permission to access and analyze a formative writing assessment.

2.2 Limitations of Study

I only met the student once or twice a week for two hours each. It is not enough for me to observe and collect a large amount of data to comprehensively analyze her behavior as expected. What's more, the student only allowed me to access one of her assessments and cannot take pictures. As a result, the data comes from her work is limited. Besides, as she has never received the standard evaluation of Spanish, I evaluate her Spanish proficiency from the observation and interview. Somehow. It may cause the paper to become not objective enough. As a result, all of these restrict me from studying the influence of her L1 on her English learning.

3. Literature Review

The main theoretical concept in this case study is CUP. During the analyzing process, two related theories, BICS and CALP are also mentioned. According to Peregoy & Boyle (2013), BICS is the ability to use common words, simple sentences to talk about everyday topics and it can be achieved through the learning of one to two years.[7] CALP is the usage of complex sentences and academic vocabulary words about academic issues, which needs three to nine years to reach. Through the observation, Abby talked with her classmates fluently in Spanish during the break and after the class. It is evident that she has a high BICS in Spanish. During the interview with her, she said she has lived in Nicaragua for more than 30 years and moved here because of her children. During the class, I found she always used some Spanish words to mark the reading passages and write the explanation. This can show she has a high CALP in Spanish as well.

The CUP is also called one balloon theory, and the primary assumption of it is that L1 and L2 can coexist in the same part of the brain, reinforce and mutually promote the development of each other (Cummins, 2005). It is necessary to mention the Iceberg Model when stating the BICS, CALP, and CUP.[5] The Iceberg Model believes that although the first and second language seems different on the surface, two languages manage through one same system under the water (in the brain). In other words, the high proficiency level of L1 (reading, listening, speaking and writing) can benefit and improve the learning of L2. As Cummins (2005) mentioned, this process of promotion can be regarded as a kind of language transfer. [5] Due to Abby's high BICS and CALP of Spanish, her behavior during the class time, such as used the Spanish words to mark the textbook, and the answers of the interview, her L1 helps the learning of English.

4. Analysis

In this analysis, I will discuss how Abby's L1 improve her L2 learning.

4.1 L1 CALP Benefits for English Writing

The first sub-claim of this case study aims to prove that the student's L1 benefits her learning of English writing. According to my conversations with Abby, every week's observation, and the writing assessment, I have concluded that Abby's L1 plays a positive role during the English writing learning process. One piece of evidence can be seen in the interview. In my interview with her, I ask her If you need to write a thank-you note (she has never learned this writing in English before) to the teacher, what components need to be included. She said it needs to include "the person I thank, the content, the best regards, and my name." Then I ask her how she knows the method to write it? She said: "I learn in Spanish." The reason why I consider her L1 can improve her English writing learning is also in association with every week's observation. During the class of introducing the simple past tense, the teacher asked them to write some sentences related to the birthday party in this tense. In Spanish, the verb always adds -ar, -ir when it comes to other pronouns or tenses. Therefore, when doing the writing exercise, she tries to add -ed after every verb. When the teacher introduced the third person, Abby also attached -es after each verb. Furthermore, the usage of Spanish also reflects in her writing assessment. Students are asked to write sentences about the items in a house with the sentence structure "there be" as the formative assessment. In Abby's assessment, she wrote: There are two sofás in this house. There is a televisión in the house.

Just as Cummins (2005) describes, high BICS and CALP of L1can help students improve their L2 study. [5] Abby knows the writing method and components of thank-you note in Spanish and skilled masters the conjugation of Spanish vocabulary words. Both benefit her English writing. When considering the advantage of Spanish on writing, the claim aligns well with the Cummins's CUP.

4.2 L1 Benefits for English Reading

The second sub-claim is that the student's L1 promotes her learning of English reading. This can be proved through the interviews with the case study student and her teacher. Compared to her low English proficiency level, I chose a little difficult reading passage (See Appendix A) and asked her to tell the main idea of it. She answered: "father need to come to meet the teacher." I asked that the reason the father of students need to come to the school. She said: "low score." She successfully got the main idea of the material. Then I asked her the way to figure out the idea. She pointed out the words: class, family, exam, score. She provided the explanation after I asked the reason: "some are same form in Spanish and I think they mean the same things." Besides, through the interview with the host teacher, I asked about some strategies that Abby used when doing the reading. The teacher said: "Abby could answer the questions followed by the passage with Spanish pronunciation. In other words, she finds these English words not only have the same form as the Spanish words but also the same meaning." This improvement from L1 can also be recognized through daily observation. During class time, Abby also uses Spanish words to mark the texts and handouts to help her study. For example, when the teacher explained the word "hang," she wrote the Spanish word "colgar" beside it.

Although Spanish and English belong to different language families, they still have some similarities with each other. According to Cummins (2005), the first language and the second language seems separate on the surface, but they twist with each other under the water. [5] Similar vocabulary words help Abby to comprehend the reading passage and answer the following questions. This proves that the Spanish improve her English reading, facilitating her L2 learning.

Appendix A

The teacher asked the whole class to do an exam last week. Today, she distributes the exam paper to each student. Then she decides to talk with some students individually. She is furious about their score, and she cannot believe that the students in her class can get that kind of grade. She will inform the family members of the students to communicate with the teacher about the performance of the student at home.

4.3 L1 Benefits for Acquiring New Knowledge

The teacher related L1 background knowledge with the new content. This claim can be proved through observation during class time. When the teacher introduced the new material, he was accustomed to explaining the keywords and the main content in Spanish to help students understand.

For instance, when present the new content, he always said: "How to say it in Spanish?". One the one hand, it helps students to comprehend the knowledge more clearly. On the other hand, the teacher can also check whether they concentrate on the class and understand the new content. What's more, he allowed and recommended the classmates to explain for Abby in Spanish. This can be regarded as a kind of scaffold to help students learn and acquire the knowledge (Walqui, 2006). [8] In each class, Abby always kept quiet in the class, and the teacher liked to ask whether she understands. Sometimes, she

expressed her difficulties about the content, however, due to the limited Spanish words of the teacher and Abby's low English level, the teacher cannot explain the concept clearly for her. Therefore, he always asked students to use Spanish to explain and teach her. The sub-claim can also be recognized from the interview with the student. I asked her if you need to do a listening test, but you don't know all the words in the material. How will you try to understand the material and answer the questions below? Abby responded: "people, time, thing, happy or angry, sound." I asked her what the meaning of "sound". She said the pronunciation of the words. It can help her answer the questions that it is to assist her to find similar English words.

As Peregoy & Boyle (2013) state, it needs approximately three to nine years to cultivate the CALP.[7] As the first language, Abby has learned for many years and she always used the Spanish as a scaffold. As a result, she can understand the explanation of Spanish from teacher and classmates easily, and this assists her to know about English further. When considering these assistances as a kind of L1 background knowledge, this claim well supports the CUP theory.

5. Conclusions and Recommendations

In summary, my main claim is that Abby's L1(Spanish) drives progress on her L2(English) learning. Because Spanish is her first language, it is natural for her to use the Spanish during the process of English learning. Based on daily observation and the interview, she has high BICS and CALP of Spanish, and she is willing to use in the learning process. To be objective, the L1 will promote her L2 learning from different aspects (reading, writing, etc.).

In order to create an environment better suitable for Abby to apply L1 to help the L2 learning, I have three recommendations: maintain the bilingual teaching method, encourage the student to continue L1 development, and find the similarities between Spanish and English further. As Abby's teacher said, students in this class are at the beginning level. They have problems with pronunciation, vocabulary, grammar, etc. English-only program doesn't suit adult beginning learners. They even cannot completely understand what I talk about in the class. Using the Spanish to introduce the new content and allow them to explain with each other can help them understand and promote their learning.

Encouraging students to continue L1 development is essential because a strong foundation (BICS &CALP) of L1 can assist the learning of English. This central idea of this paper is that the L1 and L2 can reinforce and mu-

tually improve each other due to the origination of two languages (Cummins, 2005).[5] If students can enlarge their vocabulary and enhance grammar, it is easier for them to acquire the idea of new knowledge. They can also know more writing by learning some writing forms.

Last but not least, finding and summarizing the similarities between Spanish and English can further help students improve. All the students in this class speak Spanish as their first language and their knowledge about English is limited. Therefore, it is difficult for them to find similarities and use them. If the teacher can conclude the similarities between Spanish and English, it will enhance the efficiency of student's learning.

6. Personal Reflection on Case Study Experience

The experience is amazing. Throughout this case study, my biggest takeaway is that student-centered instruction is crucial. It is necessary for the teacher to observe each student, know about their background knowledge, and have talks with them. For the teacher, this is helpful to change the way of instruction to align well with the students. Through the observation, the interview and the analysis of the assessment of my case study student, I deeply know about her and find some approaches to improve her English. This takeaway not only suits my case study but also other types of classes. For this reason, I raise the importance of the recommendations section, as it is the analyze results of the case study and reflects the student-centered instruction which is the predominant teaching method of the current time.

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REVIEW

Exploration on the Reform of English Teaching in Universities and Colleges under the Application-oriented Talent Training Mode

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ARTICLE INFO	ABSTRACT
	With the rapid development of the economy, China's economic form has also undergone significant changes. In this case, the requirements for talents are getting higher and higher. In the process of cultivating talents, schools must constantly change their educational concepts and cultivate more application-oriented talents for the society. In this context, the reform of university and college English is of great necessity. Based on the importance of application-oriented talent training, this paper analyzes the current situation of English teaching in universities and colleges under the application-oriented talent training mode, and puts forward some specific measures for the reform of English teaching in universities and colleges.

1. Introduction

At the National Education Conference, General Secretary Xi Jinping emphasized that it is necessary to improve the ability of educational services to develop economic and social development, focusing on cultivating innovative, compound, and application-oriented talents. In recent years, all universities and colleges in China have been gradually exploring to cultivate application-oriented talents as the main goal, so that their students can meet the requirements of society.

2. The Importance of Application-oriented Talent Training

Since the reform and opening up 40 years ago, China has

established a complete economic system and has become the most abundant country in the world. China is a veritable manufacturing power. Although China's economic development has made significant progress, China's industrial technology needs to be improved. For a long time, China has relied on the production of low-end products and cheap labor. However, if it has been providing low-end products and services, it will reduce China's competitiveness in the international market, which is not conducive to the sustainable development of the Chinese economy. To this end, China needs to move from a manufacturing power to a manufacturing power, from low-end products and services to high-end products and services, which requires a lot of excellent talents. Cultivating application-oriented talents has become a demand for the development of the times.

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Nowadays, the world economy is becoming more and more integrated, the level of science and technology is getting higher and higher, and the social division of labor is more detailed. This requires more specialized and integrated talents to enter the market in order to meet the demand for social talents. Therefore, in school education, it is necessary to cultivate practical talents, paying attention to the practice of students, so that they can apply theoretical knowledge to specific practices, and thus meet the needs of society for talents. The current competition between countries is essentially the competition between talents and technology. The Chinese economy needs to continuously develop application-oriented talents from all walks of life, from extensive to intensive and profitable, further improving the level of various industries in China[1].

3. The Current Situation of English Teaching in Universities and Colleges under the Application-oriented Talent Training Mode

3.1 Teaching Concepts and Teaching Mode

Teaching concepts and teaching models will greatly affect the teaching effect. Although most of the colleges and universities have achieved certain results in the reform of English teaching, they have accepted the "people-oriented" teaching concepts, but in actual teaching, they have not been well implemented. In the classroom teaching, the textbook is still the center. The teaching is implemented according to its own teaching plan and technology. It pays attention to the students' vocabulary teaching and grammar teaching, neglects the students' application practice, and is not conducive to the cultivation of students' English communication ability. In the classroom, the teacher's explanation is dominant, and there is less interaction between the students. At the current stage, new teaching modes such as mixed teaching mode and flipped classroom teaching mode have appeared in the teaching, but its application in the university and college English classroom has not been fully implemented, which makes it difficult for students to effectively improve their English practical ability. In addition, some institutions have introduced a large number of young teachers. However, influenced by his old teachers, he has not been able to introduce innovative teaching models in teaching, focusing only on student achievement, but neglecting the cultivation of students' application ability. To this end, teachers need to recognize their own deficiencies, constantly update their teaching concepts, innovate teaching models, and strengthen the cultivation and attention of students' English proficiency in order to make students gradually become application-oriented talents.

3.2 Teaching Objectives and Curriculum Setting

Teaching objectives and curriculum setting directly affect the English teaching in universities and colleges. From the actual teaching situation of most institutions, the English course in universities and colleges has always been considered a basic course. Both the teaching objectives and the curriculum setting are designed to require students to master the basic knowledge and skills of English, and do not meet the individual needs of students. The curriculum setting tends to be relatively simple, which greatly affects the implementation of students in accordance with their aptitude, and it is difficult to enhance students' enthusiasm for learning. Moreover, the content of English textbooks is not enough to keep pace with the times. It is difficult for students to get in touch with the hot issues and popular factors in the process of English learning, which will have a certain impact on students' English application ability. In the process of English teaching in universities and colleges, more is the dissemination of English knowledge, which neglects the updating of teaching content and the development of society. As a practical and applied discipline, English is very necessary to be proficient in practice, but it is obvious that it is not done well in English teaching. In addition, most colleges combine English teaching with the four or six exams. The curriculum teaching is tentative, and the practicality of students' English is not fully considered.

3.3 Teaching Means and Methods

With the development of multimedia technology, multimedia technology has gradually begun to be used in teaching. The application of multimedia in teaching can not only vividly display English knowledge, enrich the teaching means and methods, but also further enhance students' English practice ability and enhance students' initiative. However, with the long-term application, multimedia teaching has also exposed some shortcomings. Teachers will do the courseware in advance and use multimedia equipment to display them in the classroom. In this process, students tend to pay more attention to the courseware, but ignore the teacher's explanation. In the long run, the students' enthusiasm will be worse and the curriculum atmosphere will not be active[2]. In addition, in college English teaching, the method of large class teaching is generally adopted. The number of classrooms is large, and some teaching activities are difficult to carry out. The traditional teaching mode is more conducive to the control of the classroom. Constrained by teaching means and methods, the effect of college English teaching is not particularly ideal, and further improvement is needed.

3.4 Faculty and Teaching Team

Teacher construction plays an important role in teaching. At present, the faculty and teaching team of most colleges and universities still need to be improved. In some institutions, university and college English teachers are mainly young teachers, and the number of higher-level teachers is small. The quality of teaching teams still needs to be improved. In addition, the heavy teaching tasks and work have deepened the burden of young teachers to a certain extent, and have certain obstacles to the improvement of teachers' self-service level. Moreover, teachers have fewer opportunities to practice communication, and some teachers have not participated in the practice exchange activities, which leads to the teacher's own English practice is not high, which will hinder the cultivation of students' practical ability.

4. Specific Reform Measures for English Teaching in Universities and Colleges under the Application-oriented Talent Training Mode

4.1 Update Teaching Concept

Developing application-oriented talent requires constant updating of the teaching concepts to adapt it to the needs of social development. Under the application-oriented talent training mode, university and college English teaching needs to achieve integration of production and education, school-enterprise cooperation. In the report of the 19th National Congress of the Communist Party of China, the "integration of production and education, school-enterprise cooperation" is the core concept of training application-oriented talent, and it is also the basic institutional arrangement for national education reform and human resource development. The cultivation of application-oriented talent is inseparable from the enterprise, especially in the current rapid development of the market economy. It is inseparable from the enterprise to cultivate talents. The same is true for English teaching. English itself is an application-oriented learning. The purpose of learning English is not only to let students master the corresponding grammar knowledge, but more importantly, the use of English. At present, many Chinese companies are involved in export trade, and it is very necessary to learn to communicate in English. English teaching in universities and colleges should be combined with the English application of the company to further enhance students' English application ability. In addition, with the development of the Internet, personalized education has gradually become the requirement of the times, and personalized education is the requirement to cultivate application-oriented talent.

Application-oriented talent focuses on cultivating innovative spirit and entrepreneurial ability, while innovation and thinking are a kind of individualized thinking. It is easier to stimulate students' innovative spirit through personalized education. To cultivate application-oriented talents in English teaching in universities and colleges, it is necessary to constantly update the teaching concept, keep up with the trend of the times, and keep pace with the times[3].

4.2 Innovate Curriculum System

"The Teaching Guide for English Teaching in Universities and Colleges" clearly states that the goal of university and college English is to develop students' English application ability and improve their language communication skills. English plays a key role in the future life and work of students. Learning English is critical to the future growth of students. The English teaching in universities and colleges based on application-oriented talent should always adhere to the principle of "student-oriented, employment-oriented", to further improve the curriculum system of English teaching, and the curriculum setting should be overall and comprehensive, with English language knowledge, English application ability and intercultural communication ability as the core, developing English-based foundation courses, intensive skills courses, expand elective courses, and offer professional English courses to cultivate application-oriented talents.

4.2.1 Consolidate Basic Courses

Language knowledge is the foundation of language teaching. Before learning any language, you need to learn the language first, only mastering good language knowledge can better master language skills. Language knowledge is the foundation of practice. Without the accumulation of language knowledge, it is impossible to produce effective English communication. For application-oriented talent training, a solid foundation is critical, and English applications require a wealth of knowledge. To this end, in college English to strengthen the integration of the basic curriculum, first of all to improve students' mastery of English basic knowledge, highlight the application of language teaching, and constantly consolidate the students' English foundation, in order to better enhance the daily application ability of English

4.2.2 Strengthen Skill Courses

Improving language skills is the goal of learning linguistic knowledge. Application-oriented talent aims to develop students' English application ability. The purpose of learning

English is to let students learn to communicate in English[4]. To this end, in the teaching process, it is necessary to continuously improve the teaching methods, pay attention to the cultivation of students' skills, further enhancing students' ability to listen, speak, read and write, especially the ability of students to listen and speak. A very common phenomenon in Chinese English teaching is "dumb English". Most students only master the skills of reading and writing, but cannot communicate in English, and they cannot understand what the other party is saying, which has greatly limited the use of English. Therefore, in the teaching process, teachers should not only pay attention to students' literacy skills, but also cultivate students' listening and speaking ability, so that students can truly apply English to life and further enhance students' language application ability.

4.2.3 Expand Elective Courses

The basic course is to combine the majority of students' English learning. For application-oriented talent training, it is necessary to expand the elective course to improve students' English application skills and comprehensive cultural quality. The elective course is carried out with the aim of broadening the knowledge and skill level of the students. Usually, the setting of elective courses can be divided into two aspects: English language and literature and English language individual skills. English language and literature can set relevant content according to students' interests and hobbies, thereby enhancing students' interest in English learning and motivating students' enthusiasm for learning. At the same time, rich and diverse teaching methods can greatly enhance students' satisfaction.

4.2.4 Establish English Courses for Specific Purposes

The practical application of English is very wide. In order to meet the market demand for talents, schools should set up special-purpose English courses with school characteristics according to market development and talent training requirements, so that the school's talents can meet the needs of the society. The special-purpose English course combines English knowledge and professional knowledge to set the corresponding English content with specific professional conditions, highlighting the use of English as a tool to better promote the learning characteristics of non-English majors[5].

4.3 Adopt a Variety of Teaching Models, Teaching Methods and Means

To cultivate application-oriented talents, it is necessary to break the traditional English teaching mode in college En-

glish teaching and continuously innovate teaching methods. We must always adhere to the "student-centered", give full play to the main position of students in the classroom, and mobilize the initiative of students. In the teaching process, the new teaching mode such as multimedia teaching mode and flipping teaching mode is combined with the traditional teaching mode, and a variety of teaching modes are used according to the teaching content. Through a variety of teaching modes, students' enthusiasm and enthusiasm for learning can be greatly enhanced, and the teaching effect can be improved. The application of a diverse teaching model is designed to enhance students' English proficiency. There is also a need to continuously improve the teaching methods and means, the traditional "vocabulary——text——practice" approach, this kind of teaching method focuses on the mastery of the students' language knowledge, not the application, and cannot meet the requirements of application-oriented talent training. To this end, in the teaching process, according to the needs of students, the use of a variety of teaching methods, such as case-style, heuristic and other teaching methods can greatly enhance students' interest, which enables students to proactively explore knowledge rather than passive acceptance. At the same time, it is necessary to make full use of multimedia technology[6].

4.4 Strengthen the Construction of Teaching Team and Improve Teachers' Teaching and Research Capabilities

Teachers play a key role in college English teaching. Improving the comprehensive ability and business level of teachers has greatly promoted the cultivation of application-oriented talents. To this end, colleges and universities need to strengthen the construction of teachers, further improve the teacher's level of teachers, regularly train teachers, and arrange teachers to go out for further study and participate in teaching and research activities. Through various means and methods to guide students to develop their own majors, and to cultivate application-oriented talents as their own teaching objectives, constantly try new teaching theories and methods, and actively explore the teaching models and methods of application-oriented talent training.

5. Conclusion

Developing application-oriented talent in university education is a requirement of social development, and students need to apply theoretical knowledge to practice. In the university and college English reform, the application-oriented talent teachers must first change their own concepts, con-

stantly innovate teaching methods, improve the curriculum setting, improve students' English proficiency, and have certain English communication skills to meet the needs of the society. At the same time, the school also needs to strengthen the construction of the teaching staff, improve the professional level of teachers, and lay a good foundation for the cultivation of application-oriented talents.

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REVIEW

Discussion on the Problems Faced by Film and Television Education and the Development Trends in the New Media Environment

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ARTICLE INFO	ABSTRACT
	With the development of the economy, film and television education has gradually received more and more attention. With the rapid development of new media technologies, there are still some problems in film and television education in the new media environment. This paper mainly analyzes the problems faced by film and television education in the new media environment, and the development direction of film and television education in the new media era, and explores the forms of film and television education and film industry integration.

1. Introduction

The film and television profession is an emerging hot profession that has developed rapidly in recent years and is gradually favored by parents and students. Judging from the number of enrolled students and professional settings in art colleges in recent years, they all show an increasing trend year by year. Many parents believe that children choose film and television majors, and the employment direction after graduation is relatively clear. However, the development of film and television education is not optimistic, and the competition faced by film and television students is growing. How to better develop film and television education in the new media environment has become an issue that educators in art schools need to study in depth.

2. Problems Faced by Film and Television Education in the New Media Environment

2.1 The Film and Television Market Is Developing too Fast and the Education Cannot be Developed Simultaneously

Film and television education has shown rapid development in recent years, and the increase in market demand has led to the expansion of major art universities and colleges. Enrollment expansion has also brought many problems to film and television education. The development of film and television education and the rapid market demand cannot be developed simultaneously. The biggest problem facing the current film and television education is the teaching materials problem. Some colleges use their own teaching materials, and most of them do not have profes-

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sional teaching materials. Secondly, due to the rapid development of film and television, many institutions those do not have professional qualifications have also opened relevant film and television majors, which has led to a decline in the quality of students' education.[1] At present, the actual demand of the market is that students need to have certain film and television skills, not merely simple theoretical knowledge, which requires teachers to have certain film and television experience; only new teaching materials and teachers can better adapt to contemporary film and television education.

2.2 Lack of Quality Education in Film and Television Education

Comprehensive universities and colleges strictly adhere to quality education, while film and television art schools do not pay much attention to the development of students' quality education. Affected by the enrollment system of higher education in China, the enrollment of film and television art colleges is mostly based on art candidates, and the students themselves have a low level of cultural classes. After entering the university, it is still mainly the film and television art class, ignoring the study of the culture class. In the new media environment, the goal of cultivating talents in film and television art colleges is mainly to cultivate high-quality film talents. We should not lower the requirements on students' cultural level or weaken their learning of basic cultural knowledge because of their professional artistic expertise. The essential requirement of higher professional art education is quality education, and humanities basic education is the key and difficult problem in film and television education. No matter which type of universities and colleges cannot neglect the development of students' quality education, quality education is the foundation of talent cultivation, and the film and television education that is separated from quality education cannot achieve the ultimate goal of training qualified film and television talents.

2.3 Lack of Excellent Teaching Staff

The level of teachers in film and television education will directly affect the quality of teaching. Under normal circumstances, the teacher sources of film and television profession are the following three kinds: first, full-time teachers in film and television, because these teachers not only have professional theoretical knowledge, but also have experience in film and television production, can combine theory and practice, however, the number of such teachers is not large, and most of them are concentrated in relatively well-known institutions such as Communication University of China, Beijing Film Academy,

The Central Academy of Drama and Shanghai Theatre Academy; second, professional teachers with literary background, because of the many literary background knowledge involved in film and television, some colleges often set up literary school teachers when setting up film and television majors. This type of teacher has a wealth of knowledge about the history of film and television development, film and television aesthetics, but the ability of such teachers to practice film and television is not high. If the teachers are composed of such teachers, the overall level of the teaching staff is not high; third, teachers with rich media experience and teaching in art colleges, such teachers can often bring students some more practical knowledge and skills, and students have a strong sense of identity with such teachers, however, the employment of such teachers also has certain drawbacks. It is difficult for the general media practitioners to calm down and engage in teaching. If they are external part-time teachers, it is difficult to guarantee the teaching time, and the mobility of part-time teachers is large, and the teaching work cannot be guaranteed.[2]

2.4 Film and Television Education Has Not Kept Pace with The Times

The birth of new art forms will inevitably affect the old art form. If an art wants to survive for a long time, it must be able to adapt to the development needs of the times and be able to be invincible in many art forms. For example, many of today's film works tend to be more beautiful and stylish, but their plot content is pale and weak, resulting in people's low willingness to watch. A good work must not only have vivid expressions, but also intriguing and thought-provoking plot content. Only when the works have rich connotations can they maintain their permanent vitality.[3] In addition, in the era of rapid development of new media, people have more access to information, however, how to maintain the national and national characteristics in an international cultural atmosphere and network atmosphere is a question that needs to be strongly considered by film and television educators. Film and television education should also embark on a road of development with national characteristics, and keep pace with the times while maintaining its own characteristics.

3. The New Development Direction of Film and Television Education in the New Media Era

Faced with the problems faced by film and television education in the new media environment, film and television education must transform traditional ideas, improve teach-

ing methods, integrate with the times, open up new ideas, and clarify the new direction of development.

3.1 Enhance the Concept of Actual Combat and Increase the Docking Of Film and Television Education and Film and Television Platforms

The ultimate goal of film and television education is to serve the audience with film and television art, which requires film and television educators to achieve effective interface with new media and new technology platforms, increase students' practical concepts, and expose students to the latest technology and film and television concepts, and create works that meet the needs of the audience and the development of the times. Film and television education can't be limited to classroom teaching. It is necessary to increase students' practical opportunities, let students integrate theory and practice, and strengthen students' daily practice in the studio, recording studio or video editing room to transform the classroom into a practice base.

3.2 Spread New Ideas and Strengthen Communication between Departments

In the film and television education, we must strengthen the dissemination of new ideas; teachers and students must abandon the traditional theory of teaching, especially in the new media environment, film and television educators should vigorously encourage students to engage in the creation of new art forms such as micro-movies and innovative short videos, which requires improving the traditional education model, from the original single-style, isolated teaching to "complementary" teaching, increasing the integration and collaboration between disciplines. On the basis of strengthening the film and television education courses for students in this major, we will expand the study of relevant subjects in film and television education and realize the integration of subject knowledge. Film and television educators should be good at breaking the boundaries between disciplines when teaching, so that students can do the same thing and integrate them.

3.3 Strengthen the Professional Staff of Teachers

Nowadays, the number of Chinese film and television education schools or bases is increasing. Many comprehensive universities have also established relevant majors in film and television media, forming a rich and diverse educational structure. However, China's film and television education started late, and its development is relatively slow. Only the professional film and television art colleges have a high level of teachers, however, comprehensive universities pay less attention to film and television education, and their de-

velopment is still relatively slow, which requires strengthening the professional team of China's overall film and television education. To this end, the state needs to provide relevant financial and material support. Take film education as an example, in the selection and training of teachers, not only must they have professional skills, but also have certain shooting experience, at the same time, they should also master the most advanced technologies in film shooting and have the ability to do video clip. In the construction of the teaching staff, the teaching team must have strong professionalism. Only in this way can we meet the needs of students' all-round development.[4]

3.4 Improve Educational Methods and Support the Development of New Media

The Internet and new media are currently developing rapidly. The development of film and television education should also rely on the Internet and new media platforms to continuously improve educational methods, combine film and television education with new media, and enhance the development of the film industry. Improving the means of education and strengthening the development team of emerging media talents is the only way for the development of China's film and television education. Film and television education needs to adopt innovative means to integrate traditional media and emerging media, and cultivate cross-regional innovative talents to support the development of the emerging film industry.

4. The Forms and Exploration of the Integration of Film and Television Education and Film and Television Industry

With the rapid development of the film and television industry, the requirements for talents are getting higher and higher, which has brought new opportunities and challenges to film and television education. Film and television education must be done with the times, constantly innovate, and integrate film and television education and film and television industry to achieve the common development of film and television education and film and television industry. Therefore, film and television education should improve teaching methods and improve the quality of teaching. It is also necessary to pay close attention to the development and changes of the film and television industry, to cultivate the talents needed by the film and television industry, to promote the development of teaching with industrial demand, and to make film and television education more in line with market demand. Especially in the new media environment, the integration of film and television education and film and television industry has

become a trend of future development.[5]

There are many different ways and means to integrate film and television education and film industry. This paper mainly describes three common forms of integration. First, the film and television industry is the leading factor, and film and television education plays a supporting role. At present, many TV stations and film and television companies in order to strengthen the development of the film industry, to make the industry bigger and stronger, will use the form of personnel re-education, strengthen the training of the company's internal film and television personnel, or continue to further study in universities and colleges. This kind of film and television education is highly targeted; second, the proportion of film and television education and film and television industry is quite the same. The fusion of this method is generally common in film and television colleges. It usually divides one school year into two parts, half of which is used to learn theoretical basic knowledge, and the other half is used for practice to achieve a combination of theory and practice; the third way is to take film and television education as the leading factor and the film and television industry as an auxiliary education. This kind of method is widely used in professional art colleges and comprehensive universities and colleges. The film and television industry here is not a film and television industry in a strict sense, but an internship base for film and television education. Under normal circumstances, in order to ensure the quality of teaching and strengthen the students' practical ability, the school will unite some radio stations or film and television companies to establish a corresponding film and television industry to provide a certain space for student creation. At present, this method has been researched in many film and television art colleges and has achieved certain results; however, this method is more dependent on capital and requires the school to have certain economic strength. For some schools with less investment in film and television hardware, it is more difficult to combine film and television education with the film and television industry, which is also a major problem in the current film and television education in some institutions.

5. Conclusion

With the development of the film and television industry

in recent years, film and television education has also received attention, however, in the new media environment, film and television education is also facing many problems. The film and television education and the fast-developing film and television industry cannot be synchronized, and the development of quality education has been neglected in the development of film and television education, resulting in the training of personnel in film and television education that does not meet the needs of the development of the times, which requires film and television education to continuously innovate teaching methods, improve teaching ideas, clarify the new direction of film and television education in the new media era, and strengthen the combination of film and television education and film and television industry, so as to enable students to combine theoretical knowledge and practice to further promote the development of film and television education.

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REVIEW

Reflections upon Some Fundamental Issues in Educational Historiography

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ARTICLE INFO	ABSTRACT

This paper categorizes educational historiography as part of "historiography" because educational historiography is leaning towards historiography in spite of being a fundamental educational discipline with the dual disciplinary attributes of education and historiography. It is argued that the nature of a discipline is partly defined by its researchers and its roles, but more importantly, by its origin, major research topics and objectives, basic research theories, methodologies and paradigms, as well as its relations with cognate disciplines. And each of the above factors is elaborated on to illuminate the dual disciplinary nature of educational historiography. From the perspective of educational science, what reflects the nature of education the best is people's "educational activities," which can be defined as the aggregate of specific activities directed to promoting valuable human development, and the various ways educators and learners participate and interact in the educational process. This paper maintains that the history of educational activities constitutes an upside-down triangle relation with the histories of educational thoughts and system. The history of educational activities is the origin, premise and foundation, whereas the latter two are the derivatives and results. Therefore, the history of educational activities must be studied as part of the research on the history of education.

1. Introduction

I t's imperative for researchers to gain insights into the disciplinary nature of educational historiography, revealing such aspects as its research topics, methods, conventions, disciplinary functions, scholars' overall academic training, and development trends (Seller, 1991). There are two competing views regarding the disciplinary nature of educational historiography (McCulloch, 2011). Some put it under the education discipline and downplay its connection to historiography, while others consider it a

new discipline across education and historiography. This paper sets out to discuss the limitations of the above views before proposing an alternative opinion on the disciplinary nature of educational historiography, followed by an explanation to justify the new perspective.

Another fundamental topic in the field pertains to the research subjects of educational historiography. What are they? Previous researchers maintained that educational historiography, as a discipline, studied the history and principles of education, particularly, the history of educational thoughts and system (Anderson, 1956; Sloan,

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1973). This paper problematizes this view because it is inadequate when overlooking an essential component in educational historiography, that is, the history of educational activities.

2. The Disciplinary Nature of Educational Historiography

It's crucial for researchers of educational historiography to understand its disciplinary nature, which is composed of the following aspects: its research topics, methods, conventions, disciplinary functions, scholars' overall academic training, and development trends (Seller, 1991). In-depth analysis would be presented in the following pages.

Two types of perspectives currently prevail in the field regarding the disciplinary nature of educational historiography. According to McCulloch (2011), based on some landmark works that were recently published in the field of educational historiography, some scholars with the "education discipline" view argue that educational historiography is part of the education discipline despite its close ties with historiography. Whereas other researchers with the "dual disciplines" opinion maintain that educational historiography is a new discipline with an overlap of education and historiography, resulting in a nature of dual disciplines. In this sense, it cannot be simply labeled as education or historiography; instead, it should be considered as education and historiography at the same time.

Both views have merits meanwhile suffering from their limitations. Despite advocating for the status and role of educational historiography as a fundamental discipline in education, the first view does not take into account the basic disciplinary features of educational historiography or its distinction from other educational disciplines; whereas the second view fails to recognize that the dual disciplinary nature of educational historiography are not equally shared by the two disciplines, but leaning towards one of them. Even though the basic disciplinary features of educational historiography and its differences from other educational disciplines are taken into consideration. The authors prefer to categorize educational historiography as part of "historiography" because educational historiography is leaning towards historiography in spite of being a fundamental educational discipline with the dual disciplinary nature of education and historiography.

What are the grounds of the above argument? The nature of a discipline is partly defined by its researchers and its roles, but more importantly, by its origin, major research topics and objectives, basic research theories, methodologies and paradigms, and its relations with cognate disciplines (Seller, 1991). The above five aspects

indicate that educational historiography is more of historiography than education although it's a discipline with the nature of dual disciplines, as a result of the overlap of historiography and education and function as a fundamental discipline in a number of educational disciplines. In other words, educational historiography should be labeled as "historiography" rather than "education".

What is this argument based upon? First of all, regarding its origin, educational historiography is an inter-discipline of historiography and education. It develops under the nourishment of historiography, and possesses a natural "blood tie" with historiography. The development of educational historiography in China and other countries reveals that its emergence and development has more direct and closer relationship with historiography than with education. Take educational historiography in America as an example (Cremin, 1955). It came into being just as a part of historiography, and was studied by amateur historians, such as missionaries, literati, scholars, celebrities and teachers by the 1870s and 1880s. In 1884, American Historical Association was established by some young scholars who studied historiography in Germany, marking the transition of educational historiography from an amateur research field to a professional one as well as the formation of educational historiography as an independent discipline (Cremin, 1955).

Moreover, educational historiography was also profoundly affected by the Western historical theories and methodologies (Power, 1962). For instance, educational historiography in France was directly influenced by various historical theories and research approaches that prevailed in different historical time periods. Before 1920s, the dominant historiography research method in France was history of positivism. Under its influence, positivism was also the main research method for educational historiography in France. The Annalist School prevailed in France from the 1920s to the late 1960s because the positivist historiography was the dominant approach for historical research. As a result, studies with an emphasis on wholeness, macro-scope, groups and issues advocated by the Annalist School gained popularity. Since the 1970s, "the New Historiography" School evolved from the Annalist School impacted research in educational historiography, leading to the proposed concept of "New Educational Historiography". Studies on educational historiography in Germany had been greatly affected in numerous ways by the Rankean School from the late 18th Century to the 19th Century, the New Historiography School in the late 19th Century, and the radical schools of historiography after the 1950s.

Furthermore, International Standing Conference for

the History of Education (ISCHE), founded in 1978 by educational historiography societies or associations from different countries, is the most influential body of educational historiography in the contemporary world and a participating member of the International Committee of Historical Sciences (ICHS) (Burke, 2000). In addition, American Educational Historiography Association is still closely connected with American Historical Association. And its journal *History of education quarterly* is listed as a Journal of History on its website.

The situation in China is similar to that. Apart from a large number of documents and research findings of educational historiography in the historical works ever since the ancient time, the emergence of *Chinese educational historiography* is also directly and closely connected with historiography and historical scholars in the modern time. *Chinese Educational Historiography*, the first Chinese treatise on educational historiography in the modern time, was written by Liu Yuzheng, a renowned Chinese scholar of history. Chen Qingzhi, compiler of Chinese Educational Historiography, the most influential and lengthy "university series" in the Commercial Press in the Republic of China, had studied History and Geography in Beijing Higher Normal School. Zhou Yutong, who wrote *Chinese School System* and *The History of Modern Chinese Education* in the 1930s, was a famous historian with profound knowledge in the study of historiography. As for Shu Xincheng, Wang Fengqi and other scholars who complied various treatises and documents of Chinese educational historiography with far-reaching impacts on the younger generations, they did not major in history, but they all had aspired to study history since their childhood. Chinese educational historiography, in a sense, was initially established by a group of scholars of history.

Secondly, as far as its research topics and objectives are concerned, educational historiography is primarily a discipline that studies the historical issues of education and humans' educational activities, thoughts and systems in history rather than on the reality of education (Cunningham, Chitty, & Robinson, 2012). This is the major difference between educational historiography and other educational sub-disciplines regarding research topics, such as pedagogic principles, educational philosophy, educational ethics, educational psychology, educational politics, educational economics, educational sociology, educational culturology, educational laws and educational technology. It focuses on the "diachronic" rather than "synchronic" educational phenomena, emphasizes on the emergence, development and evolution of education, values the descriptions of "historical processes" and the analysis of "historical truths", aims to reveal the causes and

motives hidden behind historical representations through the restoration and reproduction of historical activities and events of education, thoughts of educational figures and educational historical systems so that reasonable explanations and interpretations could be made, from which useful historical revelations and references could be drawn. In short, it studies historical issues rather than the current situation of education. Studies on historical issues of education and explorations into historical principles of education should be the specific research focuses and objectives for educational historiography.

Thirdly, the research theories and methods of historiography are the fundamental ones of educational historiography, as well as the main tools and means on which educational historians depend. The specific research subjects and tasks of educational historiography require educational historians to adopt the fundamental research theories and methods that are usually employed by historians (Cohen, 1999). At the macro level, the fundamental research theories of historiography can be divided into two types, namely, historical materialism theories and historical idealism theories. More specifically, these include Marx's and Engels's theories of historical materialism, Leopold Von Ranke's historical theories of objectivism and positivism, the historical view of cultural form by Oswald Spengler and Amold J. Toynbee, the "long-period" theory of Marc Bloch, Lucien Febver and Fernand Braudel, the theory of "new historiography" of Jacques Le Goff and Jacques Revel... etc.

The fundamental research methods of historiography mainly consist of historical analysis, historical research, literature analysis...and so on (Cohen, 1999). Historical analysis is the method of analyzing and studying history by using the principle of historicism. Historicism was first put forward by the bourgeois scholars at the end of the 18th Century. Then Marx and Engels, building upon their predecessors' achievements, integrated historical methods and historical materialism to specific practices, leading to the founding of the principle of Marxist Historicism, which, requires people to start from historical reality while studying every historical issue and make analysis in the context of the interrelations and development of social conflicts.

The historical analysis method entails the following on the part of the researchers: First, researchers should analyze and study the specific historical figures and phenomena in their historical contexts and analyze specific issues case by case. Second, they need to look at history with an overall, ongoing and changing perspective. Third, they should study issues through the interconnection and practical results of historical development and view his-

tory in a practical and realistic manner. Fourth, they need to be good at identifying typical cases and understand the primary trend and patterns based on typical cases in the process of studying historical issues. Historical research method is a traditional method of historical study, including "external research", "internal research" and "theoretical research". Through such methods, it examines, discriminates, compares and contrasts, and supports literature and facts, in an effort to restore history and provide basic factual basis for historical analysis. Literature analysis method is a method used to gain a scientific understanding of facts by collecting, identifying and organizing literature as well as studying literature. In addition, other methods, such as comparative historiography, cliometrics, oral history and psychohistory are also commonly used in historiography.

The above mentioned research theories and methods of historiography have been used by educational historians in the process of the advent and development of educational historiography and play an important role in the study of educational history. The historical research theories and research methods of objectivism and positivism were advocated by the famous German history school——Rankian School that emerged in the 19th Century (Grosvenor & Lawn, 2001). They emphasize on historical data, restoration of the original appearance, and interpretation of the background. They also attached importance to the method of combining "external evidence" and "internal evidence". This kind of historical view directly influenced the entire educational historiography field in Europe for a long time. For example, K. Von Raumer's four-volume book entitled *The History of Education* is an in-depth and meticulous overview and study of the history of education and the thoughts of educationalists of Europe and even the world based on abundant historical data.

The French Annalist School that emerged in the mid-20th Century and the subsequent theories and methods of "New Historiography" also had great impacts on the development of educational historiography in Europe, America and even the world (Grosvenor & Lawn, 2001). As for the study of educational historiography in China, from the date of its inception, it inherited and drew upon the research methods of traditional Chinese historiography, such as textual research, discrimination, organization and compilation, to carry out research. This approach is especially evident in the studies of the older generation of educational historians (such as Liu Yizheng, Zhou Yutong, Shu Xincheng, Meng Xiancheng, Mao Lirui, Chen Jingpan, Shen Guanqun, Chen Xuexun, Cao Fu and Teng Dachun). Without these theories and methods of historiography, it is difficult to imagine what unique theories

and methods educational historiography would have, and how can relevant research be carried out and results be achieved in order for educational historiography to earn a spot in academia?

Fourthly, as far as research conventions are concerned, educational historiography is mainly based on the empirical research conventions of historiography, rather than the research conventions of education centering on critical thinking. The research conventions of historiography emphasize the "five natures" of historical research,:namely, originality of historical data, authenticity of historical facts, completeness of the process, objectivity of the conclusion and simplicity of the text (Karier, 1979). They require historical data to be original, rich and credible, and reject the use of second-hand data. They also disapprove the idea that "whatever is available is acceptable" and emphasize that "isolated evidence cannot prove anything", " claims can be made only with evidence", "caution should be used in verification", "over-criticism, empty talk, and compliments shall be avoided". These are all the inherent academic norms of historiography. They were gradually established since its founding.

Although both historiography and education focus on empirical study and critical thinking, relatively speaking, historiography focuses more on empirical study whereas education focuses more on critical thinking. Showing their different focuses is only meant to emphasize the respective characteristics of the two disciplines. It has nothing to do with the debate about which one is more important and better. In fact, both are necessary for academic research, and are indispensable.

Apparently, considering the two research orientations, educational historiography should belong to the former rather than the latter. If educational historiography research and results are measured on the basis of the research orientation of education that centers on critical thinking, with the papers of educational historiography written more like the educational papers with strong critical thinking skills, rather than the research orientation of historiography that focuses on empirical studies, what will educational historiography be like today?

Fifthly, from the perspective of its relationships with cognate disciplines, the relationship between educational historiography and history is the most direct and closest one. History is probably one of the most ancient disciplines of the human society, and is also a discipline featuring diverse human knowledge (McCulloch, 2011). History is more or less connected to almost any other disciplines. At least the history of each discipline itself is an integral part of history. The same is true with educational historiography and even other disciplines in education.

Educational historiography is considered an inter-discipline of historiography and educational science, and a sub-discipline of history. Historians not only research on political historiography, economic historiography, social historiography, cultural historiography, military historiography and legal historiography, but also study the issues in educational history (Seller, 1991). Historians understand and regard the history of education as an integral part of the history of human society. They need to study the history of education in light of various complex structures and relationships of human society. They also need to explore and discuss the relationships between educational history and political history, economic history, social history and cultural history, in order to gain insights into how each of them impact one another, and uncover the principles of their interaction. Such disciplines as political historiography, economic historiography, social historiography, cultural historiography, military historiography and legal historiography, primarily belong to the discipline of history rather than political science, economics, sociology, cultural discipline, military discipline and legal discipline respectively. Likewise, educational historiography should fall within the category of history discipline rather than educational science.

Certainly, since educational historiography is an inter-discipline between historical science and educational science, it is closely related to educational disciplines. Educational historiography is a vital and fundamental discipline of educational science. Apparently, in the past, the history of Chinese and foreign education, educational science (principles) and psychology used to be three compulsory courses for all students at normal universities. Even today the history of Chinese and foreign education is still a compulsory course for students in the Education Department of normal universities. It is safe to say that researchers in any sub-discipline of education can not do a good job in their research without learning or examining the history of educational historiography. Is there any contemporary renowned educators who have not made painstaking efforts in studying the history of Chinese and foreign education? Whose works do not reflect the distinctive characteristics of a thoughtful combination between history and logic, while demonstrating a deep sense of history with profound insights? Some of the well established scholars in education even started their initial work from the research into the history of Chinese and foreign education. Nevertheless, these facts can only testify the essential and prominent role of educational historiography in the work of researchers of educational science. They cannot be used to substantiate the claim that educational historiography belongs to educational science.

Some skeptics might wonder, since currently the researchers of educational historiography and students majoring in educational historiography are from the Education Department of universities, and educational historiography is managed under educational science, and most studies and results of educational historiography are published in education journals, do all these indicate that educational historiography belongs to educational science? If it belongs to the discipline of history, why isn't it the other way around with everything being managed by the History Department? In fact, it is not difficult to figure out that the status quo is primarily caused by the current educational management system, talent nurturing system and academic management system. In addition, another reason is that the system of historiography is way too large to pay enough attention to all of its sub-disciplines. Moreover, a subjective reason is that the existing academic standards of educational historiography researchers and their achievements are not high enough to enable them to be widely recognized in the field of historiography.

It should be noted that there have been numerous scholars, including the "big names in the field", who were and are still passionate about educational historiography (Sloan, 1973). And in recent years, their interests have been growing. More and more researchers are involved in studying the history of universities, the history of Christian universities, the history of educational exchanges between China and foreign countries, the history of education reform in the late Qing Dynasty and the early Republic of China, and the history of education societies. They participate in and even host a wide variety of conferences on the research of educational historiography and publish research findings on educational historiography in different kinds of history research journals, as well as advise and train students who are involved in the research of educational historiography. They regard this as one of the top priorities of returning to the general history and advancing the research of historiography, which used to centered around the traditional political history. This indicates that researchers in the field of historiography have not yet forgotten or neglected educational historiography and that educational historiography is not considered a domain exclusively owned by the field of education or education scholars. Instead, it is still favored by the field of history and historians. If a researcher of educational historiography turns a blind eye to this fact and refuses to go along with it, he or she is about to stumble.

Historiography is arguably one of the oldest and most inclusive disciplines. It consists of a wide range of sub-disciplines, while providing a foundation for other disciplines——the history of each and every discipline

(Seller, 1991). Its research tasks are undoubtedly overwhelming, which renders no time for further research into its countless sub-disciplines. As a result, a delegating system needs to be initiated to share the research responsibility among researchers of cognate disciplines, who, are more than happy to be entrusted with the tasks because fundamental history-oriented disciplines are needed. This could be one of the leading reasons for the above-mentioned situation. However, it does not mean that the "delegating" relationship equals to ownership. It is like a family that has too many children to raise and has to ask the kids' aunts to help out. Nonetheless, legally speaking, these children raised outside of the family still belong to their parents instead of their aunts.

It can be inferred from the above analysis that educational historiography is an inter-discipline of historiography and educational science, being endowed with the dual disciplinary attributes. However, it initially derived from the nutritious soil of historiography. Its earliest research team came from the field of history. And until now quite a number of historians are still engaged in the research of educational historiography. Its research topics and tasks are the educational problems and phenomena in history. Educational historiography explores the historical patterns of education and primarily adopts the research theories, research methods and research orientations of historiography. The research trend of historiography directly affects the trend of educational historiography, which seems to have a more direct and closer relationship with historiography than educational science. Therefore, it can be safely concluded that educational historiography primarily belongs to historiography rather than educational science. However, this categorization does not deny the fact that educational historiography still partially belongs to educational science, nor does it deny its dual disciplinary attributes. It just means that the disciplinary attributes of educational historiography are more similar to those of historiography.

The authors lament that today's research of educational historiography, which focuses too much on "educational science" and emphasizes too much on logical reasoning while lacking solid empirical evidence, has lost its inherent disciplinary attributes and characteristics. This is actually quite detrimental to the development of educational historiography. At this point, we can not help but recall the words of Mr. Chen Xuexun, Chairman of the Educational History Committee of Chinese Educational Society, who told the authors in Wuhan over two decades ago that: "The day when the outputs of educational historiography researchers are published in such top journals as Historical Research, Modern Chinese History Studies, Journal of Chinese Historical Studies and World History and widely recognized in the field of historiography is the day when educational historiography is fully established."

It now seems that Mr. Chen Xuexun's words are meaningful and thought-provoking. Our lack of understanding of the disciplinary attributes of educational historiography for a long time has led to lower academic standards and requirements, which further widened the existing gap between educational historiography and the discipline of history. Therefore, as educational historiography researchers, we should recognize the disciplinary attributes, establish disciplinary standards, actively follow the academic trends of the history discipline, and keep up with it by paying close attention to its research outputs, so as to lay a solid foundation for our "history" and add more elements and characteristics of "historiography" to our research work, so that Mr. Chen Xuexun's vision of educational historiography may turn into reality sooner.

3. On the Tripartite Categorization of the Subjects of Historiography

What are the research subjects of educational historiography? Various educational historiography works in the past tell us that educational historiography is the discipline that studies the history and principles of education (Anderson, 1956; Sloan, 1973). Specifically, its research subjects are history of educational thoughts and system. Is this understanding accurate? Certainly, it is not totally wrong. After taking a closer look, however, we would discover that it is inaccurate and unscientific.

The authors argue that this understanding leaves out a more fundamental and critical subject in the research of educational historiography, namely, the history of educational activities. Just as educational science research can not be carried out without studying people's educational activities, educational historiography will lack its premise and foundation without the studies on people's educational activities in history, regardless of the efforts devoted to the studies on the history of educational thoughts and system. It will only be reduced to an educational historiography that "sees people without their behaviors" and "sees things without the stories".

From the perspective of educational science, what reflects the nature of education the best is people's "educational activities."(Cremin, 1955) "Educational activities" here refers to the aggregate of specific activities directed to promoting valuable human development, and the various ways educators and learners participate and interact in the educational process. The main reasons are as follows. To begin with, educational activities are the basic form of

existence in the phenomena of education. As Hugh Gina (cited in Cremin, 1955), a scholar of former Soviet Union, has put it, "Human activities are the origin from which the society and all its values exist and develop. It is also the source from which human beings and personalities develop and take shape; without studies on such activities, it would be unlikely for researchers of educational science to fulfill any task in relation to education, teaching and development"(p73). In addition, educational activities are the key factor that affects human development, which is the result of the interaction or activities between the subject and the object. Individual activities are the key factor for individual development. The fact that educational activities are the primary factor for human development not only does not exclude the leading role that education plays, but also points out the direction of such research efforts, which aim at optimizing the leading role of education in human development. It is difficult to imagine how the principles of education can be identified without studying educational activities. Without that, how can the problems in education and teaching be resolved? And how can valuable human development be facilitated? Therefore, the research on people's educational activities should be regarded as a top priority in the research of educational science across different countries in the world.

Likewise, the history of educational activities should also be a significant component in the research on educational historiography. The history of educational activities is the history where educators and learners participate in education and interact with one another in various ways (Butts, 1967; Clifford, 1976). It is a key factor that affects the development process of people's educational thoughts and system. The history of educational activities is not only the origin of the history of educational thoughts and system, but also the premise and foundation, as well as the channel and the bridge connecting to the history of educational thoughts and system. The history of educational activities constitutes an upside-down triangle relation with the histories of educational thoughts and system. The history of educational activities is the origin, premise and foundation, whereas the latter two are the derivatives and results. Therefore, the history of educational activities must be studied as part of the research of the history of education.

Then, here is a question. Since the history of educational activities is so vital, why hadn't it attracted the attention of academia and been studied independently? This might be related to people's one-sided and over-generalized understanding of educational facts and phenomena. People think that the history of educational activities is included in the history of educational thoughts and system, and that studying the latter two means the former would also be

studied. Over time, this idea is passed down, takes roots and is now taken for granted. It should be noted that the history of educational activities should be considered one of the three research areas of educational historiography, with the other two being the history of educational thoughts and the history of educational system. The previous perception and practice of embedding the history of educational activities in the history of educational thoughts and the history of educational system is inappropriate. That is to say, the history of educational activities was not getting enough attention but being neglected. In future research, the studies on the history of educational activities should be underscored and emphasized, and treated separately.

Another relevant issue needs to be pointed out: "Educational activity" does not equal to "educational practice", neither does "the history of educational activities" equal to "the history of educational practices" (Donato & Lazerson, 2000). These are two sets of concepts, which can be both related and distinctive. First of all, based on its connotation, educational practice does not equal to educational activity. Educational practices, in a broad sense, refer to the specific practical activities that carried out by real people who comply with the social norms at that time. These activities include all the activities in the society that affect people's ideology and moral standards, and enhance people's knowledge and skills, including educational thoughts, systems and activities. In contrast, the educational practices in a narrow sense primarily focus on school education, particularly being reflected in the interrelation among the key players involved in school education and the mechanism of activity. Furthermore, a close look at their relationship reveals the fact that educational activity is not the same as educational practice. Educational activity is a concept right in the middle between educational behaviors and educational practice. In other words, the concept of educational activities is broader than specific educational behaviors, meanwhile it is narrower than the macro educational practices. Therefore, "the history of educational activities" does not equal to the macro "history of educational practices", which covers the history of educational thoughts and the history of educational activities, nor is it the same as the history of various specific educational behaviors. Nevertheless, the history of educational activities is closely related to the history of educational practices and the history of educational behaviors. Thus, studying the former entails that we are also, in a sense, studying the latter two histories.

4. Conclusion

In a nutshell, this paper explores the dual disciplinary

nature of educational historiography and places it under "historiography". We argue that the nature of a discipline is mainly defined by its origin, major research topics and objectives, basic research theories, methodologies and paradigms, as well as its relations with cognate disciplines. Our analysis of the above factors sheds lights on the dual disciplinary nature of educational historiography. In addition, this article contends that the nature of education can be best reflected through people's "educational activities." As a result, the history of educational activities should become an area of research in the field of educational historiography.

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REVIEW

Effectiveness of Integrating Innovative Quality Cultivation into Higher Vocational Mathematics Teaching

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ABSTRACT

Mathematics teaching is the foundation and focus of higher vocational education. However, there are still a series of problems in the mathematics education of higher vocational colleges in China, such as students' enthusiasm for mathematics learning remain to be improved, and teachers still practice traditional teaching methods [1]. In order to effectively improve this situation, it is necessary to reform the teaching of mathematics courses in higher vocational colleges, integrate the content of innovation quality cultivation, and implement scientific and reasonable teaching methods to achieve the effectiveness of mathematics teaching in higher vocational colleges. This paper mainly studies the effectiveness of cultivating innovative quality in the higher vocational mathematics teaching, with the hope to improve the overall quality of mathematics teaching.

1. Introduction

In the teaching process of higher vocational colleges, students from several classes are often arranged in a class to teach, which brings certain difficulties to teachers' teaching, teachers are unable to take care of all the students [2]. Therefore, in higher vocational mathematics teaching, teachers need to innovate the traditional teaching mode, lay stress on the cultivation of students' innovative quality, actively carry out innovative quality education activities, and highlight students' principle status. In addition, the effective implementation of innovative quality teaching mode helps teachers to formulate corresponding learning plans according to the actual situation and characteristics of each student, and achieves the teaching objectives of teaching according to students' aptitude.

2. The Importance of Cultivating Innovative Quality in Higher Vocational Mathematics Teaching

2.1 Meet the Demand of Economic Development

Innovation is the key content of the development of modern society, it promotes economic development to a large extent, but innovation must take theoretical knowledge as its foundation and guarantee. As a emerging mode of modern economic development, knowledge economy is different from traditional industrial economy, which mainly gain more knowledge by the people and innovate with the knowledge mastered. Creativity is the key to social development, it mainly covers management innovation and knowledge innovation service. At this stage, creativity has become the dominant social labor force; knowledge promotes social progress and is the foundation of social

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and economic development [3]. As a result, in the process of mathematics teaching in higher vocational colleges, teachers should strengthen the cultivation of students' innovative quality to adapt to the development of social economy.

2.2 Realize the Sustainable Development of Society

In the rapid development of society, innovation ability is the core force of social sustainable development, not only should we pay attention to the economic development of industrialization and modernization, but also we need to transform the traditional economic model to the psychological, ideological and behavioral model of modern economy, the quality of people's work is constantly improving, China has entered the development of a modern country and provided support for the sustainable development of society[4]. Hence, in the process of education and teaching in modern higher vocational colleges, the cultivation of innovative quality plays an important role.

2.3 In Response to the Education Reform

With the rapid development of social economy, China's education reform is increasingly deepening, and many new curriculum concepts are put forward : 1), Education are open to all students; 2), Focus on the cultivation of students' scientific literacy; 3), Actively explore learning activities[5]. In the context of new curriculum standards, mathematics science refers to students' participation in social life and economic activities, improve students' decision-making and scientific inquiry ability, the main content of which is to clarify the coordination of science , technology and social development, deeply understand the nature and value of science, improve students' ability to collect and process information, and cultivate students' innovative practical ability.

3. Current Situation of Innovative Quality Cultivation in Higher Vocational Mathematics Teaching

With the rapid development of social economy, higher vocational colleges pay more and more attention to the cultivation of students' innovative quality, this has gradually become the focus of vocational education reform, especially in higher vocational mathematics teaching, many higher vocational colleges have explored in depth the relevant content of the cultivation of innovative ability, and all walk of life are more and more concerned about the National College Student Mathematical Modeling Competition[6]. However, in the process of cultivating innovative quality of higher vocational mathematics teaching in China, there are still a series of problems that affect

the effectiveness of teaching. This paper mainly analyzes the current situation of innovative quality cultivation in higher vocational mathematics teaching.

3.1 Mathematical Modeling Teaching Hasn't Been Popularized

With the fast development of modern society, more and more people start to concern about the National College Student Mathematical Modeling Competition, mathematical modeling is the key to cultivate students' innovative quality, students improve their practical and innovation ability through the participation in mathematical modeling. But in actual higher mathematics teaching, mathematical modeling and competition are generally only open to excellent students, and have not been fully popularized, very few students can benefit from it.

3.2 Education Idea of Teachers in High Vocational Colleges Remains To Be Updated

In the process of education and teaching in modern higher vocational colleges, teachers need to update their educational idea, this could be seen from the theoretical knowledge, and the teaching theoretical background of teachers' vocational education , the teachers are unable to give students teaching practice instructions, the main reasons are :1), Teachers in ordinary colleges and universities have generally learned the basic theory and knowledge of education, but they do not understand the actual situation of higher vocational colleges and cannot establish a correct concept. 2), Higher vocational teachers seldom have the chance to participate in the training activities of educational ideas after obtaining the Teacher Certification, thus are incapable of updating their education idea in time.

3.3 The Conservative Teaching Phenomenon of "Enough" Is Common In Teaching

Different from other professional courses, higher vocational mathematics teaching has strong flexibility and cannot obtain obvious teaching results in a short time, this leads to the weakening and marginalization of mathematics in the professional curriculum system as well as the reduction of teaching hours [7]. For example, in the mathematics curriculum setting of a higher vocational college, teachers generally launch practical teaching activities from the freshman semester, mathematics class hours are generally about 46 class hours, the main content of courses is unary function and calculus, in the case of inadequate class hours, teachers implement the teaching methods of "enough", "must" in practical teaching in order to complete teaching tasks, carry out teaching according to the

key content of the professional courses and the content that students need to master, neglect the individual differences of students, therefore, in order to catch up with the learning progress, some slow learners spend a lot of time in solutions and operations of mathematical word problems, it is common they copy or imitate the solutions, this cannot cultivate students' innovative ability.

3.4 Teacher's Misunderstanding of Professional Ability

In the development of modern society, practical teaching have brought forward higher requirements for teachers' professional ability, the focus of teaching is the impact of teacher behavior on students' specific cognitive behavior and emotional behavior, but many teachers cannot understand this accurately, and some teachers who graduated from colleges and universities generally think that their knowledge and professional ability are adequate for practical teaching, these teachers do not care for the development of the education industry, and fail to learn new skills, which seriously influences the effectiveness of mathematics teaching in colleges.

4. Main Reasons of Mathematics Teaching Problems in Higher Vocational Colleges

There are still a series of problems in the mathematics teaching in higher vocational colleges, the main reasons are: 1), Compilation of textbooks. There are problems in the compilation of Higher Mathematical textbooks, such as the textbook is compiled casually, this exists in many colleges and universities. 2), Teachers do not take mathematics teaching seriously. In many vocational colleges, schools does not pay enough attention to the teaching of higher mathematics, neglect the professional knowledge of students, some majors were considered have little to do with higher mathematics, and even cancel mathematics courses; 3),Influence of traditional teaching methods. Teachers still apply traditional teaching methods in modern society, teachers seldom have interactions with students, and students do not take the initiative to ask teachers when they encounter problems, and lose interest in mathematics learning in higher vocational colleges in the long term development.

5. Integrating Innovative Quality Cultivation Strategy into Higher Vocational Mathematics Teaching

5.1 Focus on Innovative Quality Education

Teachers should emphasize the cultivation of students'

innovative quality and improve students' innovative consciousness in higher vocational mathematics teaching, the integration of innovative literacy cultivation enables students to learn a certain mathematical problem as well as to learn by analogy, complete the mathematics courses in a proper way. The integration of innovative literacy cultivation in higher vocational mathematics teaching makes students to extend the quality of innovation, help students to cultivate innovative quality independently. Moreover, the integration of innovative literacy cultivation enables students change their learning ideas, teachers change the traditional teaching methods, which will not only cultivate students' innovative ability, but also improve teachers' teaching quality, and achieve the effectiveness of mathematics teaching in higher vocational colleges.

5.2 Create a Good Atmosphere for Higher Mathematics Study

Students are susceptible to various external factors in education and teaching in higher vocational colleges. For example, "desertion" is common among students in practical teaching, which greatly affects students' learning situation [8]. For this reason, teachers should create a good teaching atmosphere in higher vocational mathematics teaching, make students concentrate their attention in a harmonious learning environment and improve their learning quality. For instance, when explain knowledge related to probability, teachers should follow the following teaching methods: 1), Teachers introduce probability events in daily life to create good teaching situations for students, such as weather forecasts, lottery ,etc., which could stimulate students' interest in learning. 2), Teachers could introduce mathematical culture, help students to understand the principle of lottery winning by using the probability knowledge, guide students to strengthen the study of teaching content; 3), Teachers should explain to students the harm of gambling, so that students can develop correct values, improve their comprehensive quality and provide support for the effectiveness of higher vocational mathematics teaching.

5.3 Introduce Multimedia Teaching Mode

In the class teaching of higher mathematics in higher vocational colleges, teachers should also attach more importance to the innovation of teaching mode and introduce more advanced teaching tools and teaching methods. In the Internet age, teachers can introduce multimedia teaching methods; apply it to the actual classroom as an auxiliary tool to stimulate students' study enthusiasm. For instance, teachers could use multimedia courseware

to present complete geometric contents when explaining solid geometry, it helps students to establish three-dimensional thinking, the three-dimensional dynamic diagram presented by multimedia teaching mode help students better understand the content of the textbook. In addition, teachers could also use multimedia courseware to broadcast information related to mathematicians to students and stimulate students' study enthusiasm, mathematicians may bring more inspiration to students in the process of studying mathematics problems, and it could stimulate student's learning interest by playing videos of relevant knowledge, engage students with the practical mathematics teaching. Therefore, the innovation of higher vocational mathematics teaching modes occupies an important position in classroom innovation; it can improve the overall efficiency of classroom teaching and stimulate students' learning enthusiasm.

5.4 Guide Students to Think Independently

In the higher vocational mathematics teaching process, teachers should lay more emphasis on the cultivation of students' ability of independent thinking and introduce more modern teaching methods, such as the inquiry teaching, discover the student's advantages and encourage them, in this process, students need to study and explore consciously, improve their scientific research ability and independent thinking ability [9]. At the same time, teachers could teach on the basis of the typical problems in practical teaching, provide more relevant information for students, and make more severe requirements for students' actual study, teachers should play their guiding role during the course of practical exploration of students, provide effective suggestions for students to help them realize that laws of things is the nature of the development of things. Besides, mathematics has strong logicality, teachers should guide students to develop the good habits of independent thinking and stimulate students' learning enthusiasm, guide students to explore independently, allow students to analysis and summarize independently, to find and solve problems in learning in time. Creative thinking is conducive to the development of students' divergent thinking, and provides support for the innovation of mathematics teaching in higher vocational colleges.

5.5 Integrate Concept Innovation with Practical Exploration

In general, creative behavior is based on knowledge question, in the actual teaching process of higher vocational mathematics, teachers should focus on cultivating students' questioning consciousness, highlight students'

principal status and stimulating their innovative thinking, to achieve the expected goal of innovative quality cultivation, teachers should also encourage students to ask questions about mathematics, which could effectively stimulate students' enthusiasm for mathematics learning, create an active classroom learning environment and improve the traditional classroom mode, and then realize the cultivation of students' innovative quality. Teachers can also introduce advanced teaching methods, such as situational teaching and game teaching , to enable students to take an active part in the classroom learning , so the students could ask teachers or other students for advice when they encounter a problem in the process of learning, when teachers and students have different views , everyone should discuss together to achieve the expected goal of education through entertainment, in this way, teachers could fully understand the real thoughts of students, help the teachers and students to establish a good relationship, and guide them correctly and systematically. For instance, the teachers could divide students into groups via games by using group cooperative teaching method, one group ask questions and the other answer questions, then switch roles, each correct answer scores one point, compare the scores of two groups, the group with higher scores is the winner, this will effectively enhance students' ability to innovate and explore, by participating in the questioning game, the theory and practice are integrated effectively , which inspires the students' study enthusiasm .

6. Conclusion

Above all, in the reforming and transformation of higher vocational mathematics teaching, the cultivation of innovative quality is the key to practical teaching, and teachers must attach importance to it [10]. In order to achieve the expected goal of the course reform of mathematics teaching in higher vocational colleges, teachers need to change the traditional teaching concept as well as teaching mode, put emphasis on the cultivation of innovative quality, integrate it into the practical teaching to cultivate more excellent innovative talents.

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REVIEW

Kunqu Opera in the Last Hundred Years in China

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Kunqu, literally means kun melody, is one of the most ancient forms of Chinese opera. Originally her melody derives from Kunshan zone of Jiangsu province therefore it has been named Kunshan melody before, now Kunqu also known as Kunju, which means Kunqu opera. This paper mainly focuses on the development of Kunqu in the past 100 years and the influence of historical social and humanistic changes behind the special era on Kunqu, and compares the attitudes of scholars of different schools of thought in different eras to Kunqu and the social public to compare and analyze the degree of love of Kunqu.

1. Introduction

The original name of Kunqu is "tune of KunShan", is the ancient Chinese opera intonation type of drama, now known as the "Kun drama". Originated from the Yuan Dynasty (the middle of the 14th century), it's a traditional Chinese culture and art of the Han ethnic group. Because it was derives from Kunshan of Jiangsu Province, so it is called Kunqu. It combines arts of singing, dance ,lines "spoken parts of a Chinese opera" and martial, it is known for elegant of lyrics and melody, intonation tactfully and exquisite performance. Most of Kunqu operas are also very superb in scriptwriting techniques, complete orchestration and the control of singing rhythm, which have reached an unprecedented level and it can be said to be a stage culture that integrates Chinese poetry, books, literature , instrument, painting, dance and music. Known as the "ancestor of the hundreds of operas"[1].Many kinds of opera have been developed on the basis of Kunqu. It is the most complete type of drama in the history of Chinese opera, the biggest feature is the lyrical and delicate movements, the combination of singing and dancing is ingenious and harmonious ,in the costumes and make-up, the generals have various kinds of costumes, the civil servants have different levels of feudal social class wear, facial make-up uses Chou character(buffoon) and Jing character, occasionally use Sheng character and Dan character such as Sun Wukong (Sheng character), Zhong Wuyan (Dan character), their colors are basically red, white and black.[2]

The 400 years between the 14th and 18th centuries was a period in which Kunqu became mature and prospered. [3] It's this rich and beautiful performance atmosphere, the deliberate pursuit of art that made Kunqu become increasingly elegant and abstract configurations. In the Ming Dynasty, the famous Kunqu opera masters came out. Among them, Shen Wei is the most famous representative artist of

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Kunqu in the Ming Dynasty. During the Wanli Period of the Ming Dynasty, Shen Yu advocated that Kunqu should be easy to understand and close to life, at the same time, it's based on the principle of the first law, which makes Kunqu gradually flow from the noble hall to the market stage, and promotes the prosperity and development of the professional troupe for profit. In the late Ming Dynasty, Kunqu entered the court and became a new form for the emperor's entertainment. Meanwhile Kunqu has broken through the regional restrictions and was widely spread in the north, truly and completely accepted by the whole society. At this stage ,during this period, both the opera writers, scholars and folk Kunqu artists are diligent in thinking and brave in practice, and rely on their own abilities and talents to lead Kunqu to a higher level.[4] In the late Ming and early Qing dynasties, the dynasty replaced and social unrest, but these did not make the Kunqu fading, instead injected new vitality into Kunqu, due to the complicated political situation at that time, the news circulation of people was blocked, the city's citizens have produced a lot of rumors and gossip stories, and some literati have even thought of some stories, which has promoted Kunqu's new creative genre. The Suzhou area's creative group represented by Li Yu is called "Suzhou school", which has led to the creation of the city for 60 years, there are more than 160 kinds of works and nearly 70 kinds of works have been handed down.[5] After entering the Qing Dynasty, Kunqu still maintained its momentum of continuous prosperity. Various family troupes and professional theater groups were still the main force of the performance. The performance of the palace Kunqu also developed. In the early years of the Qing Dynasty, the main performances of various classical plays were performed. During the Qianlong period, some cultural officials were ordered to create some of the long-lasting operas, and the Kunqu opera performance was completely included in the court culture. In the late 18th century, local operas began to rise. Their appearance broke the long-formed performance.

The development of opera also changed from royal aristocratic to popular. Kunqu began to decline.[6] In the middle of the Qing Dynasty, Kunqu and other emerging operas went hand in hand, but they were no longer like the past and the pet. By the end of the Qing Dynasty, the Taiping Heavenly Kingdom had occupied Suzhou, and the Suzhou troupe had fled to Shanghai.There were few troupes left in Suzhou.Since then, the artists' creation of Kunqu has begun to fade.Afterwards, the feudal ruling class began to restrict and control Kunqu in order to imprison people's thoughts, and the influence and heat of Kunqu began to weaken.

Figure 1. Image quoted in "*Chinese opera mask art*" Jiangxi fine arts publishing press p.187

2. Siege of the International Legations, "May the Fourth New Culture Movement" Brought a Heavy Blow to Kunqu

Figure 2. Image quoted in "*New Youth*" Volume 5, Issue 4

In the reign of Emperor Guangxu of the Qing Dynasty in 1900, Siege of the International Legations ,with the intractable situation of foreign enemies and internal corruption, they suffered from the conflicts and collisions between Chinese and Western cultures. The old opera system, opera concept and opera aesthetic form were broken, and the whole Chinese opera began a difficult modernization of transformation, and here is nothing more than Kuqu.[7] And the Opium War which just ended in 1842, was also the beginning of China's modern history. At this time, the Chinese economy has experienced unprecedented internal and external problems, and the national transport has declined and the people's livelihood has withered. The Westernization Movement, the Reform Movement, and the Revolution of 1911, each innovation movement ended in failure. Feudalism was like a heavy shackle that banned national thoughts. Therefore, a group of intellectuals began to travel across the sea to experience the culture and technology in foreign land, and strive to awaken the national mind with

art. At this time, there was a "spring drama"(China's earliest drama player)Chinese modern drama begins to it, Kunqu flows from the folk art, from court art to folk art, and it mainly relies on the support of literati and merchants who love Kunqu in the civil society.

At the time of the "May the Fourth New Culture Movement" (1915-1923),the beginning was Chen Duxiu's "Youth Magazine" (also known as "New Youth"), which was founded in 1915.The representatives of intellectuals in the movement include Chen Duxiu, Hu Shi, Li Dazhao, etc. The critique of traditional opera began in 1917 and reached its climax after the publication of "New Youth"Vol.5,No.4," Theatrical improvement special" in October1918;[8] the basic view of drama is to oppose the backward and conservative Chinese "old drama"(traditional opera headed by Kunqu)and to promote the new drama of Western Ocean. Hu Shi uses the concept of literary evolution to point out from a formal point of view that Chinese old drama has never been able to break away from the shackles of music, it hindered its evolution, and believed that music and facial make-up, voice, the gait of an actor or actress, martial arts, arts of singing, drums etc. (the elements of the opera)are the "destruction" left by the previous errand the Western drama has reached the "evolution of free development". Therefore, Chinese drama must "seep out the old kinds of remains" and adopt new ideas, new methods and new forms that Western countries have continued to develop in the past 100 years, so that Chinese drama can hope for improvement and progress.[9] However, during the argumentation, the key points of the old drama were not touched. Fu Sinian and Hu Shi's views are completely consistent. He believes that" the old Chinese dramas are not indispensable. But there are too many bad habits, and they are not cleansing." Of course, Chen Duxiu, as a "new youth", is too radical and conceited to some extent. He wrote in the 1950 "discuss the opera" to write: "there is no one in the world who doesn't like him, no matter how men and women are young and old, everyone is taught with sincerity and joy. He can be regarded as the world's largest educator."[10]

Figure 3. Kunqu's legend for making changes to facial make-up after May fourth new culture movement, image quoted in "*Chinese opera mask art*", Jiangxi fine arts publishing press ,p.283

In the winter of 1906,the Spring Liu Society, established by the Japanese students Li Shutting and Zeng Xiaogu in Tokyo, in the Chapter of the Performing Arts Department of Chunliu Club, he proposed that "the establishment of the performing arts department, the improvement of the opera, in order to shift the atmosphere", "to open the intellectual, inspiring spirit."[11] However, during this period, there are also conservative retro-styles defending traditional operas. Zhang House and Ma Er are the first to propose the preservation of old dramas. They believe that the Chinese opera is an excellent national culture of the Chinese nation. As sons and daughters of the Chinese nation, we have the responsibility and obligation to inherit them in their original farmland we cannot carry out any form or meaning innovation, and it's even more impossible to accept the emerging foreign cultures from the West.

Under the argument of the two major factions, the people and the scholars of all sides could not distinguish where the intention was, and the two sides also countered their actions.[12] The party that supports the introduction of new culture began to rehearse various stage plays, using vernacular as a line, and the emerging western band as an accompaniment. The songs written were also created by the Western opera as a prototype. And the other party supporting the old culture added a rehearsal session to the performance list of the troupe. This is a "death fight." We see that among the leaders of the movement, those who are more radical are related to their political background. For example, Chen Duxiu was the revolutionary party in the late Qing Dynasty. He organized an assassination group. In the movement, his remarks always had an impossibility to discuss, and this is true in the attitude towards the Eastern and Western cultures, as well as on the issue of the literary revolution. Because at this time, along with the fierce criticism of traditional culture and the conscious study of Western culture, it's also the transformation process of Chinese literature from classical to modern. People therefore think that classical opera is the carrier of decaying feudal thought, trying to replace it with new drama. It has deepened people's resistance to traditional opera.[13] One of the main reasons is also because of the traditional opera, especially the singing tune of Kunqu. The main vocal characteristics of Kunqu is that the mouth is light and round, the sound is purely fine, turn the pressure and adjust the tone, the effect of singing three sighs is formed between the lips of the word.[14] For some scholars who advocated Western culture at that time, they believed that this kind of vocal is too sloppy and considered to be the representative of the decadent ideas of the feudal society in the old times; and some of the new scholars will be

the old time to kill the text of the complex difficult to become a word of the text, which is also the king of the period in this period with the cultural movement innovation. The people actually got more profit in such a struggle, but as such an anti-feudal society, people no longer want to be bound by the traditional decadent system, and people who come to the freedom are mot slowly close to the new culturalism side, which doesn't mean that people don't love Chinese excellent culture. Just in such a political and social background and environment, it's natural to promote the development of new culture and the reform of Kunqu.

At this time, the people's rebellious attitude towards the feudal ruling order and the thinking psychology of the social status quo of the society is also evident in the drama repertoire such as "Shenzhoulei" "huJiaZhuang" "CaijiaZhuang" "HujiaZhuang"… a series of battles such as the peasant heroes against the feudal regiments and the armed forces were reappeared in a vivid and fascinating manner. In the clarity and directness of the rebellion, it's clearly better than the legendary repertoire "Shui Hu, which" is also the change that Kunqu made in order to survive in this period.[15]

The transformation of Chinese opera in this period not only changed the concept of Chinese and foreign opera culture and the change of performing arts, but also the difference between the various operas of Chinese opera. The status of Kunqu opera declined during this period, the prosperity of Beijing opera art and many Kunqu artists have been transferred to the Beijing opera,.This time many modern people have seen the Beijing opera (alternate name: Ping opera)as the representative of Chinese traditional opera, believed that Beijing opera is based on Kunqu opera as a prototype to carry out reforms and improvements in the new era, and can better reflect the perfect Chinese opera culture than Kunqu ,lose this concept to the international community, making Kunqu in an awkward position in academics.[16] Although many of Beijing opera's vocals, dances, and performances have evolved from Kunqu, the emerging Beijing opera culture is more widely distributed in role, and the writers are closer to modern society , so they have developed rapidly and are consistent with art literati at home and abroad. Praise and favor.

3. The War of Resistance against Japan Allowed the Country to Understand Kunqu

On July 7, 1937, Beijing's "Lugouqiao Incident" was the symbol, and the nationwide anti-Japanese war began. The living environment of the opera art has also undergone fundamental changes, with the fall of cities such as Bei-

jing and Shanghai and the National Government. During the migration, a large number of literary and art circles began to carry out radial migration from the central city to all parts of the country. During this period and there were several operas.Some scholars believe that they can't look backwards because of war. They should still take the cultural spirit first; let the people get the spirit of liberation first to fight against foreign enemies more uniformly.[17] However, some scholars believe that it is because of the current enemy that people are the Chinese excellent culture are passed

down by the ancestors who should be used to consolidate the spirit of solidarity; the general public in the community is not interested in the development and direction of the opera at this time. Everyone is very panicked about the Japanese aggression and is afraid of the situation every day. Under the life, let alone go to the theatre. After the situation lasted for a while, because the Communist Red Army began to surround the city with the armed struggle strategy, the Red Army moved from all over the country to the remote villages nearby, which also made Kunqu, Beijing opera and traditional dramas have gained popularity and development in more remote areas.[18]

4. The Founding of the People's Republic of China, the Transformation of Kunqu Opera

Figure 4. Image quoted in "*Chinese modern opera history*", Culture and Art Press ,2011,p.189

New China was founded in 1949. The opera art of New China was initiated by a large-scale opera reform movement, and encouraged the development of various modern and traditional operas. On April 1, 1950, "People's Dra-

ma" was launched in Shanghai. It is the inaugural issue and the turn of

the opera reform. It is the first systematic slogan of "reform" in the publicly-issued publications since the founding of New China.[19] From October 6th, 1952 to November 4th, 1952, the Ministry of Culture organized a national opera performance viewing conference in Beijing. As a part of Kunqu, it began the road of revival. From November 27th to December 10th, the Ministry of Culture held the first national opera work conference. On May 5, 1951, the Administrative Council issued the "Instructions on the Reform of the Traditional Opera", proposing the policy of reforming the system and reforming the people, and promoting the art of opera. In order to protect the outstanding cultural works and traditional art of the old opera world, we eliminated theunreasonable unscientific and uncivilized theatricalworks and performance customs, so that the traditional operas face the public with a new look. In fact, Kunqu the reform has not only revolutionized the sound of music (the pronunciation bite is closer to the modern society, the sound chamber is more full and round). It is also driven by singing, and the workmanship has also been developed. In addition, the face has been further improved.

On May 18, 1956, "the People's Daily published a commentator's article", "A play to save a play," which is indeed one of the most important documents in the history of Kunqu since the 1940s.

Figure 5. Image quoted in "*Chinese modern opera history*",Culture and Art Press ,2011,p. 226

There are almost no classes for special performances.[20] Although the Kunqu actor training class was established in 1954, the Kunqu was considered to be the art of the feudal landlord class. At that time, it advocated the "art of the people" and later created the "Fifteen-Cross". It was affirmed by the leaders, which changed the situation to a certain extent. In line with the political situation in China at that time, it was "reconciliation, false and wrong case" and "promoting the honest and upright official". In the next one or two years, China has successively established six Kunqu Opera groups.[21]

During this period, due to the entry into a new political structure under the leadership of Chairman Mao, the people are unconditionally supporting and advocating the leadership of the Communist Party of China in spirit, so there is little reaction to the reform and development of the opera during this period. Controversy, this period can be described as a period of transformation and revival of Kunqu .

Figure 6. Peony Pavilion (Mudanting)

5. Today, the Kunqu Art is Recognized by the World

In 2001, Kunqu became China's first human oral and intangible cultural heritage. It was not only the first batch, but also the whole vote. After Kunqu became a non-legacy, it was comparable to a strong shot. It has made Kunqu an unprecedented position, influence and attention in the past 100 years.[22]

In 2003, Bai Xianyong began to prepare for the youth version of "Peony Pavilion". He premiered in Taipei in April 2004 and was included in the first performance after the completion of the National Grand Theatre. The youth version of "Peony Pavilion" became the most important culture in the new century. One of the phenomena is also

a landmark event in the history of Kunqu in the past 100 years.[23] However, during this period, "the young people are reluctant to watch slow music, and the elderly are reluctant to spend money." The situation of "Kunqu" is regarded as a fallout opera. Many young people begin to appreciate ballet or western classical music for the pursuit of fashion. In order to cater to this fashion, "PeonyPavilion" incorporates the packaging and propaganda of the new era, making the people realize that Kunqu is the charm of the long-standing history of the motherland culture. The newly-changed youth version of "Peony Pavilion" emphasizes and refines the theme of "Youth and Love" created by Tang Xianzu, and adds the popular idea of "anti-feudalism" and "anti-feudal ethics" in modern society, interpreting a lingering ancient and modern Life and death, "love to" is the essence of this work.[24] In addition, in the clothing and stage art, we have also added modern elements, such as changing traditional costumes in clothing, adding a lot of modern details, including actor makeup, and adding background effects such as led on the stage. The stage effect is more solid. Therefore, through this work, everyone's eyes have begun to turn to the Kunqu art. And in 2001, the "non-legacy" formed the phenomenon of "Kunqu hot".[25]

However, the heat at this time can not fully maintain the position of Kunqu in the public heart, and since the premiere of the youth version of "Peony Pavilion", the controversy has been very complicated. Some traditional scholars believe that this change will make the traditional excellent culture became the products of neither fish nor fowl and the traditional excellent opera culture is spoiled, so they even jointly applied to the relevant departments to stop the new edition of "Peony Pavilion" and demanded the establishment of rules and regulations. From then on, it is forbidden to tamper with traditional opera works without approval. The old artists of these traditional schools are very concerned about this boycott. They believe that traditional operas should not cater to the preferences and aesthetics of the times, and should maintain their most primitive form.[26] In another part, the innovation group headed by Bai Xianyong believes that the traditional opera content will contain many feudal dogmas. As artists and scholars of the new era, they should take their essence and improve the old decaying traditional culture along the development direction of the times. Instead of blindly respecting the traditional operas of the old form, it is not good for the development of the opera, because modern media technology has been constantly innovated. And people's entertainment is more extensive. If you do not innovate and develop Kunqu, For Kunqu itself, it will only make its audience less and less. As a traditional

opera with such a long history, the value and meaning of the audience will be greatly reduced, so no matter which aspect is considered, it cannot be considered. Continue to use the ancient feudal traditional Kunqu content.[27] This period can be described as a major turning point and transition period of the Kunqu revival. In any case, the more enthusiastic the debate means the higher the attention to Kunqu, which has never been more popular since 1900.

6. The Rise and Fall of Kunqu over the Past Century: Civil And Official

The rise and fall of Kunqu over the past century, can be described as a process of civil and official interaction. In the Ming and Qing Dynasties, Kunqu was the art of the court, but after the end of the Qing Dynasty, "it lost its traditional etiquette, morality, culture and so on, had to go to the folk to look for ", Kunqu entered the folk. The survival and development of Kunqu is instead maintained by a relatively stable circle. This small circle is mainly composed of literati and businessmen who love Kunqu. For example, the relationship between Rong Qings mass organization and Beijing University, and Su-Zhe-Hu (Jiangsu Zhejiang Shanghai)playwriting.[28] Therefore, during the Republic of China, Kunqu was in a civil state and gained its living space. In the New China period, Kunqu met the political situation and gained survival opportunities. It was included in the New China Socialist Literary System and became a new Chinese opera. One of the traditional arts, such as drama, is also subject to such a system. According to the national cultural policy, Kunqu's performances were performed. Until the 1980s and 1990s, Kunqu was still in the system, but at this time, politics was not needed anymore. In addition to popularization, politicization, and drama,it also faces a situation in which viewers are reduced. In the 1980s and 1990s, many performances and opera creations in Kunqu were in line with the political situation, such as "red glow", "Li Hui Niang", "Between Teachers and Students", "Surprise Attack the White Tiger Group" and so on.[29] In addition to the system, there are some folk hobby groups in Kunqu. In this complicated space, there are some Kunqu diehards who believe that the newly adapted Kunqu and the newly created works are "genetically modified Kunqu". They don't want to make a slight changes of the times.In addition to this, since the "non-legacy", there have been some changes in the field of Kunqu, the first one is the change of the concept of Kunqu, from "the outdated art" to the "consumption fashion." The second one is the expansion of the Kunqu Opera audience. As the saying goes, what kind of audience has the what kind of Kunqu, because the largest object

of Kunqu's production and performance is the audience, Kunqu has been more extensive and modernized since then.[30] The third is the formation of three forces in the field of Kunqu: literati, businessmen and officials. The literati took into account the cultural heritage of Kunqu, and the merchants got more to gain higher profits in order to upgrade the performance. The official: because of Kunqu has been in the national cultural system, the Kunqu performance community is under the management of the national literary system. Therefore, the most important influence and guidance of officials on Kunqu, and it's also gradually balanced and harmonious in the three constraints and promotion of these three forces.

7. Conclusion

All in all, the rise and fall of Kunqu in the past 100 years is actually a history of Kunqu from the official to the folk and back to the official. In this gradually expanding field, they are performing a series of "intangible cultural heritage" metamorphosis of our times.[31] It is also hoped that the Kunqu of the Chinese nation and even the Kunqu of world culture will continue to be inherited and developed in the world so that more future generations can feel the artistic culture of the abyss of human excellence.

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REVIEW

Discussion on the Development Trend of Chinese National Vocal Music

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ARTICLE INFO	ABSTRACT

National vocal music carries the Chinese cultural spirit and Chinese national genes, and it has great influence among the broad masses of the people. The broad and profound Chinese spirit they display, with deep connotation and far-reaching significance is an important spiritual support for the survival and development of the contemporary nation. At present, the Chinese vocal music circle has effectively led the development trend of national vocal music by focusing on the inheritance and development of national vocal music, conducting academic research, singing exchanges, teaching innovation, media promotion, and field investigation, which has laid a good foundation for the creative development and innovative integration of national vocal music.

1. Introduction

Since the 20th century, the music circle has been conducting extensive discussions on the construction and development of "Chinese national vocal music." Currently, national vocal music has broken the traditional limitations and gradually moved to the international arena. At the same time, it has also realized the transformation of national ideology. The future development trend is: through the efforts of the outstanding lyricists and singers of national vocal music, the national vocal music will continue to innovate, enrich and develop, and gradually become diversified and internationalized.

The first is the diversification and professionalization of the development of national vocal music. In the contemporary era of economic globalization and diversification of social systems, the industry should adhere to a compatible and inclusive attitude, and actively explore the development of national vocal diversity on the basis of persistence in specialization. The second is the nationalization of the national vocal music singing and the integration of the times. The singer should be good at learning the singing of other folk dramas, paying attention to absorbing various excellent singing techniques, especially to incorporate the modern pop music singing into the singing skills of

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national vocal music to innovate, to enrich the contemporary and aesthetic connotation of national vocal music.

2. Propose the Initiative to Build Chinese Vocal School

In response to historical accumulation, development of the times, social needs, and integration of China and the West, the theory on school management of "Inheriting Chinese culture, carrying forward the national charm, cultivating national instruments and playing the national music" has been established at China Conservatory of Music, with the Chinese culture as the foundation. Actively exploring the construction of Chinese music genre has achieved certain results.

2.1 The Proposal of the "Four Natures" Aesthetic Principles of Chinese Vocal Music

Professor Jin Tielin once proposed the "Building Chinese vocal music school, which is the unique vocal music of our country in the world of vocal music." Finally, it is proposed that Chinese vocal music should have the scientific principles of "scientificity, national character, artistry, and contemporaneity". The "four natures" aesthetic principles constitute a complete whole, and each aesthetic principle has its own independent and profound connotation. They put forward macro requirements for the development of vocal art from different angles. "Scientificity" mainly refers to the vocal music art to follow its internal laws in singing, learning and teaching; "national character" means that vocal music should be rooted in the traditional Chinese culture and conforms to the aesthetic requirements of the Chinese nation; "artistry" mainly refers to the characteristics of artistic beauty and reflects the aesthetic value; "contemporaneity" refers to firmly grasping the pulse of the times, injecting fresh blood into the art of vocal music, and making the development of vocal art advance with the times. Jin Tielin believes that the study of vocal art theory in contemporary China is still relatively weak, emphasizing that "with the in-depth study of other theories such as musicology and music aesthetics, our perspective on the study of national vocal music has also risen from the fully applied exploration techniques and practices to the theoretical nature and laws."[1]

2.2 Research on the Subjective Music Discourse System in China

The construction of "Chinese vocal school" was proposed and advocated by Professor Wang Liguang, Dean of the China Conservatory of Music, as the chief expert, he presided over the highest level of scientific research in China——the 2019 National Social Science Fund Art Project " Research on Chinese Vocal School". This project will comprehensively sort out the historical accumulation and contemporary development of Chinese music culture, build a Chinese subjective music discourse system, and provide direction and impetus for the innovation and development of Chinese music. The project hosted by Wang Liguang represents the highest level of Chinese art theory research and reflects the country's policy orientation in the development of national vocal music.

Wang Liguang advocated the construction of the "Chinese vocal school" in a more inclusive manner to accommodate the world's outstanding culture and learn from others. Because "Li Shutong borrowed foreign tunes, showing reluctant "Farewell" by Chinese literati; Xiao Youmei tried to reproduce the brilliance of "Collard Seduction Songs" with Western orchestral music; Li Jinhui used the form of Western musicals to popularize Chinese Mandarin; Liu Tianhua draws on the characteristics of the violin and conveys the "Wonderful Night" of China's New Year's Eve. Huang Zi created a new chapter in Chinese art songs with the title of Chinese ancient poetry; taking advantage of the Western Contata form, Xing Xinghai sang the "Chinese" works of the "Yellow River Cantata"[2], which was endorsed by the Chinese against the enemy, which fully proves the necessity and importance of the blending of Chinese and Western cultures.

2.3 The Establishment of the Vocal Master's Performance Benchmark of Chinese Vocal School

The Chinese national opera performance is an inevitable outcome of the development of national operas in the past 100 years and will inevitably become an important part of national vocal music. Huang Huali believes: "From the perspective of subject orientation, its training objectives and artistic requirements are very different from the general national vocal performance profession. Simply classifying it as a skill of the national vocal performance profession, and paying less attention to it... It has more profoundly affected the discipline construction and development of national vocal music."[3] At present, the industry is taking measures to make up for the embarrassing situation of the current national vocal singers and the lack of national opera performers, the singers who sing folk songs and the few opera performers.

On October 3, 2019, CCTV broadcasted the program "Glory of Chinese Opera". The program carefully selected 11 classic operas selected by the audience, such as "The White-haired Girl", "Liu Hulan", "Peasant Takes a Wife", "The Red Guards on Honghu Lake", "Red Coral" "Sister Jiang", "Gone Love", "Daughter of the Party", "The Canal

Rumor", "Yimeng Mountain", "The Long March", from the small incision of music, it reflects the 70-year history of the new China. The program invited Yan Weiwen, Yang Hongji, Lei Jia, Zhang Ye, Wang Hongwei, Wu Bixia, Lv Wei, Mo Hualun, Wang Li, Wang Lida, Gao Yongmei and many other heavyweight guests to participate in the performance, sings the main theme, strengthens the positive energy, inspires the morale of the people, and invigorates the spirit of the Chinese people to revitalize the Chinese opera.

In particular, Guo Lanying, the winner of the National People's Artists Honorary Medal, is the first person in modern China to move from old opera to new opera. During her 80-year artistic career, she sang a number of popular classics, representing the pursuit of national music culture for generations. She is known as the founder of the New Chinese National New Opera and folk songs. After bidding farewell to the stage, she devoted herself to the education, inheritance and development of the Chinese music industry. Throughout her life, she sang the motherland, the people, the roots, the age of singing, and singing "My Motherland" inspired several generations of Chinese.

On September 29, 2019, "Singing for the People——Chinese Vocal School Master Guo Lanying Art Achievement Concert" was held in the Great Hall of the People. Guo Lanying's friends, students, and younger generations: Yun Enfeng, Yan Weiwen, Lei Jia, Zhang Ye, Li Danyang, Wang Hongwei, Liu Hegang, and other three generations of old, middle-aged and young singers, performed Guo Lanying's "Nan niwan" and "The Scenery of Shanxi Is Highly Praised" "Bind the Red String with The North Wind Blowing outside,", "Sparkling Water and Blue Sky", "Rivers and Mountains", "Seeing the Red Army Marching North" and so on, can be called the classics of Chinese national songs. Guo Lanying sang the classic song "My Motherland" on the finale. In addition to singing classics, several old artists such as Guo Shuzhen, Li Guangqi, Hu Songhua, Deng Yuhua, and Li Guyi also paid a high tribute to Guo Lanying in the tribute. This concert not only showed the artistic achievements of Mr. Guo Lanying, but also set a benchmark for Chinese vocal school. Wang Liguang, dean of the China Conservatory of Music, believes that Guo Lanying is a miracle of Chinese national music. The success of this miracle is because of its people. By learning from the people and singing songs to the people, Mr. Guo Lanying can gain the love of the people.

3. Dig up Intangible Cultural Heritage

In 2008, Lei Jia's "Song of the 56 Nationalities of China" was produced by Ruiming Music and Tianhao Shengshi, and was presented as a gift to the guests. In 2018, Lei Jia

held three different styles of doctoral graduation music reports. Among them, the special concert of "The Long-Range Root-seeking Tour——Leijia National Folk Song Concert" has a strong national style. Lei Jia used her deep skill to sing 12 songs from different regions in a concert, showing her familiarity with different artistic styles and drawing a vivid music map for the audience, which praises the greatness of the motherland and the people's beautiful life with national songs.

Its characteristics are as follows: First, tapping the excellent traditional culture of China is the theme of the era of cultural self-confidence. Organizing and excavating non-material inheritance is the work of all walks of life, and the vocal world is no exception. Lei Jia's instructor, Professor Peng Liyuan, asked her to step on the land of the motherland. Learning from the people is an objective reflection of the theme of the times in the vocal world. Second, the choice of songs reflects the extent to which intangible cultural heritage is organized. The main programs are: "Wash the Vegetables", " Eryuan Love Song", "Lullaby", "Throwing Copper", "Beauty", "Embroidery Pouch", "Baoleng Tune", "Three Miles Pave", "The Song of Summer Cicadas", "Avar Guli", "Watch the Yangko", " Noonjiyaa ", "Zizhu Tune", "Spiritual Love Song", "Red Peach Blossom and White Apricot Flower ". These 15 songs, carefully selected by Lei Jia and carefully arranged by the composer, are also representative works of the "New National Wind" music concept. Lei Jia hopes that under the premise of loyalty to Chinese art tradition, Lei Jia will draw on the musical elements of various countries, integrate new spirits, realize new expressions, and finally realize new life. Third, the front row of the band is the color of Western classical music, decorated with Chinese classical music, showing the ancient and modern Chinese and Western art views.

4. Chinese Art Songs Go Global

The art song originated in Europe and is a genre that closely integrates other art forms such as music and poetry. It has a profound cultural heritage and is good at creating a wonderful artistic conception. The Chinese art songs are unique. In the development of a hundred years, it has gone through a splendid century of development, fully integrating Western musical elements and Chinese culture and art, and expressing the traditional aesthetics and artistic connotations of Chinese tradition with rich musical techniques. Liao Changyong believes: "How to make Chinese excellent traditional culture go international, how to make more Chinese elements go to the world stage, the importance and support of the state is very important, and contemporary music people are duty-bound."[4]

On January 3, 2019, Liao Changyong successfully held a precedent in the form of novel, ingenious and all-round display of Chinese classical art in Geneva, Switzerland——"Chinese Classical Poetry and Paintings——Liao Changyong Chinese Art Songs Solo Concert". He sang the art songs such as "Eastward Flows the Yangtze River", " Distant Love", " Bright Moon How Many Time Have", "Recalling the Maid of Qin Dynasty • The Month of Hengshan ". At the same time, together with Wang Jiafang and Ding Yifang, two famous painting and calligraphy artists created 16 calligraphy works, 16 painting works and two porcelain works according to the artistic conception of 16 art songs. A delicate dialogue between painting and poetry and poetry and music, presented a lively Chinese cultural audio-visual feast for the international audience. For the second year in a row, Liao Changyong held two solo concerts in the "100 Years of Chinese Art Songs" in Shanghai, showing Chinese art songs and contemporary Chinese art songs from the 20s and 30s of the last century.

5. The Convergence of Singing Methods

The famous singers often do not stick to some kind of singing, but on the basis of stabilizing certain singing methods, they are eclectic, integrated and cross-border innovation. In his long-term practice of vocal music, Peng Liyuan "touched the nationalities, Western songs, opera arias, Peking Opera, Shandong, singing, etc. across the country, and was able to absorb nutrition in his extensive artistic vision, so that his artistic literacy reached a very high level".[5] Liao Changyong believes that the reference to the development of the national vocal music is not standardized. Because Italian Bel Canto, which means beautiful singing, does not contain the concept of singing itself. The Chinese translate it into singing, which is considered to narrow the scope of Bel Canto. Therefore, Chinese vocal music must have a grand perspective, break the blind pursuit of singing, and strive to pursue beautiful singing.

5.1 Promote the Cross-Border Integration of Opera and Folk Songs

Li Guyi, Song Zuying, Lei Jia, Wu Bixia, Wang Lida, Zhang Ye, etc. all studied the drumming dramas at the earliest, and later transferred to vocal music. They all achieved remarkable results and were successful cases of cross-border development. They were called "flower drum phenomenon" by the industry. Li Guyi's "Love in the Countryside" is the symbolic result of the combination of national singing and popular singing. The new folk song and academic singer Peng Liyuan "Who doesn't say

that his hometown is good" is the symbolic result of the combination of traditional folk singing and Bel Canto; Li Guyi's "Qianmen Qingsi Big Bowl Tea" is the iconic achievement of Chinese opera songs.

5.2 Absorb the Rational Elements of Chinese Opera Songs

The opera song, as the name implies, has songs in the play and songs in the song. It is a unique art form in China, a vivid expression of the traditional opera expression, and an innovative development of the national culture with the times.

From September to October 2017, the CCTV Opera Channel broadcasted eight episodes of "Chinese Opera Songs". The quality of this program is very high, leading the trend of vocal music, drama, culture, singing national customs, singing the national conditions, and excavating excellent traditional cultural music materials. Li Guyi's definition of a pair of opera songs is: "Drama and singing are in the field of performance. They are two different types and branches. They carefully grafted the opera and singing cultivation to form a vocal work with special ethnic characteristics." [6] Therefore, she believes that it will be beneficial to learn the songs and integrate the elements of the opera into their own singing.

Li Guyi's original "Qianmen Affection and Big Bowl Tea" and "Bosom Friend" are extremely classic cases. Xu Di, a singer of "Qianmen Affection and Big Bowl Tea", began to learn Beijing opera at the age of 17, and the elements of opera have been integrated into the marrow of his artistic career. When she sang, she said, "The door (children's voice, closed accent)", "Tea (rolling tongue) is handled very authentic, very old Beijing, and reflects the elements of Beijing Qinshu in "a few dreams." "Bosom Friend" is a classic opera song combining Kunqu and modern music elements. The singer Chen Sisi believes that the singer should not only express the characteristics of Kunqu Opera's elegant, delicate and euphemistic, but also reflect the profound meaning of strength, tenacity, persistence and expectation contained in the song.

5.3 Explore the Artistic Vision of Chinese Folk Songs

In the 21st century, "the development of songs has shown a diversified trend. The original ecological songs shine."[7] From the perspective of artgenesis, "China's rich and colorful folk music comes from rich and colorful national languages and dialects."[8] The "Folk Songs China" column is the only Chinese folk song art program created by the CCTV music channel in China. It provides a good op-

portunity and a broad platform for the display of Chinese folk songs. This column series develops the artistic vision of Chinese folk songs, introduces the original folk song art of Chinese nationality and folk, and promotes the development of Chinese original folk songs. The songs broadcast on June 3, 2019 include: "Play the Tambourine and Sing Songs", "Hulunbeier Prairie", "Pleasant Sunrise", "The People Paddle the Big Ship", "The Yellow River Chanty", "I Offer Oil for the Motherland" "Fishing Girl at the Beach", "The Song of Karamay", "Sing Loudly", "The Shipman's Song", "The Flower Basket", "Loessial Fields", "The Song of Peony", "Nanniwan", "The Song of Five Craftsmen", " Red Sun Shines over Frontier" "The Holy Sound Of Love", " Yao Nationality Dance Music ", "On the Field of Hope", "Walking on the Well-off Road" and so on.

6. Conclusion

In summary "Music is a sound thought."[9] National vocal music transcends the boundaries of the country and the nation because of its ideological and artistic nature. It is both historical and contemporary, both national and world. Only the vocal music that is rooted in the land that is born in the land and grows in the land can be grounded, emboldened, and angry, and gains a foothold in the fierce competition of world culture. The development and growth of national vocal music must persist in not forgetting the original, absorbing the outside, facing the future, transforming in inheritance, and surpassing in exploration. Create more excellent vocal works that reflect the essence of Chinese culture, reflect the aesthetic pursuit of Chinese people, spread the values of Chinese people, and conform to the trend of contemporary world progress, which

makes the national vocal music stand in the world with its distinctive Chinese characteristics, unique and strong Chinese style.

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REVIEW

English for International Purposes: Guidance for Chinese Students on an Oversea Sojourn

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ABSTRACT

English has been widely used for various purposes and the number of students studying abroad has mushroomed in recent years. This article focuses on the preparation an oversea sojourn for Chinese students to practice English as an international language for intercultural communication. The article also reviews some literature to explain the process of intercultural acculturation and explore how to maximize the culture learning. Finally, the implications suggest that students should prepare for the sojourn in advanced to identify the culture difference, simulation games could also help students to improve their intercultural awareness and facilitate them to be adapted in the new cultural environment.

1. Introduction

The number of young English learners participating in study-abroad programs has been dramatically increased in recent years, particularly for those who take part in short-term sojourns. At the same time, many teachers and educators believe that studying in different cultures might automatically improve L2 proficiency and intercultural competence. However, inadequate preparation and unpredictable expectations may have detrimental effects on sojourners, students could return home with negative stereotypes of the host culture (Allen, Dristas, and Mills 2007) [1]. This article explores the theoretical possibilities to prepare the Chinese students on an oversea sojourn and provides some suggestions to help these students to maximize the intercultural learning as sojourners.

2. Context

This study was carried out in a private language training school in China. The class consisted of 20 Chinese students who came from local primary school and most of students are around 10 years old. Instead of teaching English as a subject or passing different types of examinations, the language training school aimed to enhance learner's ability to communicate with others in L2 particularly in speaking. During each class, teachers would use different pictures, illustrating stories and cartoon movies as learning materials to practice their listening and speaking and only English was allowed to use in classroom. By the end of each term, students were required to attend an oral test to show how well they are doing in language school. The students in the class were intermediate level

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and most of them were willing to express their idea, they also intend to use L2 to talk with teachers during recess. However, there is a limitation of classroom where the range of discourse and environment students are exposed is limited (Krashen, 1982) [2]. Most of these students have never been studied abroad and barely have chance to communicate with foreigners. It should be noticed that culture plays a significant role in language teaching and learning. This is because culture is an important element affecting the pragmatic, semantic and discourse level of the language and culture is embedded in many lexical phrased in English (McKay, 2003) [3]. For instance, one phrase could have different meanings and usage or various expressions for the same meaning through different culture context. Therefore, it is essential to raise learner's awareness of culture and we should move English teaching in classroom to teaching English at international level so that they could communicate with English speakers all over the world. This article focuses on preparation for Chinese students on an oversea sojourn where English is used as an international language and also provide some suggestions to enhance the culture learning.

3. Theoretical Possibilities

3.1 English as an International Language

English is a language spoken widely all over the world and has been considered as the main link language across cultures today (Schnitzer, 1995) [4]. The position of English is described as three concentric circles (Kachru, 1985) [5]. The Inner Circle comprises of countries including Britain, the United States, Australia, Canada and New Zealand where English is the major and official language and dominates the use in both public and private situation. The Outer Circle consists of more diverse group of countries, for instance, India, Philippines, Malaysia and Singapore. In these countries, English may be an official language and play a dominant role in some areas such as administration, education and press. Here English is perceived as an internal lingua franca to assist people to connect the wider world. The last one is the Expanding Circle, constitutes of the rest of countries where English is used as foreign language that taught as a subject in schools and this may improve learner's international competence and provide more opportunities to be employed in the international company. However, criticism is made of the rapid and invasive expansion of English because of the cost of other languages and scholars may call it 'killer language' (Pakir, 1991) [6]. It has been claimed increasing that English is spoken by more people as their second language than as a mother tongue. As a result, English is

no longer exclusive for native speakers, but shared by English-speaking community (Widdowson, 1994) [7].

Without any doubt, English has been spread to many parts of the world and used for various purposes. One of the indications in the global expansion of English is English as International Language (EIL), which English is used among speakers from different national and cultural backgrounds, particularly in the Expanding Circle countries (De Costa, 2009) [8]. Within this context, EIL is established to refer to the current uses of English all around the world, particularly involving non-native speakers interacting with other non-native speakers and native speakers in English. The role of English as international language has brought enormous changes in language teaching filed today. McKay (2003) suggests that language teachers should focus on learner's own culture and provide them the opportunity to share with other speakers of English. Dendrinos (2001) asserts that learner should be able to transfer L1 to L2 freely in EIL contexts [9]. Therefore, it is necessary for teachers to promote these skills rather than teaching in a monolingual communicative situation.

4. Sojourns for Chinese Students

It is widely agreed that most sojourners will experience some culture shock during the very start of stay (Kim, 1988) [10]. Culture shock is defined as anxiety when losing all our familiar symbols of social communication, and their substitution by other cues that are strange (Oberg, 1960) [11]. Many symptoms of culture shock are physical illness such as social isolation, homesick, loneliness, low self-esteem and so on. There are some external factors may cause culture shock such as weather and food differences, accommodation, language, discrimination and different education system (Adelegan & Parks, 1985) [12]. Researchers have developed some models to predict who suffers most from culture shock. Topping and Todman (2008) advocates three theories in this area: Stress and Coping, which means sojourners need to use coping strategies to deal with all kinds of stress; Culture Learning including learning social skills to survive in the new environment; Social Identification involving cultural identity and intergroup relations [13]. These theories may tell people how culture differences practice and procedures lead to misunderstanding for sojourners.

Another related term is Intercultural adaptation which happens when people move from their home cultures to new and unfamiliar culture environments, and they intend to establish the stable relationships with that environment (Kim, 2001) [14]. The process of intercultural adaptation has been divided into four stages (Lysgaand, 1955) [15]. The sequence of adaptation works in U-sharped curve that

starts with a period of excitement at stage 1. Then people go through the period of crisis at stage 2 and a period of coming is the engagement with new environments (stage 3) up to adjustment in stage 4. Intercultural adaptation also occurs in specific dimensions. Searle and Ward (1990) claim two forms of adaptation: psychological and sociocultural [16]. Psychological adaptation involves to stress and coping processes while sociocultural adaptation is associated with culture learning experience (Ward and Kennedy, 1996) [17].

Culture learning has been defined as the process of acquiring the culture-general and culture-specific knowledge required for effective interaction and communication. There are several factors affecting culture learning. Attitude and motivational have impact on language and culture learning (Masgoret, 2003) [18]. one of the most reliable factors for sojourners in new cultural surroundings is through their interactions with local people. Effective communication skills and the ability to build intercultural relationships could influence sociocultural adaptation significantly (Hannigan, 1990) [19]. Klineberg and Hull (1979) consider that active interactions with the people from host community to be essential condition for sociocultural adaptation [20].

5. Rationale for the Study

5.1 Intercultural Acculturation

Intercultural acculturation is regarded as the process of intercultural adaptation which the ways the individuals create to maintain stable and reciprocal relationships with the unfamiliar cultural environments (Mumford, 1998) [21]. The acculturation model presented in Figure 1 (adapted from Ward, Bochner, and Furnham 2001) [22].
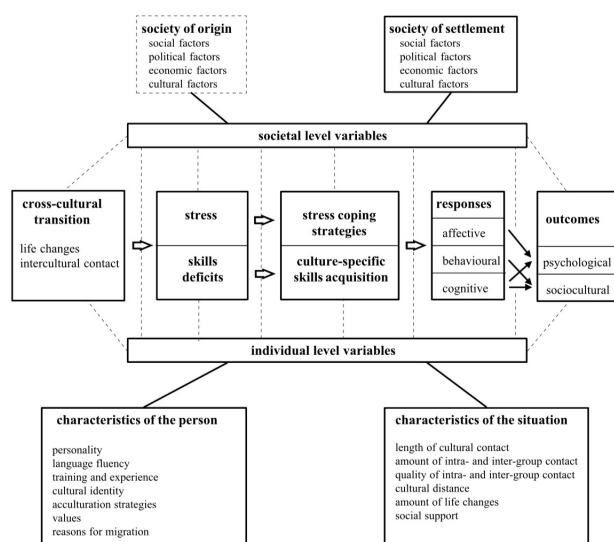

Figure 1. The acculturation process (adapted from Ward, Bochner and Furham 2001)

The acculturation model aims to establish the links between stress coping strategies and culture learning, and differentiates psychological, sociocultural and cognitive outcomes. This dynamic model considers cross-cultural transition as life changes or significant event. The major challenge the individuals will be facing in cultural transition is the interculturally communication skills, and the responses are involved in affect, behavior and cognition for stress-adjustment and communication skill acquisition, as a result, there emerge the psychological adjustment and sociocultural adaptation. From the micro-level perspective, personal factors such as personality, language fluency, training and experience, cultural identity are all important for the individuals. From the macro-level perspective, society of origin and society of settlement are also significant for individuals and social, political, economic and cultural factors are all relevant. However, the relationship between students' educational adaptation and sociocultural and psychological adaptation needs to be further discovered.

5.2 Intercultural Sensitivity

Bhawuk and Brislin (1992) believe that if someone intend to be adapted effectively in new culture, they must be sensitive enough to notice the cultural differences [23]. Bennett's Developmental Model of Intercultural Sensitivity (DMIS) focuses on people's awareness and response to cultural difference and related to ethnocentrism and ethnorelativism (Bennett, 1993) [24]. The former one is involved in 'the world view of one's own culture is central to all reality' and the latter is about 'being comfortable with many standards and customs' and 'ability to adapt behavior and judgments to a variety of interpersonal setting'. Ethnorelative is perceived as the effective one to promote the skills and knowledge for successful intercultural communication and adaptation in new cultural environments (Bennett, 1993). The aim of the sojourn is to enable learners to become ethnorelative as they achieve intercultural competence. Sojourners who reach the ethnorelative stage of development could recognize more cultural differences. For instance, most students may have no idea that people are required to take off shoes before they enter into some temples in Thailand and they could be offensive unconsciously. The sojourn experience would raise learner's intercultural sensitivity which make more aware of cultural difference.

5.3 Intercultural Communication Skills

Another benefit from this sojourn is to develop learner's intercultural communication skills. There are several fac-

tors which affect the intercultural communication skills. Dignes (1983) considers flexibility and open-mindedness is the key element for successful communication skills [25], Ting-Toomey (1999) suggests that the need for high tolerance of ambiguity may affect [26]. Personal strength and stability are essential traits for communicators. Other elements such as problem-solving abilities and positive attitudes are treated as necessary component to develop intercultural communication skills. In Thailand, students have an abundance of opportunities to contact with local people, understand and learn the culture of the host country through daily life.

5.4 Language Learning at International Level

The transformation of English from the language of countries such as UK and US to become the international language has brought great changes for language learners (Liurda, 2004) [27]. They need to adapt to the new EIL environment, especially in the situation where two non-native speakers communicate in English. When students stay abroad, they may encounter the situation that they need to communicate with non-native speakers, they may not understand each other. Therefore, it is important to develop their negotiation skills and it is also crucial for learners to be aware of the cultural difference. In addition, language awareness is perceived as 'explicit knowledge about language and conscious perception and sensitivity in language learning and language use' (Garrett & James, 2000) which is related to the culture awareness [28]. As an international sojourner, learner should draw attention to the relationship of a language in the social context. When students study in abroad, they need to notice the use of English in the host country and how others think when they speak English.

5.5 Culture Shock and Homesickness

When young students go abroad to study, they may meet some new people with different backgrounds. The main problem that learners may encounter is the culture shock which is defined as the anxiety when losing the familiar symbols of social intercourse (Oberg, 1960). Culture shock is considered as a serious and sometimes chronic affective reaction to a new environment. Several factors may cause this such as language, separation from home, status change or accommodation (Adelegan & Parks, 1985). They may have some academic difficulties as well. This is because not only linguistic difference but also learners fail to understand at a cultural level. Students probably are confused about the teaching pattern comparing to their own situation as Blue (1993) explains

that academic success would rely on the assimilation of the norms of learning culture [29]. On the other hand, some learners may experience 'homesick'. Fisher, Murray and Frazer (1985) find that homesickness is associated with cognitive failures, negative attitude or handing in work late which has significant influence on their academic performance [30].

6. Discussion and Implications

To make sure that students could access to the local culture in host country, teachers could design some courses in advanced which assist learners to identify the difference between their own culture and culture in host country. Activities such as: readings, observation and watch the relevant videos related to culture aspects. Contacting with host people could facilitate students' adjustment. (Westwood & Barker, 1990) [31]. Kashima and Loh (2006) find that having personal ties is important to help students gain better adjustment psychologically [32]. It is also effective to allow students to interview exchange students from target country in English which could build their confidence and encourage them to speak freely. Additionally, peer support is useful to help students adjust in new environment (Andrade, 2006) [33]. If some students feel lonely or homesick, their peers could offer them encouragement and help them adjust in the new environment.

Besides, some simulation games will be given which may improve learner's intercultural awareness and facilitate them to be adapted in new cultural environment. This is because simulations supply a safe setting where participants can take a risk in what they behave to minimize the danger of being harmed and they have opportunities to use the different identity to interact with their peers. Students may start to notice some individual differences in the new context which could enhance their intercultural communication skills and be well prepared for the sojourn.

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