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# Review of Educational Theory

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## ARTICLE

# Analysis of Effective Strategies for Using Internet Resources to Optimize English Teaching

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### ABSTRACT

Affected by the nCOVID-19 (New Corona Virus Disease 2019) pandemic, schools around the world are facing the dilemma of "class-suspended but still learning from offline to online". At present, online teaching has become the main form of teaching for teachers in this extraordinary period. This paper will analyze the effectiveness and effect of the online teaching strategies and optimized use of resources in English subject.

## 1. Introduction

With the development of mobile terminals and 5G technology, network teaching has evolved from a new learning method to a mature learning scenario, so network teaching has gradually become a common means of English teaching in middle schools. At present, nCOVID-19 pandemic has not ended in the global scope, the delayed start of school continues, which breaks the plan of classroom teaching in time and space. Solving the intractable problems faced by English teachers, online teaching has brought more possibilities and opportunities so that most English teachers to complete their teaching goals efficiently. Reasonable design of online course content, rebroadcast of high-quality teaching videos, insertion of video or audio files related to teaching content to enrich teaching, thereby inspiring students' interest in

learning and helping teachers guide their students to actively participate into English learning, greatly improving teaching efficiency. Compared with traditional classroom teaching, this information-based teaching model of middle school English online teaching can not only implement knowledge teaching and enrich teaching resources, but also improve classroom efficiency and promote students' autonomic learning. This teaching model can achieve the teaching goals and aims as well as the classroom teaching does.

## 2. Advantages of Online Teaching in Middle School English Teaching

### 2.1 Outstanding Features: Fast, Convenient and Efficient

In the process of middle school English online teach-

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ing practice, the use of high-quality Internet resources enriches the teaching content, which allows teachers to efficiently collect, edit, and use teaching materials from the Internet, and integrate the materials according to the existing knowledge level and learning situation of the students. Processing and integrating the materials is the key to achieve the expected teaching goals. But in the context of live broadcast teaching, although there is no such immediate and ritual sense as in face-to-face classroom teaching, however, with only one person, one network, and one computer, various high-quality resources and materials can be efficiently combined and an effective class can be designed. The online teaching platform for online live teaching has brought much convenience and feasibility to learning.

## **2.2 Easy to Use: Massive Resources and Efficient Storage**

The Internet provides rich and diverse resources for English teaching. The network resource that integrates text, sound, picture and animation is a whole, which makes teachers and students broaden their fields, improve the fun of both teaching and learning, successfully stimulating students' interest in learning. At the same time, the rapid development of network technology and information technology has enabled live broadcast courses optimized by English teachers as new teaching resources to be stored in the network space for a long time, and these curriculum resources themselves have become part of the big data of teaching resources, making new teaching resources continue to grow exponentially, which provides the possibility for the sustainable development and innovation of English teaching. It is the objective condition created by technological innovation that makes information storage and data sharing possible and fast.

## **2.3 Less Restricted: No Restrictions on Time and Space**

Many people claim that webcasting overturns the traditional classroom space, which greatly restricts teaching interaction, but it is not. In fact, although the interactive form of online classroom has changed, it is still feasible and effective. Online teaching is not only freer in time and space, but also makes us benefit greatly in terms of content and teaching methods. Firstly, students' learning breaks the space constraints of traditional classrooms, allowing learners to interact and learn face-to-face with teachers even when they are not in the classroom. Secondly, the time for students to study is no longer limited by the schedule, and the missed live courses can be watched

and played back, it is more autonomous and flexible for individuals. At the same time, online teaching mixes one-to-one teaching model with the one-to-many one, but for students, it creates a "one-to-one" context that cannot be seen in the traditional teaching environment, which helps develop the habit of students' independent learning and active learning, promoting students' skills of making personal learning plans.

Of course, online teaching is consistent with traditional classroom teaching in terms of kernel driving, which essentially reflecting the interactive relationship between teaching and learning and being affected by the learner's learning attitude all the time. Due to nCovid-19 pandemic, teachers rely heavily on online teaching to teach students, correct homework, submit tests online, etc. The online teaching ability of middle school English teachers has been improved in a way. Teachers, parents, students, technology developers, education authorities and the public should have a new understanding or perspective of online teaching.

## **3. Ways of Optimizing English Teaching by Using Internet Resources**

### **3.1 Accept the Change of Teaching Mode Conceptually**

Being in an extraordinary period is both a challenge and an opportunity for all teachers. So English teachers also need to think about the abilities and ideas they should possess in the field of teaching. They also need to be aware of the significance of rich Internet resources for English teaching. The development of network technology has quietly changed the form of English teaching in middle schools. Micro courses, MOOC courses, and flipped classroom have already appeared. But the most essential change is to liberate students from the time and space constraints of classroom learning, and attach importance to their autonomous learning and independent thinking before and after class, that is to flexibly dig students' learning time, improve students' self-learning ability, stimulate their enthusiasm and efficiency of learning. After the outbreak of nCOVID-19 pandemic, teachers from all over China have made a lot of efforts and attempts in teaching. Many English teachers in the same group or school prepared classes collectively through online meetings to discuss counter measures to solve new problems they might encounter. As teachers of other subjects, English teachers are facing the same problems, such as that how to meet the learning needs of each student sitting in front of the camera? How to make the online teacher-student interaction as efficient as that in a real classroom? The author



here mainly talks about her personal practices and experiences.

### **3.1.1 Prepare Hard Before Class**

Firstly, before the class, the author has carefully analyzed the goals of the upcoming course, combined with the unit topics and their knowledge and ability goals to make a right class plan, and refined the goals into the classroom design and homework design of each class, striving to improve the quality and efficiency of online teaching. Meanwhile, she collected multimedia materials related to the teaching content on the Internet in advance, combined with the city's best online teaching resources to learn from each other's strengths and weaknesses, taking the actual academic situation of the class in which the author taught into consideration and integrating the materials selected properly. In addition, the author also focused on exploring the fun and knowledge of online assignments and exercises, and flexibly used various learning applications, such as DingTalk Home-School Notebook, ucenter.17zuoye.com, ekwing.com, www.qupeiyin.cn, www.dongni100.com, WeChat group, etc. The author also collects and analyze the feedback to make sure her students can improve knowledge understanding and improve the comprehensive use of language in audio-visual fun brought by online learning.

### **3.1.2 Mine New Elements from the Lesson Contents**

In the online teaching process, there are many uncontrollable factors. For example, in the home classroom, students cannot focus their attention. When the author introduces some activities, the students may not keep up with the teacher's pace due to their personal reasons, which will greatly reduce their effectiveness of the lectures. For teachers, the monotony and vapidness in an English class need to be abandoned. They can use humorous, relaxed, and lively language expressions to attract and maintain students' attention. At the same time, by setting interesting and reasonable context, English teachers should also pay attention to the reasonableness of instructional design and the logic of instructional links to avoid distracting students due to the dullness or disorder of the content, and duly incorporate more relevant pictures and video materials to hold the learners' attention. Besides, pay attention to the flexibility of the teaching language and constantly attract students' attention through various tricks to stimulate their interest in learning and prevent students from distracting themselves in front of the computer or doing other things not related to study. Last but

not least, during the online teaching, the author also pay attention to the repetition of key points and her speech rate, try to speak less and focus on necessary points as much as possible, use video to present key teaching content to enhance students' visual memory and facilitate students to review and organize notes while watching playback.

### **3.1.3 Attach Importance to Class Feedback and Homework**

In addition to the effectiveness of instructional design, online English teaching also faces a major problem in teaching organization. Compared with Traditional classroom teaching organizations, people hold the belief that online teaching perhaps cannot effectively monitor learners' learning status, spot check and feedback learners' progress. Thus, if English teachers intend to make online teaching more solid and effective, this problem must be solved to the maximum extent. Nevertheless, the author believes that online teaching is actually almost the same as the traditional classroom teaching in terms of feedback and assignment. She insists that English teachers can first lead students into the target learning content through problem guidance or situational introduction. Then the teachers ask students heuristically in the form of gradient question chains, strives to produce "problems" from "problems", and guide students to think deeply, critically and creatively as well. Finally, in the face of the overall teaching needs, students can be asked to use the dialog box to answer some easily input questions, such as options, numbers and vocabulary; In the face of individualized teaching needs, you can call the name through the microphone to spot-check or ask individual students to explain and share their experience through independent learning before the broadcast.

In addition to the maximum control of the teaching process, the author also plans for the homework carefully. First of all, the author uses diverse learning or teaching network platforms on which tasks are well arranged, develop different forms of assignments. As network teaching platform, the author often chooses www.yiqizuoye.com, www.qupeiyin.cn, www.dongni100.com, DingTalk, ZOOM and so on. In addition to the written assignments, the assignments should also include oral, listening and other assignments with knowledge and fun. Teachers can divide homework functions into self-prepared homework, post-school consolidation homework, monitoring and evaluation homework based on the characteristics of English subject. Taking the consolidation of homework after class as an example, students must shoot and upload written assignments. Teachers send homework evalua-

tions to students themselves through circling or correcting mistakes, marking, sending voice message and video message. Taking monitoring and evaluation operations as an example, teachers can select suitable online resources, make answer sheets, electronic test papers, upload them to start an online exam. Evaluate and explain the difficult points according to the analysis of the test data after the test, give timely comment and feedback. The content of the comment can be given in two different forms, explain collective error-prone points to all students during online live broadcasting and provide individual counseling for individuals after the online class.

### **3.2 The Online English Class Evaluation and Students Evaluation**

To use information technology in teaching English under the background of nCOVID-19 pandemic, we must first correctly understand the importance of English classroom evaluation. The new classroom evaluation system should keep pace with the times, and it is the most scientific to look at problems from a developing perspective. The current online teaching is out of our normal classroom environment, networked channels are very difficult to control the performance of students. English teachers should brainstorm and think hard to find methods and strategies that can improve the quality of their teaching. Secondly, the teachers should also make quantitative analysis based on the dimensions of students' class performance, interactive performance, test data and so on. It is foreseeable that assuming the addition of three modules of teacher evaluation, student self-assessment, and parental evaluation in online classroom evaluation.

## **4. Conclusion**

Online teaching is a very effective measure if you want to "class-suspended but still learning". At present, if teachers want to improve the teaching quality and efficiency of English teaching, they must make good use of network resources, treasure the research opportunities for teachers, continue to promote the transformation of teaching models and learning methods, focus on resource integration, curriculum design, teaching organization, class evaluation, students evaluation to achieve the teaching goal.

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## ARTICLE

# A Study of the Cultivation of English Cultural Awareness in High School ——Based on the Core Competencies and Values of English

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### ABSTRACT

Cultural awareness is the basis of communication, and it includes our own cultural values, beliefs and the ability to perceive the world. When students learn English and communicate with people from English culture, cultural awareness becomes very important. Meanwhile, *National English Curriculum Standards for General High School* puts cultural awareness in the key position of the Core Competencies and Values of English subjects. At present, the academic research and analysis on the Core Competencies and Values of English mainly focus on the language ability, learning ability and students' learning motivation.

This paper intends to explore the cultivation of high school students' English cultural awareness through qualitative research and literature collation and there are 5 parts totally in this paper. The first part is the introduction, introducing the background of cultural consciousness and the significance of research. The second part is a literature review, analyzing the previous opinions both domestically and internationally. The third part is a review of cultural consciousness, summarizing the theory, historical development and main genres of cultural consciousness. The fourth part is the exploration of the cultivation of cultural awareness, including the requirements, the problems and methods of the cultivation of cultural awareness in high school English teaching. The fifth part is the conclusion, which advocates the cultivation of cultural consciousness and the development of English subject through the summary and reflection.

The significance of this paper lies in the majority of teachers to create a harmonious teaching environment, facilitate the students' cultural awareness, improve high school students' cultural understanding and cultural awareness, as well as improve high school students' English discipline Core Competencies and Values so that it could benefit the development of English in our country.

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## 1. Introduction of Cultural Awareness

### 1.1 The Background Information of the Core Competencies and Values of English

“To fully implement the party’s educational policy, to carry out the fundamental task of cultivating people with morality, and to train builders and successors of socialism who are well developed morally, intellectually, physically and aesthetically” is the educational policy and thought clearly put forward by the party at the 19th national congress. With the continuous development of social progress and mature discipline, *The Ordinary High School Curriculum Standard* has been revised several times. At the same time, on the basis of China’s educational environment and the development needs of students, we have made extensive explorations and fully absorbed the excellent educational experience and ideas at home and abroad to form the *The Ordinary High School Curriculum Standard* (2017 edition) (hereinafter referred to as *English Curriculum Standards*). English Curriculum Standards put the core competencies and values of English in an important position in the comprehensive development of students, involving the intellectual, personal, social and emotional potentials and qualities of high school students. All students need to develop these skills for higher education, deep learning and lifelong learning <sup>[1]</sup>.

The Core Competencies and Values of English is mainly focused on developing students’ following abilities: language ability, cultural awareness, thinking quality and learning ability. Language skills include the ability of high school students to flexibly use English to communicate and exchange information, acquire experiences and ideas, and explore the world around them. It focuses on questions such as whether students can connect and exchange ideas with others, whether students can acquire, interpret and present information through language, whether students can establish plans and carry out activities through cooperation, and whether students can explain, narrate and reflect on their own experiences and achievements. Concept of cultural consciousness are relatively broad, and involves the problem are as follows: students understand their relationships and cultural background, cultural values and important to students what is needed to establish the cultural values and how these values affect the students’ individual choice and life experience, including thinking quality and students’ intelligence development relevant knowledge, skills and processes, involving thinking skills, thinking habit and metacognitive ability. It is through students’ ability as thinkers that they master the concepts and contents of English subjects <sup>[2]</sup>. It mainly discusses the following questions: whether students can

generate valuable creativity and innovative ideas through the study of English; whether students can put forward their own independent ideas; whether students can evaluate, improve and strive to achieve creative ideas. Students learning ability to solve problems includes: the student’s ability to learn and to judge a work, a job, a process, or a sign, whether the students can participate in a project study, active learning and find out the key problems or challenges related to them, students can use critical thinking to improve the ability to acquire knowledge to cope with problems, events, and needs.

The concept of core accomplishment is constantly updated and developing, which plays an irreplaceable role in cultivating people and promoting students’ all-round development. However, in the process of comprehensive subject quality being taught by pedagogy experts and teachers, there is always room for correction and further improvement more or less due to the influence of region, student foundation, teaching facilities and other conditions.

### 1.2 Introduction of Cultural Awareness

Culture can transform, educate and shape people. Understanding English involves not only knowledge of grammar, phonology and vocabulary, but also certain characteristics of culture. Cultural awareness is the basis of human communication. It includes our own cultural values, beliefs and the ability to perceive the culture of others. For example, the reason why we do something, we view the world from different perspectives, we have different reactions to the same thing and so on. When high school students communicate with English-speaking countries, they inevitably involve in cultural exchanges, which may cause them to encounter significant cultural differences. This difference exists in every language, such as silent occasions, intonation, appropriate topics of conversation, and expression as a function of speech acts. It also exists in that people from different cultures view, interpret and evaluate things in different ways. What is considered appropriate behavior in one culture may often be inappropriate in another culture. Misunderstandings arise when we use the same cultural awareness to understand different cultural realities.

As a high school student in China, it’s almost natural to think that Wall Street is all about people who are always at work, or talking business over lunch, or running around the streets with coffee, rather than taking a nap after a comfortable lunch <sup>[3]</sup>. What does this mean? Lazy Chinese, hyper Wall Street? No, the cultural awareness behind this is that people’s meaning for certain activities, such as having lunch or dinner, may vary depending on

their cultural awareness. In China, where relationships are important, lunch, dinner or even a brief pause have social connotations: people gather to chat, relax and get to know each other better. On Wall Street, lunch can be part of the deal, and people can discuss the outcome and sign the contract even over coffee.

At the same time, since language is also a social phenomenon, its use is usually related to social and cultural values. Since each culture has its own cultural norms, which are different from culture to culture, some norms may be completely different and conflict with those of other cultures. In the absence of cultural awareness, we tend to assume rather than find out what an action means to a person in a relevant culture. For example, it is considered unlucky to choose the 13th of a certain month to invite the British to dinner.

Therefore, language is a part of culture, and culture is also a part of language<sup>[4]</sup>. In high school English class, in order to solve the problem of English communication, teachers need to cultivate the cultural awareness of high school students in the syllabus, improve the motivation of students to learn English culture, and then promote the improvement of students' English level and English thinking ability.

### 1.3 The Significance of the Research

First of all, cultivating high school students' cultural awareness will help them improve their cultural appreciation. The cultural awareness emphasized by the core accomplishment of English is a difficult task for every high school student. Since birth, students have learned to see and do things at a relevant, solid level of cultural awareness. Students' experiences, values, and cultural backgrounds lead them to see and do things in a conventional way. In the high school stage of life transition, students should step out of the cultural boundaries to understand the impact of different cultures on human behavior, so as to better help the next generation of the motherland to clearly understand different cultural characteristics, which reflects the importance of cultural awareness in high school English.

Second, cultivating high school students' cultural awareness helps them form correct values and make better choices. Cultural awareness is not about sacrificing one's own culture or one's own values for the cultural awareness of others. The cultural awareness emphasized by the core accomplishment of English is not only to enable students to get an excellent answer, but also to help each high school student decide what he wants to do and form his own correct values. When faced with life path choices<sup>[5]</sup>, every high school student can clearly make their own

choices without any sexism, racism, sense of regional superiority or other harmful behaviors, thus losing touch with excellent culture. Whether they are interviewing for an international company in the future or studying abroad specifically, they may have feelings of suspicion and anger about their home culture or other cultures before they study English. When they acquire English lessons, they can correctly deal with their negative emotions and determine how they want to move forward, respecting themselves and the true voices of others.

Last but not the least, cultivating cultural awareness of high school students can help them form a positive world view and improve their communication skills. Today's world is a global village, and a lack of cultural awareness can greatly limit the ability to communicate effectively with different groups (internal or external) from different cultures, and can alienate or offend partners who study and work in different regions, countries and cultures, or at the same time. High school students have gradually become mature in their thinking. Every interaction with others needs to be based on their background, experience and culture. To cultivate the cultural awareness of high school students, when they communicate with people from English-speaking cultures, they can establish connections and gain trust in a real, respectful and meaningful way, and they will actively share the deepest wishes and concerns of people from different cultures<sup>[6]</sup>. Based on the core accomplishment of culture consciousness provides a good high school students in the face of the equipment, help them understand the nuances of different cultural communication and language, action and gestures and body language in training, the importance of the relationship between different cultural groups to set foot on evaluation of others, experience the course of learning and skills development, and promote the different cultural differences between the real heart.

## 2. Literature Review

### 2.1 International Studies

Although the Core Competencies and Values of English has been widely concerned in English-speaking countries in an earlier time, there is still a lack of cultural awareness in the Core Competencies and Values of English. Foreign scholars hold a highly recognized attitude towards the Core Competencies and Values of English subject and actively study several branches of the core quality, and actively explore more effective methods to improve the Core Competencies and Values of English subject of high school students, such as improving the quality of teachers, changing the teaching method, and giving play to the ini-

tiative of students. It needs to be pointed out that foreign academic circles still support the cultural awareness in the core accomplishment of English subject, but there are still some disputes about the extent and way of its influence <sup>[7]</sup>.

First of all, the researchers think it is difficult to integrate cultural awareness into the language discipline. New Zealand scholar Sue McDowall (2018) believes that language ability and learning ability in core literacy play a positive role in supporting the learning of subjects. The cultivation of thinking quality will not only have an important influence on the whole school education, but also make a preliminary expectation on the future learning situation of learners. The concept of cultural consciousness is widely understood by educators, but only theoretically. The actual value it creates still needs to be further tested in practice. Laura eVerga (2013) emphasizes that although language is the most common way of human communication, it is also an essential social activity and contains a lot of cultural awareness <sup>[8]</sup>. He believes that whether cultural awareness should be regarded as a key factor affecting students' ability to learn English as a second language remains to be further studied. There is still no accurate explanation of this problem, especially since most high school student's focus on the individualistic approach to learning English.

The cultivation of cultural consciousness needs the support of context. Maria Luz Garcia (2019) pointed out that language is endowed with a special and irreplaceable position in understanding culture and other aspects. If you don't want to lose the core ideas and meanings, the learning of one language to another must provide context on the basis of language and culture, so as to facilitate cross-cultural communication. James Wilce (2019) proposed that cultural consciousness is deeply integrated with language. In different cultural backgrounds, language can affect the emotions of the group, and more importantly, the moral values of the group. Therefore, in the process of reviewing language and culture, we need different contexts as the basis. Joeri van Hugten (2018) also believes that context has an important influence on cultural consciousness. The rise of bilingual education has raised questions about whether English is the most popular foreign language and how best to guide language learning. Through repeated field experiments conducted by Joeri van Hugten, it is found that teachers can use their mother tongue to create a positive context to reduce students' defensiveness in learning a foreign language <sup>[9]</sup>. At the same time, English can be used to create a positive context to enhance students' confidence and enthusiasm in learning English.

Finally, cultural awareness can be promoted and devel-

oped in continuous social practice. Zaidel Dahlia (2019) believes that the integration and development of language and culture can be traced back to the evolutionary history of millions of years, and cultural consciousness is deeply rooted in the survival and development strategies of human society <sup>[10]</sup>. All cultures of different periods are absorbed and adapted in the linguistic meaning system to promote development and unification, but the culture and many other cultural behavioral intentions contained in the linguistic system are difficult to leave traces, and only when they are constantly integrated into the practice can they constantly change the group's life and thoughts. Peter i. Costa (2019) emphasized that language, as a part of culture, will give greater value to the identity of some groups, resulting in the emergence of social inequity, which also requires the re-education of language-related disciplines and re-investment in social practice to eliminate and change them.

## 2.2 Studies in China

Due to the characteristics of long tracking period and limited effectiveness of cultural awareness cultivation, domestic scholars' research on cultural awareness cultivation in the core accomplishment of English discipline is still limited. Most scholars hold a positive attitude towards the cultivation of cultural awareness and focus on the theoretical methods of cultural awareness cultivation <sup>[11]</sup>.

First of all, the cultivation of cultural consciousness can be carried out with the help of English classroom teaching. Han Yahui (2019) proposed that cultural awareness can be cultivated by the teaching steps of reading courses. The introduction part can improve students' attention to the native culture, the middle part of the course can enhance students' love for the native culture, and the after-class part can promote students' understanding and respect for the multi-culture. Wen Qiu Fang (2016) believes that language and culture are inseparable. In English teaching, it is particularly important to reasonably design the teaching content of each link in the classroom and actively and reasonably permeate cultural knowledge from the most basic vocabulary teaching in order to improve students' cultural awareness and teachers' cultural teaching ability. Only when students have a deep understanding of the deeper cultural knowledge behind vocabulary can they become more fluent in their future study and communication with groups of different cultures. By carrying out questionnaire and interview, Shen yi (2017) pointed out that teachers should strengthen the guidance and cultivation of students' cultural awareness in class on the basis of digging English teaching materials, and pay attention to the exploration and further cultivation of students' cultural



communication ability, so that students can quickly adapt to the culture of English-speaking countries<sup>[12]</sup>.

In order to cultivate high school students' cultural consciousness, the construction of teachers should be strengthened. Bai Huiying (2019) pointed out that teachers are the bridge of cultural communication in English education and teaching. Only by using a variety of methods to improve teachers' cultural awareness and cultural accomplishment, can we lay a solid foundation for improving students' cultural awareness<sup>[13]</sup>. Wei Ping (2019) also holds the same view. She believes that the lack of students' cultural awareness is largely due to teachers' contempt for the infiltration and teaching of cultural knowledge. Only by improving teachers' cultural teaching consciousness can students' cultural consciousness be improved gradually. Wang Liying (2004) found that in the United States, Canada, Australia and other countries, the professional level of bilingual teachers will be continuously cultivated and the professional teaching team will be stabilized in terms of bilingual teacher team training, so as to ensure high-quality bilingual teaching. The training of bilingual teachers around the world still mainly depends on bilingual teachers, who are the most important and irreplaceable implementor of bilingual education. Therefore, high-quality and progressive bilingual teachers are the key to the success of bilingual education.

Thirdly, the cultivation and improvement of high school students' cultural awareness is not only limited to the classroom, but also can be permeated and cultivated outside the classroom. Liu Shujuan (2019) believes that classroom teaching practice is relatively limited after all. If teachers can recommend some English musical works, film works or literature works with profound cultural accumulation to students and accelerate the dissemination of excellent cultural knowledge related to English subject content, students' cultural awareness will be greatly improved<sup>[14]</sup>. Li Churui (2019) proposed that enriching after-school activities can deepen the understanding of culture. At the same time, after-school activities can also improve the cultural awareness of high school students. Cultural themed activities, cultural topics, English corner and other activities will enable high school students to extract the essence of the culture of English-speaking countries on the basis of the original knowledge and put forward their own personal views and views.

Finally, in the process of cultivating high school students' cultural awareness, it is necessary to strengthen cultural self-confidence and promote the development of Chinese culture<sup>[15]</sup>. Ma Donghong (2007) points out that the students learn English subject related content could improve the ability of their own language and culture,

also cultivate the cultural awareness, but the cultivation of cultural awareness is the reflection of Chinese culture, promote the understanding of Chinese culture and love, respect for cultural diversity, overcome the conflict between Chinese culture and English culture, promote the continuous development and innovation of the Chinese culture. Liu guiyang (2013) emphasized the influence of culture-interaction paradigm on English teaching in middle schools. In education and teaching, teachers should not only impart the society and culture of English-speaking countries, but also stick to cultural awareness and cultural self-confidence, clarify the development value orientation of English teaching in China, and adhere to the integration of English subject knowledge and Chinese culture in English teaching.

However, researchers at home and abroad have started to study English teaching and the cultivation of cultural awareness. However, few people focus on the connotation and development of cultural consciousness<sup>[16]</sup>. He who would do his work well must sharpen his tools. In order to cultivate the core qualities in the core qualities of English, to achieve high school students with high cultural awareness, and to continue to serve the culture of our country, we must understand what the cultural awareness we cultivate is, how it develops, and how the connotation it emphasizes today has changed. Although these questions are the most basic ones, without a systematic understanding of them, we cannot use efficient methods to improve the cultural awareness of high school students. At the same time, researchers generally ignore the difference of cultural awareness cultivation. Different regions have different cultures. China, with a land area of 9.6 million square kilometers, is a country with vast territory and abundant resources. Cities like Shanghai and Hangzhou owns advanced and successful ways of cultivating cultural awareness of English subjects, but also cities such as Taiyuan and Luoyang are not good at cultivating continuous progress of cultural awareness of English subjects<sup>[17]</sup>. If the method of cultivating cultural consciousness of students in Shanghai is simply transferred to the students in Taiyuan for cultural consciousness cultivation, the effect is obviously poor or even completely inconsistent. School diversity, even if the same region, the same city cultural awareness training still need to adapt to local conditions. Applying the method of cultivating students' cultural awareness of English in Shanxi experimental middle school to the students of Yangqu No.1 Middle School cannot be appropriate. Personal differences. In the same class, there are students who are good at English and have complete cultural awareness, and there are also students who have difficulty in learning English and even master-



ing basic knowledge. Different students still need to be taught in accordance with their aptitude, and they should reasonably use the concept and method of core quality of English to cultivate cultural awareness. Finally, the cultural awareness cultivation methods proposed by researchers at home and abroad are rather general, and they will encounter many difficulties in the actual operation process. We need to consider how to make the training method more specific, make it more operable, make the training effect more obvious, make the training direction more sustainable and make the training process more suitable for the comprehensive development of students<sup>[18]</sup>.

This paper will firstly focus on the development history of cultural consciousness and the process of cultural consciousness cultivation in English teaching in order to gain the foundation and experience of cultural consciousness cultivation. At the same time, this paper will discuss various problems existing in the cultivation of cultural consciousness, such as ignoring differences, fuzzy cultivation methods and poor operability<sup>[19]</sup>. Finally, this paper will focus on various practical methods of cultural awareness cultivation, such as individualized teaching and multi-level teaching, which are in line with the modern English teaching concept and the Core Competencies and Values of English. Through the above exploration and analysis, this paper intends to promote the cultural awareness of today's students. It also provides some practical Suggestions and Suggestions for teachers and students in different regions, so as to stimulate the formation of cultural awareness, the cultivation of core qualities and the enhancement of sustainable development in different regions, schools and students.

With the further development of globalization, the global economic trade increasingly frequent, today's English education is no longer just limited to teach students can speak a few words of English, but to the comprehensive development of students and lifelong development, improve the students' literacy for the core of the pursuit, promote the improvement of cultural awareness, and provide reference and help for our excellent traditional culture. In this way, students can better integrate into the society, and the development of the motherland can better serve the masses. Xi Jinping, the General Secretary of P.R.C., has pointed out that the country will prosper if the youth prosper, and the country will be strong if the youth are strong<sup>[20]</sup>. Only by cultivating a sound cultural awareness can contemporary high school students create opportunities for their lifelong development and sustainable development, and provide conditions for improving their core competence in English, so as to fulfill the mission of English and enhance China's international image and status.

### 3. The Existing Problems

#### 3.1 The Unawareness of Cltural Awareness

Nowadays, countless middle schools and teachers gradually agree that the cultivation of cultural awareness emphasized by the Core Competencies and Values of English subjects is very necessary, but how should cultural awareness be interpreted in the middle school education? Where is the boundary of cultural consciousness? Many problems have led to the deviation of middle schools and teachers in the cultivation of high school students' cultural awareness. Some teachers even think that it is almost impossible to emphasize the improvement of students' cultural awareness in the face of today's examination baton and the reality of the college entrance examination enrollment rate. Little did they know that the cultural awareness emphasized by the core accomplishment of English subject lies in the reform of teaching methods and examinations.

Cultural awareness was first proposed by British scholars in the late 1950s and developed in the 1960s and 1970s, and has since been gradually adopted and constantly transformed by scholars in a variety of disciplines around the world. Cultural awareness can be regarded as a field of cultural studies, the product of a particular socio-political environment. Therefore, the study, understanding and deepening of cultural awareness are usually carried out through language as a medium.

On the basis of emphasizing Chinese culture, the cultural consciousness of English discipline pays attention to the political dynamics, historical basis, conflicts and social phenomena of English-speaking countries. The cultural awareness based on the core accomplishment of English discipline is not fixed, limited and discrete, but a combination of practices and processes that are constantly interacting and changing. Through the study of cultural awareness, high school students can be connected to a wider range of social structures and phenomena, such as the ideology, class structure, nation formation, ethnic composition, and gender and age characteristics of English-speaking countries. As cultural awareness is interdisciplinary, after cultivating a healthy cultural awareness, high school students will also have a preliminary understanding of structuralism, social theory, identity theory, history, philosophy and literary theory in English-speaking countries in different periods, which lays a foundation for further study in the future.

During the rise of neo-liberalism in Britain and America, the study and cultivation of cultural consciousness gradually became a global movement. Appadurai (1996) believes that, especially in recent decades, with the spread of capitalism in the world through the contemporary form

of globalization, cultural awareness is gradually becoming an important place and driving force for dialogue and negotiation with western cultures<sup>[21]</sup>. In contemporary society, cultural awareness has been closely associated with basic education, higher education, academic associations, and students and practitioners from Shanghai to Amsterdam, New York to Sao Paulo. Nowadays, middle schools and teachers should not rest on their laurels and think that the study of language points and grammar knowledge is the only criterion for high scores in the college entrance examination. They should not continue to believe that the cultivation of cultural awareness will slow down the teaching progress. Instead, they should change their ideas and actively invest in the cultivation of cultural awareness.

### 3.2 The Gap in Different Areas

A number of studies have shown the devastating impact on life opportunities of large numbers of children performing poorly in school as a result of growing regional educational inequality, particularly when it comes to the cultural awareness that is at the heart of the English language. A report by the Social Market Foundation, an independent think-tank, says that geographical inequality in educational outcomes has increased over the past three decades. According to the statistics of education departments and examination institutions in various provinces and cities, 28.20%, 22.08% and 16.5% of high school students in Shanghai, Beijing, Tianjin and other regions have developed basic education, advanced English training concepts and cultural awareness, respectively. However, only 2.95% and 3.21% of high school students in Guizhou, Guangxi and other regions with underdeveloped basic education, lagging behind in the concept of English training and weak cultural awareness can enter 985 universities. The level of English education and cultural awareness was evident at the end of primary school at the age of 12, with children born in 2000 having a life and education more indicative of academic achievement in the calendar than those born in 1970. In recent years, the level of English education and cultural awareness in the central and western regions has been greatly improved, which is partly attributed to some policy measures, such as the national policy for the development of the western region, the rise of the central government, and the positive contributions of key cities such as Xi'an, Chengdu, Wuhan and other major cities. Chu Hongqi (2006) once said that it is becoming increasingly clear that educational inequality is becoming more and more varied in both form and scale<sup>[22]</sup>. Where children grow up has a real impact on their cultural awareness, their

English education and their life opportunities.

If the research scope is narrowed to provincial or municipal level, the differences between different schools are also very significant, and the cultivation of students is also very different, especially in English, cultural awareness and other linguistic and cultural disciplines closely related to social progress. Provincial key middle schools usually provide better infrastructure for the physical and mental development of high school students than ordinary middle schools. Especially in the area of English education facilities, provincial key middle schools can help students learn English courses in a better way, absorb excellent culture and cultivate cultural awareness. These infrastructures can help the children in the provincial key secondary schools to accept a practical education method that is closely connected with social development and even advanced. In the era of increasingly fierce education competition, students in provincial key middle schools have learned advanced cultural knowledge, exercised their excellent English skills, and developed a good cultural awareness. Whether they are in higher education or looking for a job in the future, these have provided them with an irreplaceable life. When they come into contact with foreign friends, they know how to use their fluent spoken English in high school to study with foreign friends; They know how to use domestic and foreign resources efficiently to improve themselves when they are preparing papers for further study at the doctoral level. When they face the invasion of different cultures, they know how to adhere to their own bottom line in principle to be inclusive and open to appreciate differences<sup>[23]</sup>. In contrast, teachers' cultural awareness is backward in ordinary middle schools, and the English subject infrastructure is insufficient. Even after three years of high school education, students in ordinary middle schools are still difficult to acquire good English listening and speaking skills, and have no chance to receive the edification of different cultures. Cultural awareness is born in integration. Provincial key middle schools are unmatched by countless ordinary middle schools in terms of cultivating high school students and providing opportunities. Therefore, it is impossible for different schools to use the same methods to improve high school students' cultural awareness and core quality of English subjects.

Even in the same class, differences among students still require differences in cultural awareness cultivation methods. For students with advantages in English, they have a stronger ability to accept the subject knowledge and have a better sense of self-discipline. Therefore, teachers should have advanced teaching methods and cultural awareness

training programs to further promote their improvement. For underachievers in English, all behaviors are determined by complex factors. Schweitzgebel (1965) mentioned this phenomenon, and he observed that “students with learning difficulties in English may actually learn fast and well, but what they learn may not be consistent with our standard of measurement”. English underachievers are a very diversified group, showing great variability and diversity in cultural awareness behaviors, English subject interests and abilities. Therefore, it is impossible to determine all underachievers by simply cultivating cultural awareness. Due to poor subject interest, lack of progress in subject ability and lack of cultural awareness, no intervention strategy has been able to reverse and successfully cultivate the cultural awareness of all underachievers. They need English science teachers to have strong interest in English subject training scheme, a comprehensive improve the ability of English discipline and so on. These methods need to be differentiated from the top students to make up for their shortcomings in English and lead to the comprehensive improvement of their English literacy<sup>[24]</sup>. Meanwhile, they also need a menu of several different intervention options. This puts forward higher and more professional requirements for high school English teachers.

### 3.3 The Lag in the Cultivation Methods

The cultural awareness emphasized by the core accomplishment of English discipline is actually the cultural life of English-speaking countries. To a large extent, life is also determined by language and culture. The learning of English and the cultivation of cultural awareness is not a subject that can only be confined to the classroom. It is more necessary for English teachers to bring culture and life to the classroom and bring the classroom to the culture and life. At the present time, teachers in most provinces and regions of the country are still trying to make students understand how English works as a language, rather than how to use and understand the cultural connotation behind the language. There are three ways for teachers to cultivate cultural awareness in English classes: grammar translation, direct translation and listening and speaking.

The direct method focuses on daily oral English teaching. Larsen-freeman (2000) found that teachers and students using the direct method directly associate meaning with the target language by using real second language, pictures or gestures. The direct method of improving English through oral English training has its unique principle in grammar, and it does not emphasize students’ grammatical errors, and it does not give clear rules and regulations. This approach is at the other extreme of English teaching

and cultural awareness. The advantage is that high school students have the ability and courage to speak English. However, due to its lack of emphasis on grammar rules, high school students can only learn relatively simple English. In a more complex pragmatic environment and cultural background, students who use the direct method will find it very difficult.

The listening and speaking method is similar to the direct method in that it mainly adopts the spoken method in the process of cultivating the cultural awareness of high school students. However, the listening and speaking method is not only satisfied with the spoken language, but also emphasizes training high school students to master the use of syntax. The core of using the listening and speaking method is memory. Students will be required to memorize dialogues by teachers, and teachers will also teach students by continuous attempts. Listening and speaking follows the following principles: first, the goal of listening and speaking is to enable students to acquire the target language through communication; Second, the role of the teacher is like the conductor of the orchestra to guide and control the students’ behavior; Third, through dialogue, imitation and repetition of inductive teaching methods to learn grammar; Fourth, avoid students’ mistakes. Listening and speaking has the advantage of encouraging students to open their mouths to speak English. However, listening and speaking method puts too much emphasis on the memory of dialogues, which makes students only remember the dialogues and dare not try to organize the dialogues by themselves, which greatly weakens their creativity.

Alexander (2012) believes that the goal of high school teachers is to teach a language. If high school students want to acquire English effectively, they must go through sufficient multi-dimensional cultivation and training to get gradual improvement. The English curriculum standards for general high schools (2017 edition) also emphasizes that the learning of English and the cultivation of cultural awareness need to be meaningful, purposeful and effective<sup>[25]</sup>. In order to make high school students master English and improve their cultural awareness, they need to integrate English and cultural awareness into practice. At the same time, with the rapid change of the international community, the gradual improvement of educational requirements, the imminent reform of curriculum, the use of outdated English teaching and cultural awareness training methods will obviously hinder the progress and development of students. Neither the direct method nor the listening and speaking method is fully applicable to the cultivation of cultural consciousness and the improvement of the Core Competencies and Val-



ues of English.

## 4. The Cultivation of Cultural Awareness

### 4.1 Cultural Awareness in *National English Curriculum Standards for General High School*

With the globalization of the world economy and the popularization of international exchanges, the world is becoming a “global village”, where people of different colors, languages, countries and cultural backgrounds live together like “global villagers”. China urgently needs talents who are familiar with foreign cultures and can communicate accurately and properly in a cross-cultural environment. This is a new challenge for English teaching at all levels. In particular, high school education, as the stage of cultivating students for Chinese higher education, needs to help students lay a solid foundation for language ability and cultural awareness communicative ability. Cross-cultural communication requires two kinds of abilities, namely language ability and sociocultural ability, which leads to the corresponding changes in the goals, objectives, methods and strategies of foreign language teaching.

English is a compulsory course in basic education in our country. English teaching in ordinary senior high school is also called foreign language teaching. Zhang Gecheng (2007) pointed out that in 2003, *English Curriculum Standards for Ordinary Senior High Schools (Experiment)* listed “cultural awareness” as one of the five teaching objectives, which reflected the necessity and importance of cultural awareness teaching in English teaching. According to *English Curriculum Standards for Ordinary Senior High Schools (2017 Edition)* (2018)<sup>[26]</sup>, “cultural awareness is the development direction of other elements. It not only guides the selection of language and cultural content, but also guides the development process of learning and thinking and the value judgment of students. Every high school should carry out cultural exchanges to improve students’ independent learning ability and communicative ability. However, in China, due to the influence of grammar and lexicographical perspective, traditional English teaching has long emphasized the cultivation of learners’ grammar ability and spelling ability, rather than cultural awareness and cultural communication ability. In addition, in the classroom teaching, the teacher controls the classroom, gives all he knows, explains new words in detail, explains grammatical rules, analyzes complex sentence structures, and even unconsciously separates the language from the culture. Therefore, it leads to the fact that students may produce grammatically correct but culturally inappropriate sentences, which often

lead to misunderstandings and even more serious cultural conflicts when communicating with groups of British and American countries. In a word, students can really master English only when they master the cultural background in which English is spoken. This is a new challenge for all English teachers.

*English Curriculum Standards for General High School (2017 Edition)* requires English cultural awareness to help understand the culture of British and American countries and effective cultural communication<sup>[27]</sup>. Many high school students have poor cultural communication skills and lack of cultural awareness of English can lead to serious comprehension barriers. This concern is based on the fact that today’s high school students often have many misunderstandings and even cultural conflicts when communicating with native English speakers. Although the curriculum standard regards the cultivation of high school students’ cultural communication ability as one of the compulsory English courses, cultural information courses are offered in English classes at all levels. However, the results of relevant research indicate that there are shortcomings in the course, and the training of cultural awareness is usually not part of the syllabus, at least not as important as grammar or vocabulary. Therefore, we need to think about this problem and try to integrate cultural teaching into high school English teaching, so as to cultivate students’ cultural awareness and cultural communication ability. The cultural awareness of high school students should be cultivated through the integration of cultural teaching in and out of class.

## 4.2 The Improvement of Teachers

### 4.2.1 The Improvement of Teachers’ Awareness

English teachers are often the only language role models that students encounter in school English learning. Therefore, English teachers play an important central role in helping students acquire the language and culture of English. Sometimes, teachers will live comfortably in their own shells, be satisfied with the status quo, and prefer their own days with fewer challenges. There is hardly any cultural guidance in teaching English, and they fail to integrate cultural teaching into teaching activities to cultivate students’ cross-cultural awareness. Instead, students spend a lot of time memorizing words and grammar mechanically, regardless of the cultural meaning of some words or foreign cultures. This is very dangerous from an educational point of view, and teachers now have a huge responsibility to make sure that our students have a positive cultural awareness, not just in our schools or in our textbooks, but as active members of the international

community.

The best English teachers are those who focus on their own development. Good English teachers understand that the cultivation of English cultural awareness is not overnight, and it is very important to keep learning and making progress every day. The education world needs teachers as thinkers, innovators, partners and communicators, and future students will be global contributors to innovation under their guidance. Clark (1990) proposed that teachers must have the necessary awareness and skills to improve students' ability and help them develop positive cultural awareness. Meanwhile, teachers need to develop language ability and cultural sensitivity through continuous learning. In English teaching, the cultural quality of teachers needs to be improved urgently, and the weak cultural awareness is a common problem. Only by participating in re-education programs and continuous "lifelong learning" can teachers continuously improve their English cultural level and cultural awareness, and fully realize that Britain is a multi-ethnic and multi-cultural society that is constantly developing and changing. It also actively proves to the students that every teacher is concerned about the culture and emotion of English-speaking countries, is improving and cultivating their own cultural awareness, has the ability to think and react like native English speakers, and encourages students to further cultural learning from the side.

#### **4.2.2 The Improvement of Teachers' Abilities**

The teacher's role in the English classroom needs to change from a mentor to a facilitator. Another important requirement for creating a good classroom environment for high school students is to reduce the power gap between teachers and students. Students in authoritarian classrooms exhibit negative behavior, which is the result of a sense of injustice in the classroom. Therefore, in the classroom with cultural awareness, the teacher is more like a guide than a command. Teachers provide students with questionnaires about what they think is interesting or important, encourage students to discuss cultural norms and origins of English-speaking countries, and provide them with a way to measure what they have learned and their abilities to promote their stronger intrinsic motivation to learn. Teachers can allow students to bring their own reading materials and present them in the classroom, while integrating them with the classroom culture and discussing the background, values and cultural beliefs of important people by sharing the required materials in the English curriculum standards and the reading materials provided by students. This will give them an opportunity to interact and share with the stories, thoughts and ideas

of English-speaking countries that are important to their cultural and social perspectives.

Teachers need to maintain high expectations for student performance in culturally aware English classes. Given that culturally responsive teaching is a student-centered philosophy, students' expectations of achievement are largely determined and assigned by the students themselves. High school students don't get too much praise for simple characters, but they do mentally expect to be praised according to their grades. If a student does not complete the assignment, the teacher should actively involve the student in helping and guiding the student to explain how to complete the assigned task or the steps required for the task. Treat every high school student as a person of wisdom and value and respect them academically and otherwise. Try to understand what each student is passionate about outside of the classroom. Then, encourage them to pursue their interests and curiosity and challenge them in and out of the classroom. When they are given attention and respect, they will make progress in English learning and cultural awareness development.

Teachers should not pay too much attention to the English culture and neglect the traditional Chinese culture, and should establish the awareness of respecting the cultural differences between the east and the west. Kristmanson (2000) pointed out that the arduous task of language teachers is to create a positive cultural atmosphere and attitude towards the target language and culture, while never compromising the integrity and importance of students' first language<sup>[28]</sup>. In traditional classrooms, Chinese high school students often feel marginalized, lost and even forced to abandon their mother tongue in favor of English. A culturally aware classroom is inclusive because it ensures that all students are responsive to the cultures of English-speaking countries and acknowledge the unique differences that exist between Chinese and western cultures. High school students learning English must absorb many of the ways and methods of categorization and codification of Chinese if they are to understand and speak the language as native speakers do. In a culturally aware classroom, language differences should be respected and teaching and learning materials tailored to the English level of Chinese high school students should be developed based on high school English textbooks, which can be partly provided in Chinese to increase students' understanding of English.

Teachers need to show respect and interest in the cultural background of English-speaking countries. Providing cultural background is an important way to carry out cultural teaching and cultivate students' cultural awareness. In addition to providing context for each topic, teachers



should explore as much cultural context as possible. As Chen Guanglei (1992) pointed out, “when we notice that students with a certain western background learn English faster on average than students without such background, background knowledge becomes an important variable. In the pre-reading stage, it is necessary for the teacher to introduce the background knowledge of the topic<sup>[29]</sup>. Awareness of the cultural background before reading will better enhance the understanding of the text. Teaching culture by introducing and explaining cultural background and relevant information related to, but not limited to, the articles taught in the textbook will help students learn the articles better and more effectively. In the teaching can provide the cultural background of the text, stimulate students’ interest in learning, improve students’ enthusiasm for learning. In general, providing cultural background for chapters can stimulate students’ interest, deepen their understanding of English culture, sometimes make the text easier to learn, and sometimes provide more cultural information to enrich the text, so that students can better understand. Chinese and English are two completely different languages and belong to two different cultures. They carry a strong national culture and reflect different cultural information. In the process of learning, lack of cultural background can lead to too many difficulties and misunderstandings. In teaching, teachers can encourage students to study and share ethnic information of English-speaking countries, spend time learning the correct pronunciation of people’s names in English-speaking countries, analyze differences in beliefs and social behaviors in English-speaking countries, and celebrate festivals in English-speaking countries to cultivate the relationship between English-speaking countries’ social culture and high school students. The initiative will also help Chinese high school students recognize that the beliefs and traditions of the Chinese nation also constitute a culture, a necessary breakthrough in developing a truly culturally responsive classroom.

Teachers should update the test methods of high school students to promote their cultural awareness. Another effective way to help students actively participate in the cultivation of English cultural awareness is to redefine the concept of examination. Liu Jianda (2006) thinks that different test methods have different effects on the students’ scores and the thinking process in the exam, but teachers should teach students more English pragmatic knowledge in class teaching and provide more pragmatic knowledge input to students in order to improve their English pragmatic function. In the traditional classroom, the theory of mark uniqueness usually puts great pressure on students and causes them to pay too much attention to grammar. In a culturally aware classroom, frequent ungraded tests can

be applied to the classroom to check students’ progress and ensure that they do not fall behind on the material required by the curriculum standards. Teaching students to take continuous tests as they learn new things can help them remember and use what they learned in class better, and it can also help them learn more about a topic.

The road to cultural awareness and classroom development is not easy, especially in a place where multiculturalism is not prominent. However, only by integrating the teaching ability of cultural awareness into the teaching methods and practices at the teacher level can high school students know how to form their own cultural view<sup>[30]</sup>. English courses of cultural awareness not only enable high school students to acquire knowledge of the society and culture of English-speaking countries, but also help them enhance national pride and cultural identity. It is the responsibility of teachers of English to integrate the society and culture of English-speaking countries into the students’ knowledge base in order to promote the personal and professional success of high school students in a diverse world.

### 4.3 The Improvement of Students

Learning other cultural awareness is a valuable experience and process. Cultural awareness deepens the understanding of the society and culture of English-speaking countries. Teachers actively improve their cultural awareness through continuous learning, and use a variety of methods to improve their teaching ability of cultural awareness. Then students should also play their own subjective initiative to improve their own cultural awareness. The acquisition of cultural awareness cannot be achieved through classroom teaching alone. Students should have something to listen to, speak to, read to, see and, if possible, have personal contact with native English speakers. Undoubtedly, the main reasons for students’ pragmatic failures are insufficient understanding of the culture of English-speaking countries, insufficient contact with it and insufficient comparative study of the two cultures. Therefore, students can actively improve their cultural awareness by giving play to their subjective initiative. For example, students are encouraged to build relationships with native speakers of English, or to communicate with pen-pals in English-speaking countries. It is in this relaxed personal touch that students are able to access cultural information they would not otherwise have access to.

#### 4.3.1 Integrate the Modern Technology

With the development of economic globalization and the advent of the Internet era, computers have been widely

used in education. The Internet has been greatly popularized in the cultural learning of middle school students, from which a great deal of English cultural information can be found. Modern high school students are good at making use of Internet technology, especially students in developed regions and key provincial high schools. Therefore, students are encouraged to use the Internet and other modern technologies to read online English news resources. These resources need to be relevant to the culture of English-speaking societies and maintain cultural confidence in the process of reading. High school students can subscribe online to newspapers and magazines related to the society and culture of English-speaking countries, such as *China Daily*, *The Times* and the *Washington Post*, to learn about the cultural knowledge that English-speaking people are reading. At the same time, browse the entertainment, life and political information of British and American countries. High school students should also pay attention to the different language cultures represented in Chinese. For high school students with relatively poor foundation, they can start from the social and cultural content of English-speaking countries written in Chinese to cultivate their cultural awareness. After making certain progress in their language ability, they can start to use the Internet to gradually read English resources in pure English.

High school students should pay attention to social media in the UK and the US. One of the great things about the Internet is that it has made the world smaller and more accessible than ever before. It has turned the earth into a global village. Guo Ke (2002) believes that great achievements have been made in the development of English media, and the role of media in learning cannot be replaced, especially in terms of affecting language and culture. High school students can find people from English-speaking countries around the world on Facebook, Twitter, Instagram and other social networking sites. Following people or organizations from the UK and US on social media is a great way to learn directly about their culture's values, food and fashion. When high school students are interested in a particular British and American cultural content, they can search the accounts of famous people in British and American countries more specifically, or look up the websites of specific parts of British and American culture, such as fashion, entertainment, art or politics.

Using the Internet to communicate with British and American people is also an important way to cultivate cultural awareness. There are many different ways to communicate with people in the UK and the US. Browse local communities and forums that receive answers or conversations, send or post a question and wait for a re-

sponse from someone in an English-speaking country, or ask them what their daily life is like. High school students can also ask about what is happening in the UK and the US and how it affects the local people. However, it should be noted that since the cultural awareness of high school students still needs to be cultivated, they must be polite when asking questions, pay attention to not divulge personal information, and improve their cultural identification ability.

Watch YouTube videos. YouTube is another video medium that is very popular in the United States and the United Kingdom that allows viewing and interaction. There are many channels on YouTube devoted to specific cultures. Usually, British and American cultures are made by people from English-speaking cultures who know their own culture well. Many YouTube videos also involve talking about topics like news, history or gender, and ask questions in the comments section of these videos and you'll get answers from knowledgeable people.

It is also a good way for high school students to learn about the society and culture of English-speaking countries from people living in British and American cultures. Through pen-pals, high school students can learn English, learn about daily life, and learn about cultures that are not found on the Internet. Advances in technology have made it possible to write letters, send e-mails and even video chat with a pen-pal. There are many people from Britain and the United States who are interested in Chinese culture on the Internet. However, high school students still need to remember never to reveal unnecessary information to their pen-pals.

#### **4.3.2 Focus on the Library**

Both provincial and municipal libraries are good choices for high school students to increase their cultural awareness. You can go to the library to read travel books. By reading travel books and magazines, high school students will have a good understanding of the domestic culture as well as the culture of the British and American countries, and gradually start to contact with new cultures that cannot be found in textbooks. The British and American cultural guides or travel logs also contain a lot of etiquette, gender, holidays and religion information for high school students to read.

For high school students, the role of the library is not limited to travel books, but also to read books written by people from British and American cultures, including fiction, non-fiction, poetry or anything written by people from British or American cultures. Literary reading is regarded as the most common way to improve learners' cultural awareness, especially in the exploration of cross-cultural communication. It is generally accepted

that literature reflects the views, values and beliefs of a society: the social, political and cultural development of any society. It shows people's thoughts and dreams in the most creative and imaginative way. Reading literary works, including short stories, plays, stories and myths is a better direct way for students to understand the history, geography, customs, traditions, beliefs and social values of foreign cultures, and to have a better understanding of what they learn in class. These different literary genres can also inspire students to empathize and develop an understanding of certain aspects of other cultures. Literature has two important values in promoting cultural exchanges: one is the importance of expressing certain relationships, values and ways of communication, which are representative of British and American cultures; The other is to take cross-cultural issues as the theme of literary works, such as cultural adaptation and identity, national relations, etc. High school students should be encouraged to read a wide range of literary works, from fiction to nonfiction, from serious works to children's stories, from literature to art to philosophy. Literary reading can not only deepen learners' understanding of foreign countries and their cultures, but also give students a good insight into the culture. By reading *Beowulf*, high school students can understand the hero culture of the Anglo-Saxon period; Through the appreciation of *Honeysuckle*, high school students can learn the creative form of *Lay* and the spirit of tolerance and self-sacrifice shown by British knights in love. Through the appreciation of *Crow*, high school students can understand the American melancholy beauty. By reading books written by people from British and American cultures, high school students can get a glimpse into the minds and lives of people from British and American countries, which is hard to get in other ways. At the same time, you can also read the history and culture books of British and American countries to understand the major conflicts, customs and other cultural information.

Watch movies and songs from British and American cultures. Films provide opportunities for students to observe less obvious behaviors in the text. They also provide a more modern and comprehensive approach to culture. Movies are a real window into foreign cultures. It connects learners with language and cultural issues. English movies contain a lot of social, political, and pop culture content, and students are more likely to learn idioms, slang, and be familiar with verbal and nonverbal behaviors. Film is a media that has undergone great changes and is a powerful information carrier. It provides students with a lot of information and image space about British culture. As an English saying goes, "a picture is worth a thousand words". This is especially true for for-

eign language learners, who can learn what native speakers are really doing on screen or stage. Movies bring the real English world to the eyes and minds of students and make the English language and culture come alive in a way that the printed word cannot. Most libraries have an area for watching movies, and high school students can find videos without translation through the librarian, so as to not only practice English listening, but also understand the entertainment orientation and entertainment culture in the British and American culture. If the library does not provide British and American movies, there is a lot of software available on the Internet to watch them. High school students can also watch excellent documentaries such as blue planet to cultivate cultural awareness. Wu Xuezhong (2011) believes that lyrics and music are related to people's emotions, interests and lifestyles. The social issues mentioned in the song should be the focus of high school students. Songs work better if students are actively involved, whether it's discussing the lyrics or singing. Enjoying English songs can also help students share the feelings of people in English-speaking countries and different lifestyles, so that students can improve their taste and awareness of English culture. In short, direct experience is the best way to start learning about any culture. Just as the best way to learn a new language is to be part of it, the best way to learn another culture is to be part of it. All high school students will benefit greatly from entering the culture, because almost all of them enjoy watching movies and enjoying songs. Therefore, the way of appreciating movies and songs to cultivate students' cross-cultural awareness is sure to be welcomed by students.

#### 4.3.3 Pay Attention to Social Assistance

English is an important part of British and American social culture, and culture and language are integrated. High school students have certain English foundation, so they can practice language with classmates voluntarily, help themselves and help others to improve their English. You can also explore English learning in poor communities or schools during summer and winter vacations. Volunteer teachers are often needed in these poor areas, and perhaps high school students can find a different perspective on culture when helping children in these communities or schools.

Visit local museums and cultural centers to learn about British and American society and culture. Shan Jixiang (2010) found through his research that Chinese museums are gradually giving play to their unique advantages in educational resources, constantly highlighting educational characteristics and strengthening educational effects,

and continuously integrating them with school education and social education. Museums all over the country often hold exhibitions about British and American culture. Pay attention to the museum's website or ask local museum staff whether there are currently or soon to hold exhibitions about British and American culture. At the same time, high school students should actively contact their local cultural centers to see if there is an opportunity to learn about British and American culture. If high school students in remote areas don't have as many museums, they can also use the Internet. Many museums have online exhibitions, especially when they host important cultural exhibitions such as British and American culture.

Sign up for a language or culture class. Many universities allow individuals to attend summer camps, where high school students can learn English or take a course on English culture. High school students are advised to contact local colleges or institutions of higher education and research for more information about the course, while they also need to make sure they have time to attend and complete the course.

High school students can go to college to meet international students from British and American cultures. There are many international students from British and American culture and many associations of British and American culture in the universities. They welcome different students. In this way, high school students can not only have an in-depth understanding of British and American culture, but also gain valuable friendship. However, when high school students communicate with people from Britain and the United States, they should be careful not to force unwilling people to over-communicate, respect their culture, refrain from insulting words, and do not act disrespectful to their culture.

#### **4.4.4 Travel to Different Cultures**

High school students should seize the opportunity to participate in exchange programs. Some high schools offer students the opportunity to join exchange programs in British and American countries. In these programs, Chinese high school students often exchange places with people from British and American cultures. Chinese high school students often live with local families from British and American countries, attend schools in their areas and integrate into British and American culture and society. High school students can ask their high school or a popular web site that offers exchange programs for more information after considering their financial situation.

Volunteer in British and American countries. High school students can seize the opportunity to experience cultural travel abroad through volunteer programs in the

United States and Britain. There are usually many kinds of volunteer programs. High school students need to ask their parents and teachers what is appropriate before taking part in any program. Some require teaching Chinese, others require environmental volunteers, and still others require humanitarian assistance. Some programs will have to pay for their own travel, but others will pay for services and room and board. As long as they are willing to commit themselves to helping them, volunteering will enable high school students to acquire a valuable cultural knowledge.

Save money to experience culture. Cultural travel to British and American countries is the best way to understand British and American culture, and first-hand experience is the most certain way to acquire cultural awareness and cultural knowledge. Cultural travel in the UK and US can be very expensive, so plan your trip in advance and do research through the Internet and the library before you go to make sure the place is safe and you can get a visa from the UK and the us.

### **5. Conclusion**

Despite years of learning English, modern high school students have a weak cultural awareness, especially in less developed areas. There is no specific syllabus for teaching cultural awareness. Therefore, this paper aims to explain how to cultivate and teach cultural awareness, especially what strategies should be adopted in practice to better cultivate students' cultural awareness and develop their cross-cultural ability. The cultivation of cultural consciousness is a very necessary long-term practical task and one of the important contents of cultural education in China. This paper points out the relationship between language and culture and explains the relationship between language and culture and how to teach cultural awareness. Cultural awareness is very extensive, so it is necessary to determine how the current foreign language teachers conduct cultural teaching, the practical cultural awareness teaching strategies that can be adopted and the benefits of using these strategies. At the same time, this paper also discusses the advantages of teaching culture and language, and how this cultural teaching affects students' language ability to establish correct values and world outlook in a changing world and multicultural global society.

The cultivation of cultural awareness is not only very necessary, but also one of the important aspects of foreign language teaching in China. We must see the enhancement of cultural awareness in English education not only as a means to improve the quality of foreign language teaching, but also as a means to promote cooperation and friendship between different peoples and



countries. Cultivating middle school students' cultural awareness is a long-term practical task. The ultimate goal of teachers should be to cultivate students' intrinsic motivation. If the intrinsic motivation of students is aroused, they will use their spare time to learn some materials containing foreign cultures, so as to learn English better. With the "lifelong quality education" has become the goal of all levels of education in China. There is a lot of evidence that cultural exchange is not an easy task, but that does not mean it is not worth or avoidable. We have no choice. In the next decade, two decades, and even this century, if we are to survive in the global village, we must strive to be effective cultivators of cultural awareness so that our next generation can become successful cultural communicators.

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## ARTICLE

# Moral Education Enlightenment of the Classic Patriotic Song “My Motherland and Me”

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### ABSTRACT

“My Motherland and Me”, a passionate patriotic song, can stand out from many patriotic themes after more than 30 years of writing, and with the help of “Flash Mob”, a new type of artistic expression, the theoretical self-confidence, road self-confidence, system self-confidence, and cultural self-confidence of socialism with Chinese characteristics over the past 40 years of reform and opening up were passed. It conveys the endless patriotism and nationalism of the Chinese nation, and conveys the strong historical blame of the rise and fall of the world, showing the powerful aesthetic and moral education functions of musical works. Teachers can use “My Motherland and Me” as a teaching case for the collaborative education of moral education and aesthetic education, and from here and there, promote the teaching experience of moral education.

## 1. Introduction

**X**i Jinping pointed out: “The needs of the people are the fundamental value of the existence of literature and art. Whether or not an excellent work can be made depends on whether it can be written for the people, the people, and the people. All the literary and artistic works that made a sensation at that time and passed

on to future generations reflect the demands of the times and the opinions of the people. China’s enduring masterpieces are full of compassion for the people’s destiny and concerns for the people’s sorrow and joy. They show profound people’s feelings with superb art.”<sup>[1]</sup> “My Motherland and Me” was created in 1984 and has always been loved by the general public. In other words, art works can turn the spread of Marxist ideas into delightful opinions,

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and are an effective carrier of Marxism with Chinese characteristics, modernization and popularization.

## 2. Spread Marxism with Fine Programs

The Chinese Communists have a long tradition of focusing on the use of music to spread Marxism and promote the Sinicization, epochization and popularization of Marxism. The early Marxist Qu Qiubai is the typical representative of the earliest attention to the dissemination and creation of red music. His translation of “International Song” and “Red Tide Song” is a classic case of using music works to promote the Sinicization, modernization and popularization of Marxism. Ju Qihong believes: “He not only has a ‘record of music on the string’, he can already see his love for music and art, and is the first translator to publish the complete Chinese version of the International Song. The song “Red Tide” written and composed by him is the earliest original revolutionary song in China and has important historical and cultural value in the history of Chinese red music.”<sup>[2]</sup>

Teachers and students should be good at using excellent programs released by mainstream media for large-scale celebrations as examples in the teaching process, effectively promote Marxist ideas to become popular, promote the emancipation of ideas, the popularization of Marxism, and the widespread dissemination of the CPC’s policy guidelines.

The main quality shows are mainly red songs. Because “Since the founding of the Communist Party of China in 1921, under the leadership of the Communist Party of China, red music that has led China’s advanced thinking and promoted the continuous progress of the times, nations and society, with every step of the advancement of the Chinese nation, from the era of revolutionary war to the glorious 21st century.”<sup>[3]</sup> There are “Flash Mob Series Activities—The New Year sang the “My Motherland and Me” series of programs, a large-scale literary and art party celebrating the 70th anniversary of the founding of the People’s Republic of China, “Fighting! Children of China”, and a 70th anniversary parade theatrical performance “Towards Great Dreams” Picturesque National Day Concert “, “Chinese Opera Glory Bloom “, “ Chinese Song Conference National Day Ceremony “, “Singing for the People-Chinese Music School Vocal Music Event Guo Lanying Art Achievement Concert” Let ‘s just take a look at the “My Motherland and Me” theme music video and celebrate the 70th anniversary of the founding of the People ‘s Republic of China. “Chinese Children” as an example for case teaching analysis.

At the end of 2018, there was no gorgeous art stage or professional singers in the theme music video of the cho-

rus “My Motherland and Me” produced and released by China Central Radio and TV Station, but there were real life scenes. The faces in front of the camera come from all walks of life in China. They are the guard of honor of the People’s Liberation Army, fire officers and soldiers, the Chinese women’s volleyball team, the builder of the Hong Kong-Zhuhai-Macao Bridge Island Sui project, the Luqiao Hydropower Station builder, the staff of Saihanba Machinery Forest Farm, the Chinese Antarctic Expedition, the Quan Jian Pan Jianwei team, and the aerospace science and technology army Grassroots cadres on the road to poverty alleviation.

In February 2019, CCTV News Channel launched the “Flash Mob series of activities-New Year singing” My Motherland and Me “series of programs, and at the same time broadcast on CCTV “News Broadcast”. These Flash Mob activities are strongly supported by many units, and many professional singers, film and television, and sports stars participate; successively in Beijing Capital International Airport, Shenzhen North Station, Xiamen Gulangyu Island, Chengdu Kuanzhai Lane, Wuhan Huanghelou, Sansha, Guangdong Ruyuan New era civilization practice center, Changsha Orange Island first-class, a number of landmarks across the country sang.

On the occasion of New Year 2019, the Central Conservatory of Music was invited by the Central People’s Radio and Television Station to send the Central Conservatory of Music Symphony Orchestra to the National Museum to participate in the recording of “My Motherland and Me” Flash Mob as a New Year gift to the motherland.<sup>[4]</sup>

These materials can be integrated into the classroom teaching of ideological and political education, social practice, community activities, community activities, etc., and promote the spirit of nationalism and patriotism.

CCTV broadcast a large-scale literary and art party to celebrate the 70th anniversary of the founding of the People’s Republic of China. The arrangement of the large-scale music and dance epic of “The Children of China” reflects the leadership of the Chinese Communist Party of the people of all ethnic groups throughout the country, which has gone through a struggle from standing up, getting rich, to becoming strong. The party takes “struggle” as the main line and is divided into four chapters: “blood struggle”, “hard struggle”, “struggle for unity” and “struggle! Chinese Children”. The party opened with an inspiring melody, “Without the Communist Party, there will be no New China.” “Chinese Children” ended. Teachers can divide this program into individual programs, chapter programs and entire programs for case teaching according to the teaching needs and time schedule. At the same time, it can also guide students to arrange programs, carry

**Table 1.** Reference table for the connection between large-scale music and dance epic “struggle! Chinese Children” and “An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics”

Textbook contents	Corresponding programs and their ideological and political elements	Case teaching objectives
<p><b>Mao Zedong Thought</b></p> <p>Chapter I Mao Zedong Thought and Its Historical Status</p> <p>Chapter II New Democratic Revolution Theory</p> <p>Chapter III Socialist Transformation Theory</p> <p>Chapter IV The Theoretical Achievements of the Preliminary Exploration of the Road of Socialist Construction</p>	<p>The inspiring melody, “Without the Communist Party, there is no New China,” expresses that, “the Chinese Communist Party emerged at the historic moment in 1921. Since then, the Chinese people's struggle for national independence, people's liberation, prosperity and prosperity of the country, and people's happiness has become the backbone of their struggle. The Chinese people have changed their spirit from passive to active”.<sup>[5]</sup></p> <p>The second chapter, “Arduous Struggle,” begins with a magnificent chorus and dance “Oriental Red”, which reviews the epoch-making socialist revolution and construction of New China. “Psalm”, “Turn over the serfs and sing” sing the endless joy of children of all ethnic groups to start a new life, “Heroes”, “My Motherland”, ode to the patriotic feelings of defending the country, “We are on the road”, “I am for the motherland” “Dedicating Oil” expresses the vigorous spirit of daring to teach the sun and the moon to change to a new day. In the symphonic situational performance “Love of the Republic”, the “two bombs and one star” Yuanxun Guo Yonghuai, who was in the country, used his body to protect precious documents before the plane crash, and moved everyone present.</p> <p>The second chapter, “Arduous Struggle,” begins with a magnificent chorus and dance “Oriental Red”, which reviews the epoch-making socialist revolution and construction of New China. “Psalm”, “Turn over the serfs and sing” sing the endless joy of children of all ethnic groups to start a new life, “Heroes”, “My Motherland”, ode to the patriotic feelings of defending the country, “We are on the road”, “I am for the motherland” “Dedicating Oil” expresses the vigorous spirit of daring to teach the sun and the moon to change to a new day. In the symphonic situational performance “Love of the Republic”, the “two bombs and one star” Yuanxun Guo Yonghuai, who was in the country, used his body to protect precious documents before the plane crash, and moved everyone present.</p>	<p>Guide students to deeply understand the severe disasters facing the broken mountains and rivers, internal and external problems since modern China. The Communist Party members, mainly represented by Mao Zedong, have great ideals, set foot in China, set a precedent for the Sinicization of Marxism, and established Mao Zedong Thought.</p> <p>The dark China raised the burning torch and led the great rejuvenation of the Chinese nation forward with the rush of rivers and rivers, and let the sleeping “living lion” stand for a century.</p> <p>Guide students to deeply understand Mao Zedong Thought as the first major theoretical achievement of the Sinicization of Marxism, and still shine with truth.</p> <p>Guide students to be good at using the golden key of Mao Zedong Thought to understand the glorious history of the Chinese nation in modern times and the great struggle history of the Chinese Communist Party and the Chinese people.</p>
<p><b>Deng Xiaoping Theory</b></p> <p>Chapter V Deng Xiaoping Theory</p> <p>Chapter VI Important Thoughts of “Three Represents”</p> <p>Chapter VII Scientific Outlook on Development</p>	<p>The third chapter “Struggle for Unity” expresses affection and praise for the cause of reform and opening up through singing and dancing. “Toasting Song”, “On the Field of Hope”, “Spring Story”, “Entering a New Era”, “Jiangshan” and so on sing the country's prosperous development and people's happiness in life; “Pearl of the Orient”, “Song of Seven Sons” and “Clouds in the Hometown” and other expressions of the deep affection for the motherland and the eager anticipation for national reunification. “Crossing Battle”, “Life and Death” and “Song of the Yangtze River”, etc. show the majestic power of the Chinese people's blood and their aspirations. A classic song and a period of superb performances allow people to relive the turbulent and earth-shaking development miracle.</p>	<p>Guide students to use Deng Xiaoping Theory as the initial code to actively respond to the historical changes in contemporary China. How has reform and opening up changed China and the world? What are the themes of all the theory and practice of the party and the country in the new period? And other issues.</p> <p>Guide students to use Jiang Zemin's important thinking of “Three Represents” to actively respond to the turn of the century and the beginning of the millennium, and the changing international situation? How to vigorously promote reform and opening up? How to vigorously promote the new great project of party building? How can we resolutely defend socialism with Chinese characteristics when world socialism falls into a trough, and successfully advance to the 21st century?</p> <p>Guide students to actively respond to entering the new century, how does the Chinese Communist Party with Hu Jintao as the main representative, firmly grasp the important period of strategic opportunities for the development of China, and form a scientific development concept? How to lead the Chinese people to overcome a series of major challenges and strive to advance socialism with Chinese characteristics to a new stage of development? How to understand the main content, historical status and practical significance of the scientific development concept? And other issues.</p>

<b>Xi Jinping's Socialist Thought with Chinese Characteristics in the New Era</b>	The fourth chapter, "Struggle! Children of China," shows the magnificent picture of socialism with Chinese characteristics entering a new era since the 18th National Congress of the Party. The recitation "Salute the People" praises the great power of the people to change the world, the song and dance "Tianya Zhonghua" carries the profound emotions of Chinese nations wishing the motherland peace and prosperity, and "One Can't Miss All" records the miracle of poverty alleviation, "Strong Army Battle Song" expresses the heroic spirit of the soldiers of the new era, "My Green Water and Green Mountains" depicts the vivid practice of green development, "Peace-Community of Destiny" calls for a bright future of mutual help, "Don't forget the original heart" and "The Power of Renaissance" sing the solemn promise of "the world will never forget the way to come" with affectionate melodies and moving lyrics, and sing the ambitious ambition of "all people will go forward with one heart". "Fighting! Children of China" expresses the unstoppable pace of the struggle of the Chinese people in the new era, and the confident future of the new era.	Guide students to accurately grasp the new era, new ideas, and new goals since the 18th National Congress of the CPC. The 19th National Congress, which guided students to deeply understand the party, wrote a "brief history of the future" of national rejuvenation in large pen. Guide students to strengthen the faith of Marxism, deeply understand the spiritual essence of the theoretical achievements of Marxism in China, and always strengthen the "four self-confidences" of socialism with Chinese characteristics, and strive to become the builder and successor of the cause of socialism with Chinese characteristics, and consciously strive for the realization of the Chinese dream of the great rejuvenation of the Chinese nation.
Chapter VIII Xi Jinping's Socialist Thought with Chinese Characteristics and Its Historical Position		
Chapter IX The General Task of Upholding and Developing Socialism with Chinese Characteristics		
Chapter X "Five in One" Overall Layout		
Chapter XI "Four Comprehensive" Strategic Layout		
Chapter XII Comprehensively Promoting the Modernization of the Army and National Defense		
Chapter XIII Diplomacy of Great Powers with Chinese Characteristics		
Chapter XIV Upholding and Strengthening Party Leadership		

out inquiry learning practices, and consolidate teaching effects. Take the content of the program and the content of "An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" as an example. (See Table 1)

### 3. Refine the Theme of The Work to Spread the Spirit of the Times

Xi Jinping pointed out: "Every era has the spirit of each era. I once said that to realize the Chinese dream, we must follow the Chinese path, carry forward the Chinese spirit, and consolidate the power of China."<sup>[6]</sup> The spirit of the times such as patriotism, nationalism, harmony between man and nature, and harmony between people, can only become a classic case of moral education music. Teachers should be inspired by times, and guide students to use music works created for the new era, full of Chinese characteristics, Chinese spirit, Chinese style, Chinese style, and healthy, to tell Chinese stories, show Chinese roads, spread Chinese solutions, and reflect cultural confidence. It reflects the positive results of the coordinated growth of moral and aesthetic education among young students in the new era.

Teachers and students of the Chinese Conservatory of Music performed "My Motherland and Me" with Chinese and Western instrumental music such as Guzheng, violin, etc. to carry out the Flash Mob activity "Blessing the Motherland Sing". Western orchestral student orga-

nizations in some schools are also actively creating red theme orchestral works "My Motherland and Me", "My Motherland", "Yingshan Red", "No New China without Communist Party", "Oriental Red", "Under the Bright Sunlight", "Liuyang River", "Loushan Pass", "Long March", "Yongan Song", "Nanniwan", "Guerrilla Song", "People's Army Loyal to the Party", "Good Example of Learning from Lei Feng", "Song of Red Flag", "On the Field of Hope", "Spring Story", "Entering the New Era", "Jiangshan", "Towards Revival" and "Don't Forget Your Original Heart".

### 4. Unearth the Good Genes of Chinese Culture

Xi Jinping pointed out: "The pursuit of truth, goodness and beauty is the eternal value of literature and art. The highest state of art is to make people tempted, to let people's souls be baptized, and to let people discover the beauty of nature, the beauty of life, and the beauty of the soul."<sup>[7]</sup> Praise for Thanksgiving, Hometown, Maternal Love, Mingyue, Love, National Scenery, Scenic Rhythm, Traveler Love, Soldier Melody, Four Seasons Carols, Flying Songs of the Earth, Passionate Age, Blossom Season, Essence of Folk Songs, Famous Operas, Exotic Tastes, etc. Special topics, making full use of classroom teaching, second classroom, and community activities to convey the truth, goodness and beauty of music to students.



The National Orchestra of Nanjing University went to Germany to hold 8 “My Motherland and Me” theme tours before and after the National Day. The orchestra conductor Professor Zhang Jingbo carefully designed and arranged the repertoire, and selected a classic repertoire of different styles and moving melody. Glamour shows the customs and cultural characteristics of China’s multi-ethnic and multi-regional areas, and uses actual actions to celebrate the 70th anniversary of the founding of New China overseas. It promotes the excellent Chinese traditional culture and promotes mutual understanding between the Chinese and German peoples. The folk music ensemble “Good Jiangnan” and “Yangliu Qingqing” embody the smart beauty of Jiangnan water villages; the flute and the band “Spring to Xiangjiang” show the vibrant and beautiful spring light on both sides of the Xiangjiang River; the ancient songs “Ambush on Ten Sides” and “Threefolds of Yangguan” Rich connotation, profound artistic conception, and melody of love; Guzheng solo “Early Spring Jokul”, erhu solo “Grape is ripe”, erhu ensemble “horse racing” and ethnic orchestral “Yao dance music” embodies strong ethnic customs; female solo “In the “On the Field of Hope” reflects the “China Road” full of hope in the new era and new journey. Students feel the strong significance of the motherland overseas. They firmly believe that their own efforts will further promote the exchange and mutual learning between Chinese and German cultures, further deepen the mutual understanding and understanding between the Chinese and German people, and further tell the Chinese story. Implement the Chinese plan of General Secretary Jinping’s internship on promoting the “Belt and Road” and building a community of shared future for mankind.<sup>[8]</sup>

## 5. Inherit Knowledge of Party History, National History & Chinese Learning, and Strengthen Curriculum Ideological & Political Construction

On the eve of the 92nd anniversary of the founding of the Communist Party of China, Xi Jinping emphasized when presiding over the seventh collective study of the Political Bureau of the CPC: “History is the best textbook.” “Learning the history of the party and the country is to uphold and develop socialism with Chinese characteristics, And the national compulsory courses that continue to move forward.”<sup>[9]</sup> In accordance with the spirit of the general secretary’s instructions, the Ministry of Education requested that Party history, national history, and Chinese learning be integrated into the music lesson teaching. At present, music classes are taught to post-90s

and post-00s young students. The teacher’s curriculum content design must guide students to believe in the soul of the new era, the feelings as the root of the new era, and the way of acting. Explore course ideology.

The purpose of the construction of music “course ideology and politics” is to deeply explore the ideological and political elements contained in each music course and the educating function carried by it, so as to realize the education of all employees, the whole process of education, the all-round education, and the cultivation of moral, intellectual, and physical beauty. Developed socialist qualified builders and reliable successors. Therefore, teachers should aim at cooperating with moral education and aesthetic education as the goal, focus on the elements of party history, national history, and Chinese learning, and explore the themes of Acura Party, Acura Motherland, Acura People, and Acura Heroes, and lead the trend of ideological and political construction of music lessons. In order to effectively introduce the outstanding works bearing Marxism with Chinese characteristics, epochalization and popularity to the students, so that the ideological and political construction of the music lessons has sustainable development and fresh vitality.

In particular, professional music schools should consider how to give full play to the advantages of their disciplines, and explore the contribution and influence of regional, national, and international influences of moral education and aesthetic education. The Central Conservatory of Music has formulated a publicity education program and activities to celebrate the 70th anniversary of the founding of the People’s Republic of China, and has simultaneously promoted aesthetic education and moral education. Their approach was reported by the Ministry of Education portal website, reflecting the development trend of ideological and political education.

Organize group performances to express patriotism, strong national will, and national power. The college launched a series of special concerts such as “My Motherland and Me” concerts in Beijing universities, and summer college students’ “learning and traveling.” Organized teachers and students of the whole school to participate in the “Singing for the Motherland” network singing event, reorganizing, orchestrating, performing and singing “My Motherland and Me” “Under the Bright Sun” to cheer for the new era. Launched the “I love you, China” Flash Mob micro-video, and played it on important occasions, such as the opening ceremony and graduation ceremony, to inherit patriotism and express the heart of the child. The college organized “I love you China-celebrating the 70th anniversary of the founding of

New China” concerts, “My Motherland and Me” theme education singing contests and other activities to encourage and guide the whole school teachers and students to take the initiative to actively respond to “de-ideological” “go Valued, “de-historical,” “de-Chinese,” “de-mainstream,” ulterior literary ideas.

Attach importance to social services and improve the quality of ideological and political education for teachers and students. Focusing on the brilliant achievements since the founding of New China in the past 70 years, the college organized more than 30 young teachers to Inner Mongolia to carry out “dual practice” activities, promote branch co-construction, social research, and artistic exchanges; and sent 123 teachers and students from 6 practice detachments to Yanan and Luliang In other places, carry out red education, art practice, special research and volunteer services. Organize student performance teams to go to Xiayunling Central Elementary School and the Chinese People’s Anti-Japanese War Memorial to carry out social art practice. Organized the Academy Symphony Orchestra to perform 15 performances across the country, published “Singing the Motherland-A Collection of 70th Birthday Songs of the People’s Republic of China”, reviewed the glorious history with actual actions, and played the era movement.

Establish a cooperation platform for all sectors of society to promote the results of aesthetic education and moral education. On October 9, 2019, the “Congratulations on the 70th Anniversary of the Founding of the People’s Republic of China-Exhibition of Chinese Symphony Works-Shanghai Concert” hosted by the Shanghai Symphony Orchestra jointly sponsored by the Central Conservatory of Music, the Chinese Musicians Association and the People’s Music Publishing House in Shanghai The symphony orchestra concert hall was successfully held. The concert was performed by the Shanghai Symphony Orchestra and conducted by Chen Yingyang, the winner of the 7th Shanghai Literature and Art Award “Lifetime Achievement Award”, which performed a set of Zhu Jianer’s “Festival Overture”, He Luting “Party”, “Seng Ji De Ma”, and Liu Tingyu “Su San” The first movement of Ding Shande’s Symphony of the Long March, Qu Wei’s “People’s Monument”, Wang Yiping’s “Dance of Music”, Zheng Yang’s “Mast Going Away”, Jiang Ying’s “Silk Road”, the comeback “Flowing Full Moon” and other works, The audience was rewarded with beauty and sublimation.

Schools at all levels and at all levels should study the singing, creation, and integration of works that include party history, national history, and Chinese studies, compare teaching plans and evaluation system standards,

formulate teaching plans, and cultivate high-quality courses. Select the 100 issued by the Central Propaganda Department in June 2019. The first outstanding song is used as a teaching repertoire, and it will hold concerts, recitals, song and dance evenings, etc. of the main theme vocal works with multiple themes, and strive to build an integrated pattern of moral education and aesthetic education in primary and middle schools.

The Central Conservatory of Music innovates the teaching methods of ideological and political lessons, and organizes the symphony orchestra to hold the theme of “Litong Barracks Listening to the Beginning Heart”, “Forgetting the Home Country and Remembering the Beginning Heart”, “Forgetting Hometown Songs, People Playing the Strong Voices,” Music party lesson. Promote the “Classic Soul Casting” series of music micro-party classes to launch the “Learning Power” platform, making music an effective carrier of celebration activities. The college and relevant units jointly held a “tribute to the motherland • Yan’an 5.23 Music Festival”, carefully arranged 24 concerts, master classes, lectures, symposiums, classic music on campus and other activities, covering opera, symphony, ethnic chamber music, chorus, concerto And other forms, bringing a new musical experience and feelings to the people of Yan’an.

## 6. Conclusion

In summary, it is also necessary to deepen the reform of ideological and political education in public music courses and establish a top-down management model. “At the same time, according to their own conditions, formulate special music education curriculum standards and teaching goals, guide and guide music teachers to tap the ideological and political education elements of each course, and strive to achieve ideological and political education in the curriculum, and everyone teaches and educates others.”<sup>[10]</sup>

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## ARTICLE

# Discussion on Chinese Ancient Literature Translation Based on the English Translation of the Book of Songs

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### ABSTRACT

The Book of Songs is an important part of Chinese traditional culture and enjoys a high reputation at home and abroad. This article is based on Turi's theory of translation norms, and takes the English translation of The Book of Songs · Jing Jing by Richard Jacob and Xu Yuanchong as the research object. Comparative studies are made on the historical nature of understanding, the normativeness of translation, and the application of the fusion of horizons in the two versions of the Book of Songs. Incorporating history into translation brings the translation closer to the roots of history. The comparative research method proposed in this article can be widely used in various ancient literature studies, and has important theoretical and application values.

## 1. Introduction

Translation is a communicative activity that crosses language boundaries, cultural differences, and social differences. It is a social behavior. Whether it is mainstream ideology of ideology or culture, society, or history, it must drive and restrict translation. Achieved

through translation.

The Book of Songs is an important part of the category of Chinese poetics, an important link in the study of Chinese poetry, and an important medium for cultural communication between China and foreign countries. As one of the important components of the Book of Songs, The Book of Songs is the historical basis for foreign

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scholars to study the sacrifice and music theory made during the period of King Zhou Zhao. How to correctly translate sacrifices and the artistic conception and imagery in the context of the Zhou Dynasty era expressed by music theory is one of the difficulties faced by translators in the translation process, because the translation of ancient Chinese literature is not just a translation at the language level. It is also an important way of cultural communication between Chinese and Western cultures. Based on the historical understanding of translation, the normativeness of translation, and the fusion of horizons, this article makes a comparative analysis of the translated versions of *The Book of Songs* and *Competitiveness* to find the key differences and similarities in the translation process of the two versions. The role of research has played a positive role in the spread and promotion of Chinese ancient literature.

## 2. Current Research Situation at Home and Abroad

With the frequent exchange of cultures, the transliteration of Chinese classical poetry has received more and more attention. In this context, Chinese scholars and translators began to actively promote Chinese classical literature to the world and translate Chinese classical poetry into high-quality foreign languages.

In the history of translation studies in China, the translation study of *The Book of Songs* has only been for more than 20 years, and so far it is in a weak link. The current English translations are “*Book of Poetry*” published by Xu Yuanchong in 1993, “*English Translation of the Book of Songs*” co-authored by Wang Rong and Ren Xiuhua, “*Chinese Classics*” by British sinologist James Legge, and “*Chinese Classics*” by Li Yuliang *Book of Songs* <sup>[2016]</sup>.

In recent years, domestic scholars and translators have dedicated themselves to the translation of ancient literature and proposed their own translation methods. Cai Hua <sup>[1]</sup> explores the causes and characteristics of classicization of English translation based on changes in copies; Qin Fangfang <sup>[2]</sup> and other hermeneutics based on Gadamer proposed the use of deep translation methods to reproduce the metaphorical meaning and aesthetic value of the original work, and realize visual Domain fusion. Sun Jiangwei <sup>[3]</sup> proposed that translation involving text and syntactic structure should try to adopt domesticated translation strategies; while involving cultural aspects, it should try to adopt alienation strategies. The translation of Zeng Ping <sup>[4]</sup> is based on the poet's own creative practice, and he opposes dumb, annotated, direct translation of poems, and advocates to convey the free translation of the original style and charm. Yan Min <sup>[5]</sup> proposed that translators

should use faithful and appropriate translation methods to reproduce the aesthetic characteristics of the source text.

However, there is a lack of a practical solution to the spread and translation of the *Book of Songs* in Chinese culture. In response to this deficiency, this paper proposes translation methods based on the historical aspects of understanding, the normativeness of translation, and the fusion of horizons. It attaches importance to history and reproduces history. Combining the translation of the *Book of Songs* with the historical background to deeply restore the author's original thoughts and mood. The translation method proposed in this article has played a positive role in the spread and promotion of Chinese ancient literature.

## 3. Methodology

### 3.1 Understanding Historicity

This theory is derived from Gadamer's philosophical hermeneutics. Gadamer believes that in the process of reading comprehension, both the reader and the translator have historical limitations and characteristics between the texts. Explaining that the subject itself has thoughts, beliefs, and expectations, it will add contemporary social ideology and personal understanding to the translation with subjective initiative, thereby deviating from the original intention of the original work. Such translations will inevitably affect cultural exchanges during the process of cultural exchanges between China and the West. For consciousness, the inheritance of rationality will pass, and the thought of the same era will eventually be “historical.” Explaining the historical limitation between subject and object is an eternal and indelible topic, so the understanding of history is inevitable.

### 3.2 Normativeness of Translation

In the field of translation, Gideon Toury relies on the theory of translation norms to describe and analyze translation behavior. He believes that translation norms are the principles that guide the cultural connotation of the target language; people's values about right and wrong are consistent with suitability. He divides translations into three categories: preliminary specifications, initial specifications, and operational specifications. Among them, the preparatory norms are divided into a translation policy and a translation directness policy; the operational norms are divided into a parental norm and a language norm. The preliminary specification often determines the choice of text for translation; the initial specification determines the overall trend of the source and target specifications that the translator follows during operation; the operating specification often determines the details of the translation.

### 3.3 Horizon Fusion

Gadamer's fusion of horizons refers to the fusion of the horizon of the interpretive subject (translator) with the interpretive object (text). Due to the spatial gap and historical background differences between the two, the interpretive subject often interprets the interpretive object while merging the historical perspective of the subject with the historical perspective of the object to form a new perspective. It transcends the horizons of both and forms part of the "interpretation cycle". In this process, the interpretive subject cannot completely and completely understand the intention, purpose, and emotion of the object author, and its horizons always change. So the cycle can always evolve. Until the interpretive subject is infinitely close to the intent, purpose and emotion of the author of the interpretive object. In this way, the effect of the fusion of horizons becomes more perfect, and the more the original version is restored, the better can promote the cultural exchange between China and the West.

## 4. A Comparative Study of the Translations of the Book of Songs

Influenced by family education, Li Ya has a strong interest in missionary work since childhood, and has actively participated in missionary activities. Jacob also led the transformation of Chinese education from religious education to secular education. During his mission in China, Legge respected the laws of the existence of objective things and the facts of existence of objective things, paid attention to academic rigor and cultural reductivity, and treated Chinese culture with an open, compatible, and friendly attitude. At the same time as the native culture, he has developed a strong interest in Chinese traditional culture, and insists on continuous research and studies, and has translated dozens of Chinese classics. After returning to the UK, he was committed to the spread of traditional Chinese culture and had a profound influence at home and abroad. Appointed as the chief professor of Sinology by Oxford University, and has been teaching for more than 20 years, it is one of the important bridges of cultural exchange between China and the West.

Influenced by family education, Xu Yuanchong loved literature and English from a young age, and persisted in the pursuit of beauty, laying a foundation for the "three beauty theory" in translation concept. In 1938, the English translation of Lin Huiyin's "Don't Lose"; "Selected Poems of Mao Zedong"; "Book of Songs"; "Chu Ci" and Tang Poems and Song Ci. At present, its translation version has exceeded the version. In his old age, Xu Lao is still committed to translating and sharing for Chinese cultural propaganda.

### 4.1 Contrastive Analysis from the Historical Perspective of Understanding

According to Gadamer's philosophical hermeneutics theory, the different historical stages, cultural backgrounds and life experiences of interpretive subjects often have different perceptions and preconceptions of the interpretive objects. Legge is committed to letting the West understand Chinese culture; Xu Yuanchong, who knows the essence of Chinese culture, not only spreads the culture, but also spreads the essence of Chinese culture and promotes Chinese culture. The two have different historical positions and missions. The focus of the translation of the Book of Songs is also thousands of miles away. Eventually formed the "Book of Songs" of the two schools. Li James 's Book of Songs focuses on the translation of poems without showing the rhyme. , Fully show the beauty of Chinese poetry.

### 4.2 Comparative Analysis from the Perspective of Normative Translation

"Xin, Da, Ya" is a high-level summary of traditional Chinese translation.

James has always held the view of "belief". He believes that "belief" is the primary criterion for translation. To a large extent, his translated works are largely loyal to the original work. They believe that the original text should not be excessively explained, and their own subjective assumptions should not be excessively included in the translation. Instead, the willingness of the author's work should be maintained as much as possible. Always believe: "If you are not faithful to the original text, there is no need to do translation. Excessive explanation is not translation but actual rewriting."

Xu Yuanchong's The Book of Songs has always adhered to this point. He firmly believes that "belief, expressiveness and elegance" are three indispensable components of translation, with "elegance" as the core. The translation of poetry must be "expressive." "Expression" is to convey the expression of the original author as much as possible, mainly including conveying the form of poetry, the tone of poetry, the image of poetry, and the rhetoric of poetry; Sub-meaning, more importantly express deep meaning. In the process of translation, we must learn from the translation results of the predecessors, and then translate them. The reference to the current translation can improve the quality of the translation and thus form a better translation. Not only the translation is the text, but also the traditional Chinese culture of translation.

Regal Jacob's translation strictly follows the original text, both in structure and text, and Xu Yuanchong's translation allows the West to understand the connotation of

our Chinese culture as much as possible.

### 4.3 Contrast Analysis from the Perspective Fusion

Throughout the translation of *The Book of Songs* by James and Xu Yuanchong, the two are the products of the fusion of their respective horizons with the original text horizon. Due to the different historical nodes and perspectives of each other, the translations are also very different, each with its own characteristics.

Jacob's translation mainly uses literal translation, and the original meaning can be translated. Sentences vary in length, with the shortest being only three words and the longest being as long as ten. The selected vocabularies are all advanced and complex vocabulary, such as irresistible, illustrious, penetrating, and reporting. And use "O" to segment in the translation background. Its translation has failed to bring a good reading experience to the target readers.

Xu Yuanchong's translation is relatively simple in terms of words, neatly structured, and basically consists of four to six words. Every two sentences are rhymed and marked with rhyme feet, so as to increase the musical beauty of poetry, to worship the solemnity and solemn sight of the three kings during the online Zhao dynasty. And use explicit translation techniques to dig deeper into the original content. The use of words such as Ardour, [of the kindom], in harmony, blend, careful and exact, happiness and dignity enables the readers of the translation to obtain a reading experience similar to that of the original readers. A large number of footnotes explain the phenomenon of rhyme, and divide the rhythm into "Wang, Kang, Huang, Fang, Ming" and "Huang, Jiang, Rang, Jian, Fan".

### 5. Conclusion

Based on the above-mentioned comparative analysis, it is not difficult to see the differences between the two translations of Legge and Xu Yuanchong, although they translated the Chinese ancient literature "Book of Songs" from different angles. "Ya" is closer to the depth of literature. Both have made great contributions to the ancient Chinese culture going global. While awe them, we should also keep in mind that the translation industry is endless and requires constant innovation. Based on the historical analysis of understanding, the normativeness of translation, and the fusion of perspectives, the article proposed in this article can effectively focus on the similarities and differences in the translation process of the translation. This comparative research method promotes the study of translation of ancient literature, has important theoretical and practical value, and plays a positive role in the spread and promotion of Chinese ancient literature.

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## ARTICLE

# A Comparative Study on The Personality Differences Between Tibetan and Chinese College Students——Look at Temperament Types in Paintings

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### ABSTRACT

**Objective:** To explore new ideas by comparing the individual differences reflected in the paintings of Tibetan and Han college students, in order to better carry out the mental health education of Tibetan college students to accumulate information. **Methods:** Firstly, according to the four temperament types, the painting characteristics were classified. Secondly, by comparing and analyzing the painting characteristics of 1221 college students' HTP test (including 704 Han people, 517 Tibetan people, 403 male students and 818 female students), it is found that there are significant differences in the characteristics of line, disorder degree and facial features emphasis in the paintings of Han and Tibetan college students. **Results:** There are significant differences between Han and Tibetan college students in Sanguine temperament dimension ( $t = -5.066$ ,  $P < 0.05$ ). **Conclusion:** People with different temperament types often have different thinking and behavior styles, Tibetan college students have been influenced by their own culture and traditional habits since they were young, with obvious personality characteristics, therefore, it is better to carry out ideological and political education or psychological assistance on the basis of understanding their psychological and behavioral characteristics and combining their personality characteristics.

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## 1. Introduction

Personality includes temperament and character. Temperament is a dynamic psychological characteristic of psychological activities in terms of intensity, speed, stability and flexibility. It's what we often call temper, disposition or disposition. In many studies, Hippocrates' theory of temperament type is the longest spreading one. He divides human temperament into four types: Choleric temperament, Sanguine temperament, Phlegmatic temperament and Melancholic temperament. There is a corresponding relationship between Pavlov's theory of higher neural activity types and the four temperament types, which can be regarded as the physiological basis of temperament types. In addition, Eysenck's theory of personality dimension is very famous. He attributes personality traits to three basic dimensions: introversion, extraversion, neuroticism and psychoticism, and then constructs a three-dimensional model of personality. Eysenck also uses the two dimensions of introversion and extraversion and neuroticism as the coordinate axis to form a rectangular coordinate system, and the combination of different degrees of performance in each dimension constitutes four different types of personality, these four types coincide with the four temperament types of Hippocrates. It can be said that many achievements have been made in the study of temperament and character at home and abroad, but there are not many reports on the research of temperament characteristics and types of Tibetan<sup>[1]</sup>.

Ethnic minority college students are the pillar of regional development. To carry out ideological and political education and psychological guidance is an important link in talent training. To explore the personality characteristics of Tibetan college students, on the basis of mastering their temperament types, ideological and political education and mental health education combined with national characteristics will be more conducive to their absorption of new ideas, and then improve the educational effect. Because when communicating with people, if we can grasp the character characteristics of each other quickly and accurately, it will be conducive to the development and promotion of the topic. Tibetan college students are enthusiastic and simple, but due to the constraints of objective conditions, the level of education development in Western China is not as developed as that in eastern China. In addition, the native language of Tibetan college students is Tibetan, so the Chinese expression ability of Tibetan college students is weaker than that of Han Students. However, most of the traditional personality tests are written tests, which are basically Chinese versions. If we can grasp the personality characteristics of Tibetan college students

quickly and effectively, it will undoubtedly bring in the psychological distance between teachers and students<sup>[2-3]</sup>.

Painting psychology provides a good way for this. Personality characteristics will affect behavior, and painting is a kind of behavior product. Therefore, the analysis and research of painting can reverse the temperament type of subjects to a certain extent. The psychological meaning and personality characteristics represented by painting characteristics have always been the important content of the study of Fang Shuren's painting test. At present, the basic cognition of the research content of painting test on personality characteristics includes: The role of personality projection of figure painting published by Karen Machover (1949) discusses the problems of figure painting and personality traits. Tree painting is a self-portrait. Compared with figure painting, tree painting has lower defense and is a good projection method (Buck, 1948). The root represents the relationship with reality, and the trunk represents self-strength (Ramirez, 1983). The characters in the painting can reflect the unconscious self-image of the subjects (Zhang Tongyan, 2007)<sup>[4-6]</sup>.

On the basis of other studies, this study discusses the temperament types and characteristics of Tibetan and Han college students. The purpose of this study is: 1) To explore a relatively simple and easy to operate quantitative method for the evaluation of temperament types. 2) This paper analyzes the characteristics of temperament types of Tibetan college students. 3) To explore whether there are differences in temperament types between Tibetan and Han college students, so as to provide reference materials and accumulate relevant data for improving the education of Tibetan college students.

## 2. Research Objects and Methods

### 2.1 Research Object

1260 college students were randomly selected as subjects, and 1221 valid questionnaires were collected (704 of them are Han nationality, 517 of Tibetan nationality, 403 of boys and 818 of girls). The age of subjects is between 17-25 years old.

### 2.2 Research Methods

#### 2.2.1 Test Method

Preparation: 1) Each subject should be provided with a piece of A4 paper and pen of the same model; 2) In order to avoid mutual influence during the test, the subjects should sit separately to avoid seeing others' questionnaires; 3) Keep the classroom quiet and not be disturbed at will.

Test method and painting theme: group test ,House-Tree-Person .

Instruction: “please lay A4 paper horizontally and draw houses, trees and people on it. To include these three things, other things can be added at will. The time is 12 minutes. Please raise your hand for help.”<sup>[7]</sup>

### 2.2.2 Classification and Coding

Classification: By searching the data, the characteristics of four typical temperament types of individual painting are listed, and the classification items and coding standards are determined according to the existing feature interpretation system. For example, 1) People with choleric temperament have low sensibility, high tolerance, rapid, strong and lasting emotion, and rapid, strong and powerful action. This type of person is more straightforward, enthusiastic, energetic, irascible, moody, emotive and extroverted. So their paintings are relatively large and rough. 2) People with sanguine temperament have low sensibility and high tolerance. They are vigorous, lively, enthusiastic, sociable, compassionate and flexible in thinking. They are also prone to be changeable and impetuous. Therefore, the painting with sanguine temperament is large and full. There are usually many people in the picture, and people are basically in motion. 3) People with phlegmatic temperament have low sensibility and high tolerance. The person with this temperament is calm, tolerant and restrained, has regular life, does not distract himself from unrelated matters, works hard, has durability, has a serious attitude, is not humble or overbearing, does not love empty talk, and is serious. However, he is not flexible enough, his attention is not easy to shift, is conservative, and often lacks enthusiasm. Their picture size is moderate, the figure body is square, and the description is more detailed. 4) People with melancholic temperament have high receptivity and low tolerance, and their emotional production is very slow, but their emotional experience is profound, lasting, powerful, and highly emotional susceptibility. People with melancholic temperament are cautious, pursue perfection and are prone to indecision in the face of difficulties. Their paintings are usually small, the lines are very thin and light, very detailed, and painted or blackened.

The following are four types of temperament dimensions and corresponding classification items: 1) Choleric temperament: 34 items, such as large picture, simple and rough content, and heavy pen strength; 2) Sanguine temperament: 20 items, such as large picture, rich content, smooth lines, and character movement; 3) Phlegmatic temperament: moderate picture size, there are more long lines in the picture and the figure of human body in the painting is square there were 24 items in total; 4) Melan-

cholic temperament: small picture, there are many black spots in the painting, relatively small characters, rigid standing, etc. there were 38 items in total.

Coding: 0,1 score is used, binary variable index is used for coding. If there are painting features that are consistent with the coding items in the painting, 1 score will be given, otherwise 0 score will be given. The coding personnel are all college students with relevant training.

Score: the score is based on the numerical hierarchy. The sum of the scores of each temperament type is the score of that temperament type. The final rating standard is divided into five levels, from not obvious to very obvious. There are four levels: not obvious, less obvious, more prominent and very prominent.

## 3. Results

### 3.1 Comparison of Painting Characteristic Codes between Han and Tibetan College Students

According to the four temperament types, after selecting the painting indicators, score according to whether there is 0,1, and carry out  $\chi^2$  test on the scores. It is found that there are differences between groups in about half of the coding items of Han and Tibetan college students, and the specific values are shown in Table 1.

**Table 1.** Comparison of coding characteristics of four temperament types

	significant difference	No significant difference	Total number of projects
Choleric temperament	15	19	34
Sanguine temperament	12	8	20
Phlegmatic temperament	13	11	24
Melancholic temperament	17	21	38
Total	57	59	116

In Table 1, in the dimension of Choleric temperament, there are 15 painting features with significant differences, taking the feature short lines as an example, according to the statistical results, there are 295 students of Han nationality, accounting for 42.0% of the students of Han nationality 257 Tibetan college students, accounting for 49.7% of Tibetan students, have this characteristic, and the chi square value is 7.217 ( $P = 0.007$ ). The other 14 chi square values are: The strength of the pen is 15.595 ( $P = 0.000$ ), the picture is messy 26.973 ( $P = 0.000$ ), the sharp part is 11.706 ( $P = 0.001$ ), the whole is monotonous 5.723 ( $P = 0.017$ ), there is smear on the painting 9.164 ( $P = 0.002$ ), there are 2-3 black spots on the painting 25.158 ( $P = 0.000$ ), there are more than 4 black spots on the painting, 18.294 ( $P = 0.003$ ), the house is larger 20.268 ( $P = 0.000$ ), there

are many figures in the painting 16.387 ( $P = 0.001$ ), the figure in the painting is larger 13.392 ( $P = 0.037$ ), the figure in the picture is in the state of movement 10.545 ( $P = 0.014$ ), the figure emphasizes mouth 17.010 ( $P = 0.009$ ), in the painting, the arm of the figure is blackened 4.592 ( $P = 0.032$ ), the lower limbs of the figure are blackened 15.088 ( $P = 0.000$ ). The differences between Han and Tibet in the above characteristics are significant, while the differences in other characteristics are not significant,  $P > 0.05$ .

The number of painting features with significant differences in other temperament types are as follows: Sanguine temperament: there are 12 items, such as the shape of branches, the size of human paintings, and other objects on the paintings; Phlegmatic temperament: there are 13 items in the picture, such as the size of trees, the eyes and ears of people; Melancholic temperament: 17 items, the picture is very small, the lines are thin, there are fences or ditches in the picture, the painting is blackened more,

**Table 2.** Percentage of temperament type distribution of Tibetan and Han University Students

Temperament type	Number	% of total	Han population	Percentage of Han nationality	Tibetan population	Percentage of Tibetans
Choleric temperament	101	8.27%	60	8.52%	41	7.93%
Sanguine temperament	157	12.86%	77	10.94%	80	15.47%
Phlegmatic temperament	89	7.29%	52	7.39%	37	7.16%
Melancholic temperament	22	1.80%	21	2.98%	1	0.19%
Choleric temperament+ Sanguine temperament	14	1.15%	7	0.99%	7	1.35%
Choleric temperament+ Phlegmatic temperament	91	7.45%	46	6.53%	45	8.70%
Choleric temperament+ Melancholic temperament	54	4.42%	39	5.54%	15	2.90%
Sanguine temperament+ Phlegmatic temperament	55	4.50%	34	4.83%	21	4.06%
Sanguine temperament+ Melancholic temperament	97	7.94%	49	6.96%	48	9.28%
Phlegmatic temperament+ Melancholic temperament	41	3.36%	17	2.41%	24	4.64%
Mixed temperament	500	40.95%	198	38.30%	302	42.90%

etc. Among them, there are 6 Tibetan students who have single line trunk in their paintings, accounting for 1.2% of the Tibetan group, while there is no single line trunk in the Han group. There are 161 Tibetan students with single branches, accounting for 31.2% of the Tibetan group. There were 130 Han students, accounting for 18.5% of the Han group.

### 3.2 Distribution of Temperament Types of Han and Tibetan College Students

After the scores of each subject are determined according to the same standard, the scores of each subject's four temperament dimensions are calculated respectively, and the temperament types of Tibetan and Han college students are divided to determine the temperament types of each subject. The specific distribution is shown in Table 2.

In Table 2, there are 13 types of temperament of college students. From table 2, it can be seen that: 1) The number of students with high scores of single temperament is relatively small, most of them belong to mixed type, accounting for about 70%. 2) The number of Tibetan college students with Sanguine temperament is less than that of Han college students, and the score of this dimension is also less than that of Han college students. 3) The number of Tibetan college students with Melancholic temperament is less than that of Han college students, but the score of this dimension is higher than that of Han college students (Table 3).

### 3.3 Comparison of Personality Differences between Tibetan and Han College Students

**Table 3.** Comparison of painting characteristic scores of four temperament types between Han and Tibetan College Students

	Han College Students (n=704)	Tibetan College Students (n=517)	t	P
Choleric temperament	6.41±2.363	6.25±2.489	-1.208	0.227
Sanguine temperament	4.43±2.525	3.73±2.195	-5.175	0.000
Phlegmatic temperament	7.05±3.355	7.13±5.325	0.338	0.736
Melancholic temperament	6.23±2.093	8.28±2.44	0.900	0.368

Through the t-test of the scores of four dimensions, there is a significant difference in Sanguine temperament dimension between Han and Tibetan college students. The average scores of Phlegmatic temperament and Melancholic temperament of Tibetan students were higher than that of Han students, research Choleric temperament scores us, Tibetan college students are lower than Han

college students, there is no significant difference in the scores of these three dimensions,  $P > 0.05$ . The results are shown in Table 2. The above results show that there are some differences in temperament types between Tibetan and Han college students, and the differences and reasons need to be proved by further research.

#### 4. Discussion

1) There are some differences in temperament types between Tibetan and Han college students. Education should be individualized. According to the temperament characteristics of different students, we should have a good command of them. On the one hand, we should actively find their advantageous resources. On the other hand, we should be good at guiding the bad behaviors caused by their personalities. We should not label or criticize them at will. It is difficult to persuade people with strong psychological defense, so we should pay attention to conversation and education to avoid ineffective communication, so as to achieve good educational effect<sup>[7]</sup>.

2) Most of the data in this study are similar to the research results of Liu Ping, Tao yuancen, Dawa Puchi, Pubuciren, etc. It has been proved that through the analysis of HTP test, we can infer the personality characteristics of the subjects, and the method is simple, easy to use, quantifiable, and can be used for individual test as well as general survey. It can be used as an auxiliary tool for text test to further improve the accuracy of the test<sup>[7-9]</sup>.

3) This study also confirmed that most of the people are a mixture of temperament, and there are some differences in temperament types between Tibetan and Han college students. This shows that although temperament type is restricted by the innate nervous system, it may also be related to the influence of the environment of the individual's postnatal life, such as culture, folk custom, education, religion and other factors. The reasons for the differences of temperament between Tibetan and Han college students

need to be proved by further research<sup>[10]</sup>.

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## ARTICLE

# From Text to Field: Study on the Intercultural Communication of Music in Collection of Chinese Works and Translations by Matteo Ricci from the Perspective of Maritime Silk Road

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### ABSTRACT

In this paper, with *Collection of Chinese Works by Matteo Ricci* written by Zhu Weizheng and *A summary Interpretation of Chinese literature of Matteo Ricci in Ming and Qing Dynasties* written by Tang Kaijian as major research texts and historical basis, as well as intercultural communication as the major research method, the aesthetic adaptation of native music of traditional Chinese music, etiquette, sacrifice and religious customs under the description of Matteo Ricci is discussed and interpreted from the perspective of the spread of musical culture of the Maritime Silk Road, four stages of field investigation are planned, and related musical activities and local musical phenomena appearing in his literature have an on-site visit. In this way, the vital position and historical significance of Matteo Ricci's cultural missionary activities in the music communication on the Maritime Silk Road are obtained.

## 1. Introduction

Matteo Ricci and other western missionaries, from Rome to Lisbon, Coimbra to Goa, Gochi of India to Macao of China (1577-1582), finally arrived in Chinese Mainland. In China, they lived in Zhaoqing, Shaozhou, Nanchang, Nanjing, Beijing and other cities from south to north that have close relationship with Maritime Silk Road. The missionary road serves as a way of communication between China and the West, which integrates religion, academics, science and musical culture.

Professor Zhu Weizheng is a famous historian in China.

His book, *Collection of Chinese Works by Matteo Ricci*, is a complete work of "Matteo Ricci's most translated works so far, with reliable edition, careful collation and accurate punctuation"<sup>[1]</sup>, which "reflects Matteo Ricci's historical achievements in Chinese culture in the late middle ages"<sup>[2]</sup>. The book collects existing works written or translated in Chinese by Matteo Ricci from his entry into the mainland of China in August 1583 to his death in Beijing in May 1610. *A summary Interpretation of Chinese literature of Matteo Ricci in Ming and Qing Dynasties* contains Chinese bibliographic files of Ming and Qing Dynasties related to Matteo Ricci (the scientific and theological works in Zhu Weizheng's book of *Collection of Chinese*

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*Works by Matteo Ricci* are not included). The two famous books complement each other in the studies of Matteo Ricci's Chinese literature. Therefore, in this paper, the author believes that it is necessary to combine the research of Chinese literature of Matteo Ricci and the method of intercultural communication to visit the places that have appeared in the literature during field investigation.

The author divides the field investigation into four stages according to the route of Matteo Ricci's missionary activities in Chinese Mainland from south to north: Guangdong Province (Zhaoqing, Shaozhou and Guangzhou, the provincial capital of Guangzhou Province), Nanchang, the provincial capital of Jiangxi Province, Nanjing, the provincial capital of Jiangsu Province, and Beijing, and the capital of China.

## 2. The Beginning of the Field Investigation

The first stage, the beginning of the field investigation as well as the focus of the investigation, lasts two months. This stage is conducted in Guangdong Province to investigate the relationship between Matteo Ricci's impression of musical culture at his initial arrival of China and local opera in Guangdong. The author will visit three cities where Matteo Ricci lived in Guangdong: Zhaoqing, Shaozhou and Guangzhou, and discuss the influence of local musical culture of Guangdong on music communication of the Maritime Silk Road. In Zhaoqing, the author will go to the site of Xianhua Temple, the first church built by Matteo Ricci and Michele Ruggieri in mainland China, and visit Matteo Ricci China-West Cultural Exchange Exhibition Hall, the first exhibition hall with the theme of Matteo Ricci in China. From September 10, 1583 to August 24, 1589 in Zhaoqing, "Matteo Ricci set up an exhibition room in Catholic church 'Xianhua Temple', the first building with European architectural style in mainland China, to display artifacts and science representing European civilization at that time, such as clocks, statues, musical instruments, pictures, relief maps, astronomical instruments, mathematical calculation methods and western language figures (In addition to the Catholic classics, most of them are books on geography, mathematics, astronomy, machinery, water conservancy, and architecture). He also humbly received many visitors and patiently explained relevant scientific knowledge to them"<sup>[3]</sup>. The study of the origin, history and geographical environment of Xianhua Temple, the first Catholic church site in mainland China, will have a deeper understanding and analysis of Matteo Ricci's Chinese works, and will also add connotation to describe the music communication blueprint of the Maritime Silk Road. "Shaozhou, known as Shaoguan of Guangzhou today, is an important

transportation junction of Lingnan and Central Plains, and thus it serves as a vital town for trade in Guangdong. At the end of Ming Dynasty, Matteo Ricci and other missionaries came to Shaozhou, which was an important station for missionary activities in the Central Plains. At present, the academic circles have discussed the missionary activities of Catholicism in Zhaoqing, Nanchang, Nanjing and Beijing in detail, but the status of Shaozhou in the Catholic missionary activities is rarely discussed."<sup>[4]</sup> Shaozhou is Matteo Ricci's second stronghold in China, and it is also a turning point for him to learn Chinese Confucian culture and understand Chinese folk customs. The author will make an in-depth research on the folk opera, such as Tea-picking Opera in northern Guangdong, analyze its rich and unique singing and dancing forms such as flower drum and festive lantern, and experience the local music performance form and culture when Matteo Ricci lived there. "The ancient Silk Road in China can be divided into land route and sea route. The former was originated in Chang'an (Xi'an) and the latter in Panyu (Guangzhou)."<sup>[5]</sup> The author will spend about a month in Guangzhou collecting more materials of the folk music activities during the period of Matteo Ricci. As the many religious rites are described in Matteo Ricci's Chinese literature, the author will participate in annual Shui-Lu rites in Guangxiao Temple of Guangzhou in which he lived. Shui-Lu rites, with the full name of Dharmadhatu Shengfan (four classes of saints and the six realms of sentient beings) Shui-lu (sea, land and air) Pudu (take across sentient beings universally) Lent Festival, is a kind of practice method of Han Buddhism and the most grand and ceremonious dharma assembly in Han Buddhism. Although it is a religious rite of Han Buddhism, the author believes that the festival is helpful to understand the deep meaning of Matteo Ricci's description of Chinese music and the aesthetic thought of music reception.

## 3. The Second Stage of the Field Investigation

The second stage lasts a month with the focus on the relationship between Matteo Ricci's adaptive strategies and the thought of sacrificial culture of Chinese Taoism (Longevity Palace culture in Nanchang). The author will come to Nanchang, the provincial capital of Jiangxi Province where 73 ancient tombs were found in Qixingdui six-dynasty tombs in 2019. "More than 700 unearthed relics demonstrate the prosperity of Maritime Silk Road under the governance of Sun-wu Regime, which is the important materials for the study of Maritime Silk Road and has great significance and academic value for the study of Nanchang's local history and urban changes"<sup>[6]</sup>. The three years of Matteo Ricci's stay in Nanchang and

his valuable Chinese works and translations further prove the important position and role of Nanchang in the study of musical culture communication of the Maritime Silk Road. "During the three years of Matteo Ricci's stay in Nanchang from June 1595 to June 1598, he created, finished and printed his first two Chinese works *The Treatise on Friendship* and *A Treatise on Mnemonics (The Memory Palace of Matteo Ricci)* as well as *The True Meaning of the Lord of Heaven*, a book with great efforts combining theology and Confucianism. In addition, it is the first time that he introduced the world map, astronomy and geography to the officials, common people and gentry of Nanchang. As a result, his activities in Nanchang are the starting point for what he did in China to reach a new climax, which is worth exploring"<sup>[7]</sup>. When Matteo Ricci passed Nanchang for the first time in June 1595, he got off the boat and visited the Longevity Palace, a temple dedicated to worshipping Taoism. The Longevity Palace was built in 312, the sixth year of Emperor Yongjia in the Jin Dynasty, to commemorate Xu Jingyang Zhenjun (a title in Taoism), the protection god of Jiangxi people as well as the founder of Jing Ming School of Taoism, with the ancient name of Jingyang Ancient Memorial Temple at this time. In the Tang Dynasty, Emperor Yizong heard that Xu Zhenjun had used iron pillar to control demons, so he named it "Iron Pillar Temple". During the Cultural Revolution period in 1966, the Longevity Palace was devastated where the god statues and musical instruments for religious rites were set on fire, and the palace was demolished. Now there is only a section of broken wall as well as dilapidated walls of Sanyuan Palace and Chenmu Palace. At present, the original site of Longevity Palace, where Matteo Ricci once visited, was rebuilt and Nanchang Longevity Palace Museum is established to restore the Ganshang culture. It has become a characteristic block and city card embodying the marketplace culture and conditions of the people in Nanchang, and a historical and cultural block integrating history, religion, culture, art, tourism, sightseeing, folk customs, gatherings, leisure, shopping, catering and entertainment. The grand occasion is the same as what Matteo Ricci wrote in his biography 400 years ago: "The temple is grand where business is developed both inside and outside. It is very lively as if there was a commerce exhibition every day". In China, "the belief system, deities, rituals and monks of Buddhism and Taoism are often used in different forms of decentralized religions such as ancestor worship, folk deities and morality-politics worship rituals"<sup>[8]</sup>. To further study the Taoist musical culture and thought in Nanchang when Matteo Ricci lived there, the author will also go to another famous Longevity Palace in Nanchang, Xishan (Yulong) Longevity Palace, to

participate in the temple fair and birthday congratulation activities with performance of Chinese opera held in August every year. During the birthday of Xu Jingyang, three days before and after 27th day of the first month of the lunar year, Yulong Longevity Palace invites the ancient theatrical troupe to perform the ancient Chinese opera to celebrate Xu's birthday for three days and nights.

#### 4. The Third Stage of the Field Investigation

In the third stage, the author will come to Nanjing for about two-month field investigation. In this paper, the sacrificial music and dance in Confucius Temple in Nanjing are investigated and the detailed description of the ceremony of offering sacrifices to Confucius in Nanjing written by Matteo Ricci in 1599 is compared with the former, so as to find out the integration and conflict between Catholicism and Confucianism in music and sacrificial ceremony under the background of music communication of the Maritime Silk Road. Nanjing, located in Eastern China and the lower reaches of Yangtze River as well as along the sea as the provincial capital of Jiangsu Province, is the one of the first national historical and cultural cities, an important birthplace of Chinese civilization, and a long-term political, economic and cultural center in southern China. Although Nanjing is a non-coastal city, it is closely related to the Maritime Silk Road. "Nanjing, as the origin of the Maritime Silk Road, the place of ship building, the main port of departure and the place of gathering materials and personnel, has successively discovered and preserved many historical sites". In the "Maritime Silk Road · Chinese historical development" determined by the National Cultural Heritage Administration in March 2016, Nanjing has four sites declaring world cultural heritage: Nanjing Longjiang Shipyard site, Tomb of Zheng He, Tomb of Hong Bao and Tomb of Burni, which verifies Nanjing is one of the most direct, significant and far-reaching cities affected by the Maritime Silk Road among the famous historical and cultural cities in China"<sup>[9]</sup>. Every year on September 28, Nanjing's Confucius Temple will hold a grand ceremony to worship Confucius and sages with solemn rites. In the field investigation of Nanjing, the comparison of ancient sacrificial music and dance for Confucius in contemporary China and under the description of Matteo Ricci is the focus of the research. The author will make an on-the-spot investigation from the aspects of etiquette, music, sacrificial vessel, musical instruments, and music and dance procedures. "*Ritual Music at Confucian Temple over the Past Dynasties in China* written by Jiang Fan and Ai Chunhua as well as *Labanotation 3: Ancient Chinese Dance Notation from the 16th century B. C. to 1911 A. D.* created by Peng Song and Feng Bihua are great works to

study the music of offering sacrifices to Confucius, which fills in the blank in the history of ancient music and dance<sup>[[10]]</sup>. The author will make full use of the existing literature, connect the history with the field, and combine the on-site text (field investigation) with the historical text (written literature), so as to reflect the reality, goodness and beauty of Confucius' thought related to rites and music.

## 5. The Last Stage of the Field Investigation

In the fourth stage (the last stage of the field investigation), the author will carry out field research for two months in Beijing, the capital of China that is also the last station in which Matteo Ricci lived in China. The investigation is mainly carried out in the Forbidden City (The Palace Museum), Xuanwumen Catholic Church (participating in Chinese Mass) and Tomb of Matteo Ricci, and the significance of Matteo Ricci's musical missionary activities (presenting western musical instruments and writing Chinese lyrics) to China is analyzed. In 1598, Matteo Ricci stopped in Beijing for a short time and tried twice to give some musical instruments and articles to Emperor Wanli (Emperor Shenzong in Ming Dynasty) as gifts. However, it was not until 1601 that "Matteo Ricci and other missionaries were allowed to live in Beijing for a long time and were called into the Forbidden City of Beijing as European envoys"<sup>[[11]]</sup>. These gifts include pictures of God and Goddess, Lord's Prayer, crosses inset with pearl, talking striking clocks, Records and Maps of All Nations, and a piano, all of which are so precious that they are collected in the Palace Museum of the Forbidden City. The author will visit the Palace Museum, which will help to understand the cultural value of the cultural relics of the Maritime Silk Road today. As Shan Jixiang, President of the Palace Museum, said, "Most of the rich collections of the Palace Museum come from the former palace collections, among which the cultural relics related to the Maritime Silk Road are inextricably linked with the cultural life at that time, and even have a significant impact on the palace art". Xuanwumen Catholic Church is the second station of field investigation in Beijing. "After dispelling all kinds of doubts and gaining wide support from political forces, Matteo Ricci founded the first church in Beijing, the Xuanwumen Catholic Church (commonly known as the South Church) in 1605, which ushered in the wide and tortuous spread of Catholicism in Beijing"<sup>[[12]]</sup>. This church is now the bishop church of Beijing parish, and this parish has more than 5000 members currently. There are three masses on ordinary days and four masses on Sunday, including masses in Chinese, Italian

and Latin. At 10:00 a. m. on Sunday, it is an English mass for diplomats, foreign businessmen, overseas students and tourists in Beijing. South Church parish holds various religious sacraments and activities for Chinese and foreign believers. "Matteo Ricci's 'Confucianised' Christian *the True Meaning of the Lord of Heaven* is an important catechism work that deeply affects the history of Chinese Christianity. In this book, he demonstrated in detail that God, with immortal soul, is the creator and the master of the universe, preached the views such as that people should pursue goodness and avoid evil and there must be heaven as rewards and hell as punishments after death, as well as incomplete Christology (God is born as a man), and resorted to Confucian classics and natural rationality"<sup>[[13]]</sup>. The author will combine Matteo Ricci's *The True Meaning of the Lord of Heaven* with participation in Chinese mass to explore the communication characteristics, the use of musical language and the ritual environment for mass in China. The Tomb of Matteo Ricci is the last station in Beijing. "Matteo Ricci lived in China for 28 years, and died of an illness in Beijing in 1610 (the 38th year during the governance of Emperor Wanli in Ming Dynasty)"<sup>[[14]]</sup>. Emperor Shenzong granted permission to bury Matteo Ricci in Beijing at the request of the ministers. Through the investigation of the historical changes of the Tomb of Matteo Ricci and the Emperor's emphasis on the exceptional high standard arrangement of his tomb, the author obtains Matteo Ricci's experience, which is to understand, respect and actively adapt to the traditional Chinese etiquette and customs, adapt to local conditions and do as the Romans do. His experience is important and urgent for deep introspection and re-promotion of the intercultural communication (note of the author: in this study, it refers to the communication of musical culture of the Maritime Silk Road) in the 21st century under the background of globalization.

"Matteo Ricci is the first person to achieve communication between Chinese and western music. He introduced western religious music to the East, as well as Chinese opera, sacrificial music and folk music to the West"<sup>[[15]]</sup>. The discussion and interpretation of the characteristics of traditional Chinese music, etiquette, sacrificial offering and religious customs under the description of Matteo Ricci from the perspective of East-West musical culture communication of the Maritime Silk Road has innovative significance to the study of Matteo Ricci's communication of Chinese and western musical culture of the ancient Maritime Silk Road in the 21st century and provides reference for China-West music exchange and communication of "the Belt and Road" in the current stage.



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**ARTICLE**

# Campus Economic Analysis Based on K-Means Clustering and Hotspot Mining

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**ABSTRACT**

With the advent of the era of big data and the development and construction of smart campuses, the campus is gradually moving towards digitalization, networking and informationization. The campus card is an important part of the construction of a smart campus, and the massive data it generates can indirectly reflect the living conditions of students at school. In the face of the campus card, how to quickly and accurately obtain the information required by users from the massive data sets has become an urgent problem that needs to be solved. This paper proposes a data mining algorithm based on K-Means clustering and time series. It analyzes the consumption data of a college student's card to deeply mine and analyze the daily life consumer behavior habits of students, and to make an accurate judgment on the specific life consumer behavior. The algorithm proposed in this paper provides a practical reference for the construction of smart campuses in universities, and has important theoretical and application values.

**1. Introduction**

With the advent of the era of big data and the development and construction of smart campuses, the campus is gradually moving

towards digitalization, networking and informationization. In order to achieve the digital construction of the campus, the campus card, as the basic project and an important part of the smart campus, is widely used in universities. At present, universities have established a com-

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prehensive campus card system<sup>[1]</sup>. The data described by campus card in different places, times and atmospheres have different values<sup>[2]</sup>. Therefore, mining the consumption data of the campus card can roughly reflect the students' daily consumption behavior habits, calculate the core components of the campus economy, and provide a practical reference for the optimization construction of smart campuses in universities.

Traditional consumer behavior surveys are mainly based on questionnaire surveys. The shortcomings of this survey method are mainly: the amount of data is small, and there is no continuity. It can't make effective predictions. The sorted data has the disadvantages of one-sidedness and poor timeliness. Aiming at the shortcomings of the questionnaire survey, this paper proposes a hot data mining algorithm based on K-Means clustering, which deeply mines the consumption data of the campus card, integrates the scattered consumption data into specific categories through K-Means clustering, and deep mine the potential value of consumption data. This algorithm deeply explores the student's consumption habits and library borrowing habits. It has certain guiding significance for the construction of university libraries and life services, and provides a practical reference for the better construction of university smart campuses. The algorithm the application of this method has important theoretical and practical value to the research of campus economy.

## 2. Current research situation at home and abroad

Campus economy, as an important part of economic regionalization, is a manifestation of the development of economic regionalization, and has become the focus of research by many scholars at home and abroad. Xu Juan<sup>[3]</sup> used questionnaires to investigate the views of students in higher vocational colleges; Zhang Chunhua<sup>[4]</sup> and others used 448 questionnaires combined with a factor analysis algorithm to analyze the influencing factors of college students' online gaming consumption behavior; Liu Shangjun<sup>[5]</sup> and others passed questionnaires Investigate and combine Excel and Spss to analyze the consumption behavior of liquid milk from the perspective of product marketing 4p; Ren Jinhua<sup>[6]</sup> based on the principle of information entropy to construct an index to quantify the law of student consumption activities.

In recent years, domestic and foreign scholars have dedicated themselves to researching various fields through data analysis and machine learning technology. Liu Jian<sup>[7]</sup> applied machine learning and data analysis to tumor

gene research, and proposed a double clustering algorithm based on regularized principal component analysis of double hypergraphs; Li Jianwei<sup>[8]</sup> analyzed online learning risks and made corresponding predictions through logistic regression; Ye Yu<sup>[9]</sup> and others performed greening visibility data analysis based on machine learning to achieve large-scale analysis and obtain high-precision results; An Qiangqiang<sup>[10]</sup> and others based on machine learning and applied K nearest neighbor algorithm to improve the communication network The structured task processing efficiency and the clarity of the information feature portrayal; Qi Xuedan<sup>[11]</sup> based on machine learning and random forest algorithm to analyze the classification of Alzheimer's disease in depth.

At present, the research on campus economy mainly uses the traditional survey methods such as questionnaire surveys and visits to analyze the core distribution and composition of campus economy. Such survey methods have the disadvantages of contingency, small data sets, and low authenticity, reflecting the subjectivity and one-sidedness of the data, and cannot truly reflect the underlying core value of the data. The big data analysis system based on machine learning has the advantages of massive data, diverse data, fast speed, and high value, and can objectively and truly reflect the underlying core value of data.

Aiming at the shortcomings of the questionnaire survey and the advantages of big data analysis, this paper proposes a data analysis algorithm based on K-Means clustering and hotspot mining for campus economy, combined with data visualization technology to show the college students' consumption habits, and deeply explore the college student's consumption Habits, the core component of the campus economy is calculated, which can effectively optimize the allocation of resources for smart colleges and universities at the same time, and better fit the daily habits of college students.

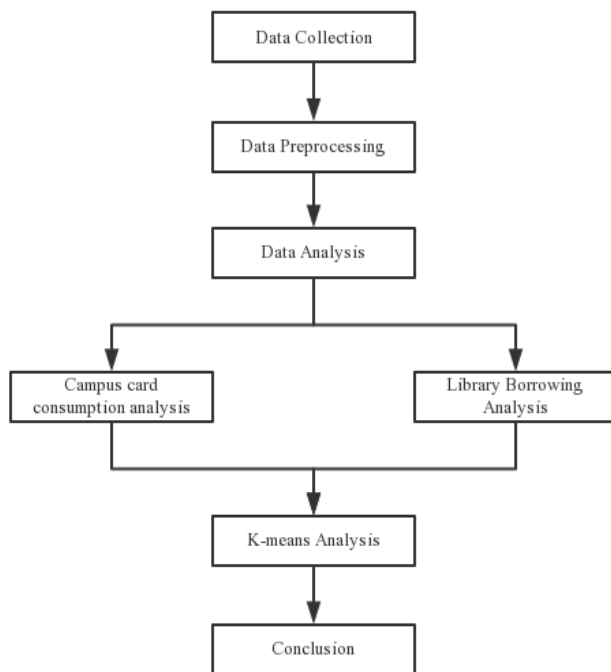
## 3. Campus Economic Research Framework Model

### 3.1 Algorithm Framework Model

As a special consumer group, college students' consumption behavior has always attracted much attention. The purpose of this paper is to analyze and research the data of college student's campus card consumption data and library borrowing books, to deeply dig out the student's consumption habits, and to better analyze the college student's consumption based on K-Means clustering algorithm Behavioral habits, calculate the core components of the campus economy, and build the system

framework diagram shown in Figure 1, the main steps are as follows:

- (1) Collect relevant data of campus card and save it in csv file.
- (2) Collecting data for data preprocessing, including: data integration, data cleaning, and outlier processing.
- (3) Perform multi-dimensional data mining analysis on campus card consumption and library borrowing, and combine data visualization technology to present the analysis results in the form of charts.
- (4) Relying on book borrowing data and campus card consumption data, combined with WordCloud word cloud analysis to predict students' habits and rules of library consumption behavior.
- (5) Based on the K-Means clustering algorithm in Python environment to predict and analyze student consumption.
- (6) Combined with hidden information such as consumption habits, a set of reference indicators for school management and decision-making on students' consumption behavior habits.



**Figure 1.** Campus Economic Analysis Framework

### 3.2 Data Preprocessing

The purpose of this article is to analyze the card data of colleges and universities, so there is no need to crawl the data, and directly call the historical consumption data in the school database. However, the initial data has problems such as inconsistent data, high dimensions, and redundancy, which affect the results of data analysis. In

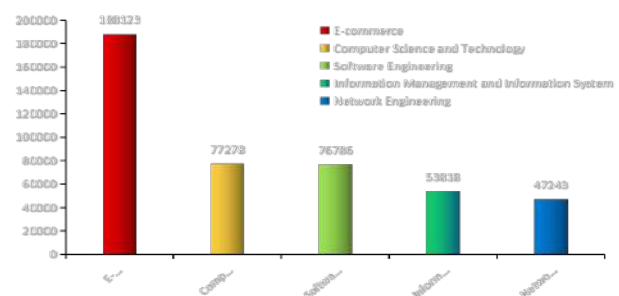
order to improve the quality of data analysis, this paper uses common data preprocessing methods to perform data preprocessing on the collected data, mainly including: data integration and data cleaning. In order to facilitate the comparative analysis of data on daily consumption behavior of college students, cluster analysis of book borrowing and K-Means cluster analysis of daily behavior habits of various students.

## 4. Comparative Analysis of Campus Economic Behavior

Students' daily consumption patterns are diversified, and various factors can lead to differences among consumers. This article will make a comparative analysis of the campus card data of students in each major of the 14-level Information Institute, and dig deep into the factors that affect the differences in consumption between majors. This article will conduct a multi-dimensional detailed analysis based on the historical data of campus card consumption, and conduct a comparative study and analysis of student consumption from multiple angles. It mainly includes: a comparative analysis of the consumption of students in various majors, a comparative analysis of the consumption of students in each canteen, daily consumption behavior and consumption Trend analysis, from the results of the analysis to obtain student consumption information of practical value.

### 4.1 Professional Comparative Analysis

The purpose of this article is to analyze and study the differences between the consumption behaviors of students in various majors. Based on the visual analysis of Echarts, a statistical chart of the frequency of consumption in each major shown in Figure 3 is drawn.



**Figure 2.** Statistics of Consumption Times by Major

Figure 2 shows the total number of times students spend in each major. The highest number of e-commerce purchases is 188,123. The lowest number of network



engineering purchases is 47,243. Because the number of majors is not uniform, the data analysis is one-sided. Based on the number of students in each major, the statistical analysis shown in Table 1 is performed. According to Table 1, it can be seen that the average consumption times of the students in the five major information management and information systems are the largest, about 1794 times per person; the average consumption times of the students in the software engineering department are the lowest, average 1280 times per person; the consumption times of the other three majors are basically flat, All around 1500 times.

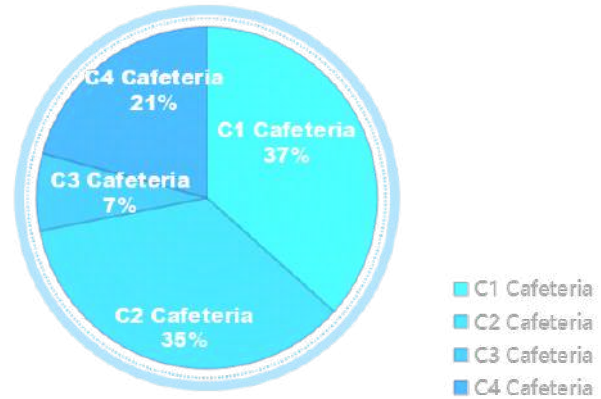
**Table 1.** Per capita consumption statistics by specialty

Professional Title	Total consumption	Number of people	Per Capita
E-commerce	188123	121	1555
Computer Science and Technology	77278	50	1546
Software Engineering	76786	60	1280
Information Management and Information System	53818	30	1794
Network Engineering	47243	30	1575

From the number of consumption, it can be predicted and analyzed that the students of the Information Institute have a higher dining rate in the cafeteria and are accustomed to eating in the cafeteria. Information management and information system students have the highest dining rate in the cafeteria. Software engineering students may be accustomed to ordering takeaways or going to off-campus stores for meals.

## 4.2 Canteen Comparative Analysis

College students generally have a strong subjective consciousness and a sense of consumption. This article aims to deeply explore the potential consumption behavior habits of school students. The data analysis is based on the four canteens of a university as a consumption point. Based on Echarts data visualization software, the pie-like statistics shown in Figure 5 Illustration. It can be seen from Figure 5 that the consumption proportion of each canteen is different: among them, the C1 canteen has the highest proportion, which is 36.6%; the second, which is basically the same, is the C3 canteen, which is 35.3%; the C4 canteen, which is 20.80%; C2 canteens accounted for the lowest proportion, only 7.3%. It can be roughly speculated that the students in this university are generally used to go to C1 and C3 canteens, which are the main consumption places of the school.



**Figure 3.** Consumption Distribution by Canteen

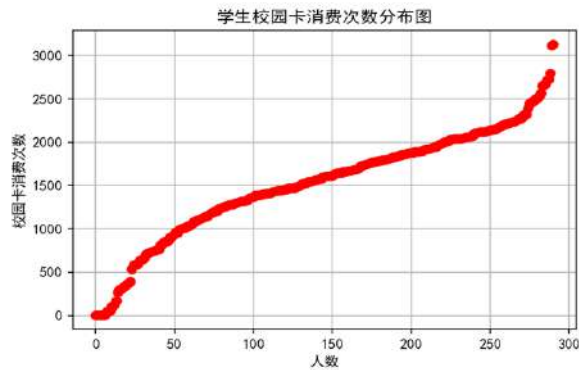
The potential self-condition factors of the canteen may cause the consumption behavior of school students to lean towards the canteen. The purpose of this article is to deeply explore the potential factors that affect the behavioral habits of students in the school. Based on the geographical location of each canteen, the price of meals, and the taste of the meals, the situation table shown in Table 2 is used to analyze the potential factors. Combining with the analysis of the dining distribution of each canteen in Figure 3, it can be seen that the price of meals is not the main factor affecting the dining habits of students. The main factors are the geographical location of the canteen and the taste of the meals.

**Table 2.** Basic evaluation indicators of each canteen

Cafeteria	Dormitory distance	Classroom distance	Meal prices	Meals taste
C1 Cafeteria	Relatively close	Relatively far	Cheap	Delicious
C2 Cafeteria	Near	Near	Expensive	Unpalatable
C3 Cafeteria	Near	Near	Expensive	Delicious
C4 Cafeteria	Relatively far	Far	Moderate	General

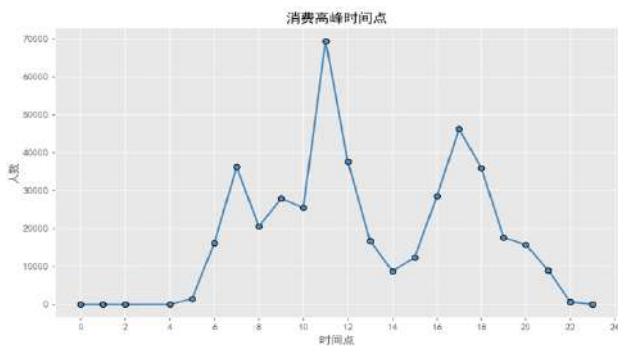
## 4.3 Comparative Analysis of Consumption

With the continuous development of the Internet, online consumption, mainly online shopping and takeaway, has replaced physical consumption on campus. In this paper, the statistical analysis is made on the number of campus students' consumption on the 14th level of the School of Information. Consumption is still the main consumption method of school students.



**Figure 4.** Distribution of campus card consumption

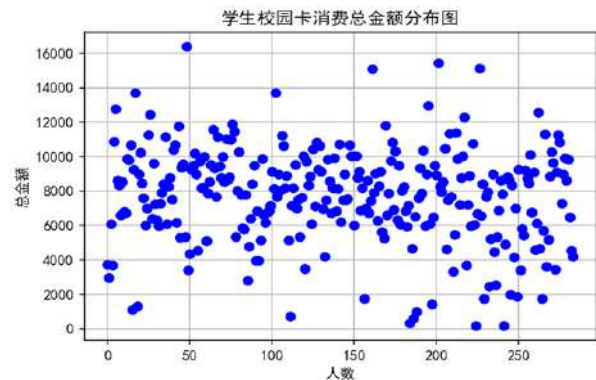
This article analyzes the time of three meals at the peak time of consumption 24 hours a day, and draws a peak time line chart shown in Figure 6 based on Echarts. The horizontal axis is the 24-hour time axis within one day, and the vertical axis is the number of consumers at that point in time. It can be seen from FIG.5 that there are three peak meal periods in the line chart, which are 6 to 8 am in the morning; 10 to 12 noon and 4 to 7 pm, corresponding to morning, lunch and dinner. It can be roughly inferred from the high peak that some students do not go to the cafeteria for breakfast, especially breakfast.



**Figure 5.** Peak consumption time distribution

With the continuous development of society, people's living standards continue to improve, and the consumption of students has also developed in various ways. Most students are not self-sufficient, and the main source of finance is mainly provided by their parents. It can roughly analyze the household economic situation from the student's consumption level at school, in order to select the targeted poverty alleviation target. Rely on Python to draw a scatter plot of the consumption amount shown in Figure 7. The horizontal axis represents the number of people, the vertical axis represents the total amount of student consumption at school, and the blue scattered points represent the amount of consumption. According to Figure 6, it can be seen that the overall consumption level of stu-

dents is generally around 6000 to 10,000 yuan; 50 people are above 16,000 yuan, it can be roughly estimated that these 50 people have a good family situation; there are 2100 people who spend less than 2,000 yuan, and these 2100 people can Candidates for targeted poverty alleviation.



**Figure 6.** Scatter plot of total consumption

## 5. Library Borrowing Analysis

As one of the three pillars of school running, the university library is mainly responsible for the teaching and research tasks of the school, and it is an important place to improve the quality of students at school. The library, as the main place for students to study outside the school, not only provides a place for students to study, but also provides books and literature for students to read and research. Library book borrowing and student entry time can roughly reflect the main learning direction and content of the student during that time. This data mining cannot confirm the main learning direction of students. It has been recommended that libraries purchase this type of books for students to read and optimize the library book purchase mechanism. At the same time, it can continuously provide books for the main directions of students, further improving the students at school. Quality training.

WordCloud displays the "keywords" that appear frequently in the text from a visual angle. It combines Chinese word segmentation, word frequency statistics, and visualization into a text visualization technology. The word frequency is represented by the size of the "topic words". Browse users quickly discover core keywords.

Based on WordCloud and Jieba word segmentation module in 1 Python environment, the topic name mining is performed on the bibliographic name of the 14-level information college student campus card borrowing data set. By examining the word frequency, the high-frequency subject words in the school's borrowing bibliography are borrowed from a large number of multidimensional bor-

rowings.

(1) From the words “English”, “Advanced Mathematics”, “Computer”, “Economics”, “Management” and other words, it can be roughly concluded that this type of discipline is the key learning content for students of the School of Information;

(2) From “C language”, “Photoshop”, “Java”, “CS6”, “HTML”, “database”, “office”, “C ++”, and “PHP”, it can be roughly inferred that the students of this school of information are familiar with such technologies Interested, especially in “C language” technology;

(3) From the words “E-commerce”, “College English”, “Program Design”, “Network Security”, “Web Design”, “Modeling Statistics”, “Web Page” and “Probability Theory”, we can roughly infer that the school of information is in school Students are interested in such courses, especially those who are most interested in “programming design”;

(4) From the words “Practical”, “Principle”, “Analysis”, “Detailed”, “Breakthrough”, “Practice”, “Guidance” and other words, we can roughly speculate that the students of this school of information have higher demand for books on practical training;

(5) From the words “Life”, “Prose”, we can roughly infer that the students of this school of information;

(6) From “Dictionary”, “Level four and six”, “Vocabulary”, “Language”, “Dictionary”, “Level four vocabulary” and other words, it can be roughly inferred that students of Information School focus on studying level four and six apart from the main subject English.

In summary, when it comes to borrowing books, students of the School of Information Science are mainly inclined to books related to this major, showing a desire for their professional knowledge. It is no longer limited to textbook knowledge, and is more willing to obtain more from outside the classroom related information. University libraries can take information colleges as an example. The focus is on purchasing books that conform to the discipline construction of the school, so that students can borrow and improve the relevant discipline skills and academic literacy.

## 6. K-Means Campus Economic Cluster Analysis

K-Means clustering is a distance-based iterative algorithm<sup>[12]</sup>, which uses distance as an evaluation index of similarity, that is, the closer the two are, the higher the similarity is and the greater the possibility of clustering. This article is based on K-Means clustering analysis of the student consumption of the 14-level information college.

### 6.1 The Best K Value Analysis

K-Means is a method that minimizes the error between the sample and the square of the particle as the objective function. The sum of the distance errors formed by the squares of each type of cluster and the sample points within it is called distortions. For the mass points of each cluster, the lower the degree of distortion, the denser the sample members included; for the mass points of each cluster, the higher the degree of distortion, the sparser the sample members included. At the same time, the degree of distortion is negatively related to the categories of K-Means clustering. The more K-Means clustering categories, the worse the distortion; on the contrary, the fewer K-Means clustering categories, the better the distortion. However, there is a certain degree of discrimination data. When the critical point is reached, the degree of distortion will be greatly improved. After crossing the critical point, the degree of distortion will be worsened. Therefore, to a certain extent, this critical point can be roughly regarded as the best clustering performance point of K-Means clustering analysis.

Since the clustering algorithm cannot confirm the classification category in advance, the optimal K value is confirmed first. This article relies on the law of the elbow to determine the optimal k value, that is, to confirm the optimal k value according to the degree of improvement in the degree of distortion, and draw the optimal k value map shown in Figure 7.

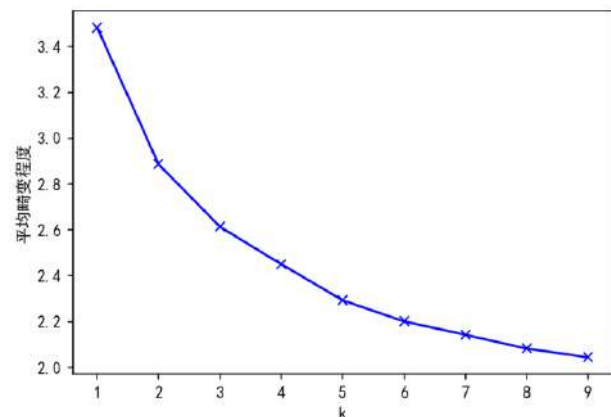


Figure 7. Optimal k value

The abscissa indicates the value of k, and the ordinate indicates the average degree of distortion. According to the principle of the elbow rule, when  $k = 2$ , the degree of distortion (y value) is greatly improved, and  $k = 2$  can be roughly confirmed as the number of clusters. Therefore, the elbow has the highest curvature when  $k = 2$ , so for the K-Means clustering analysis of the 14-level information college student campus card consumption data set, the op-



timal number of clusters should be  $k = 2$ . It is confirmed that the optimal  $k$  value is 2, that is, K-Means two-cluster analysis is the most suitable analysis method for the student campus card consumption situation data set of the level 4 information college.

## 6.2 Analysis of K-Means Clustering Consumption Behavior

K-Means two-cluster analysis is the most suitable analysis method to confirm the optimal  $k$  value as the data set of the campus card consumption situation of the 4th-level information college students. Therefore, the data set of 2014 student campus card usage in the School of Information Technology was divided into two categories based on K-Means clustering, and the K-Means two-cluster scatter distribution map shown in Figure 8 was drawn.

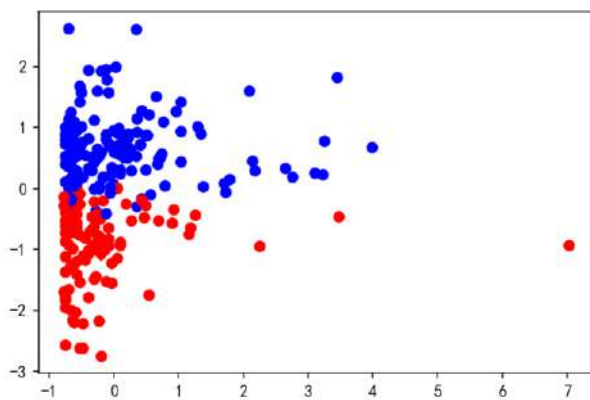


Figure 8. K-Means two cluster analysis

Figure 8 can analyze that the blue dots are generally located above the red scatter dots, and classify the consumer behavior of students into two categories. Combining the data summary information in Table 3, the student's consumption information can be roughly divided into two categories. By comparing the information of borrowing times and consumption times of the two types of students, it can be inferred that the living habits of the second type of students are more regular than those of the first type. The number of times borrowed from books can roughly predict that these students belong to the class that loves learning.

Table 3. K-Means clustering information summary

Category	Book Borrowing	During class	Week-end	Rest meal-time	Break-fast	Lunch	Dinner	Transaction value	Consumption
I	27	945	229	475	183	289	226	6370	1174
II	41	1576	419	734	369	504	386	9425	1995

There are many factors affecting the use of campus card, and in addition to the subjective factors of students

themselves, they are also subject to objective conditions. In this paper, the K-Means campus card usage frequency cluster analysis is performed according to time, and the statistical analysis of the campus frequency cluster at the time shown in figure 11. The horizontal axis represents the date, and the vertical axis represents the number of users.

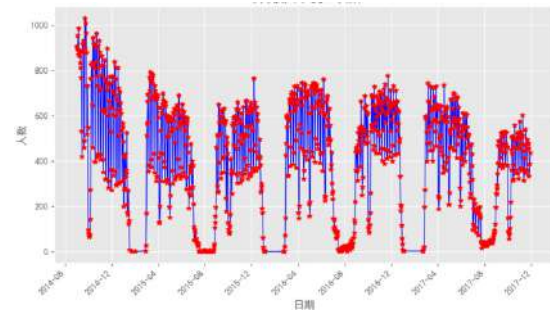


Figure 9. K-Means time distribution cluster analysis

Figure 9 shows that there are 7 places with more focus, indicating that campus card use was more frequent during this period. During the school year from March to July and September to December, the number of consumptions is expected to be more; from January to February and July to August each year, it is in the summer and winter vacations, and the consumption is less. And during the summer vacation, there are more consumers than during the winter vacation. It can be predicted that during the summer vacation, some students choose to stay at school or go home later. From 14 to 17 years, the number of use of campus card has been gradually reduced. It can be predicted that students are not familiar with the surrounding environment at the beginning of school. They are just entering high school when they are in high school. They continue to live in high school and eat in the cafeteria. With the familiarity with the surrounding environment, and the rise of takeaways and Alipay. Some students started paying with Alipay and ordering takeaways. The use of campus cards in the cafeteria has also decreased.

## 7. Conclusion

In today's society, Internet technology and big data technology continue to develop, and people are paying more and more attention to the value of data. Data is no longer simply stored as a journal. In order to better build a smart campus, and closer to the daily consumption habits of school students, optimize the allocation of resources for smart campus construction and better develop the campus economy. The K-Means clustering proposed in this paper combines hotspot mining analysis algorithm and data visualization technology to multi-dimensionally mine 14-level information college student campus card con-



sumption related data. This article compares and analyzes the analysis of the consumption of students in various majors, the analysis of the consumption of students in the canteens, the analysis of daily consumption behaviors and consumption trends; the analysis of the school library construction in combination with the WordCloud technology; and finally the K-Means cluster analysis model Divide school students into two broad categories.

This article delves into the data related to the campus card usage of students at the 14-level School of Information, and deeply explores the relationships and connections between the data. The following suggestions are made for the campus economy:

(1) Compared with the price of the restaurant, we should pay more attention to the taste of the restaurant; we can combine the Internet to order food online, set up a cafeteria take-out function, and take out services.

(2) Consumption times of campus card for students in school are roughly distributed between 1000-2000. It can be estimated that most students' consumption is quite reasonable.

(3) The comparison of the peak consumption period shows that the daily peak meals are: breakfast (6 to 8), lunch (11 to 12), and dinner (5 to 7). Lunch is the largest and can be prepared during the meal preparation process; breakfast is the smallest and can be reduced as appropriate. Can be prepared 1 to half an hour in advance according to the peak period.

(4) Combined with the WordCloud technical analysis, it can be seen that when students borrow books, they are mainly inclined to the relevant books of this major, showing their desire for the professional knowledge they have learned. . University libraries can purchase related books in combination with the Chinese Library Classification.

(5) Through K-Means clustering, it can be found that students who consume more often borrow more books. It can be predicted that such students belong to a hard-working, regular life, and are active students.

(6) Through K-Means time clustering, we can find that the number of consumptions is more during the school period from March to July and September to December each year; January to February and July to August each year are in summer and winter vacations, and the number of consumption is relatively less. And during the summer vacation, there are more consumers than during the winter vacation. It can be predicted that during the summer vacation, some students choose to stay at school or go home later. Part of the window of a restaurant can be opened to facilitate students' daily dining while saving corresponding costs.

Campus economy, as an important part of regional

economy, is a manifestation of regional economic development. The campus economy is geared towards students and relying on schools. With the continuous development of the Internet, it has become an important part of the regional economy. Based on the advantages of big data analysis, this paper proposes a data analysis algorithm based on K-Means clustering and hotspot mining. It also combines data visualization technology to show the college students' consumption habits, deeply explore the college students' consumption habits, and calculate the core composition of the campus economy. Partly, it can effectively optimize the allocation of resources while constructing a smart campus for colleges and universities, and it is more in line with the daily habits of college students. It has important theoretical and application values for regional economic research.

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## REVIEW

# Research on the Features of British and American Literary Works from Linguistic Perspective

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### ABSTRACT

When translating the language of British and American narrative literature, we must not only have a grasp of the language content of literary works, but also consider the differences between Chinese and English cultures. The two are to be effectively merged. If the two are separated for language processing, then the problem of language conversion will occur, and the intention and theme of the work cannot be truly reflected.

## 1. Introduction

Poetry in British and American literature is reflected in linguistic adaptation to narratives, and there are many different cognitive consciousnesses in the literary and theoretical circles of works translated from British and American narrative literary language. It is this different voice that fully reflects the importance of British and American literature research. We take British and American poetry as a method of linguistic conversion of poetry, and specifically discuss the adaptability of British and American narrative literary works in a linguistic environment.

Among many linguistic research systems, system functional language reveals the complexity of language use in real life with its unique characteristics. From

Halliday's perspective of system functional linguistics, language is defined as a huge semantic system, mainly through a series of functions, such as discourse functions, conceptual functions, and interpersonal functions. Such a detailed language research model breaks through the static model of traditional language research, thereby helping to continuously strengthen people's understanding of language. Ecolinguistics is a new discipline combining ecology and linguistics. British and American literature education is an important part of the framework of British and American literary works, literary history, and western cultural theory. It involves the impact and integration of foreign cultures on Chinese traditional and contemporary culture. This paper will also analyze British and American literature from the perspective of

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system functional language and ecolinguistics, aiming to continuously strengthen people's cognition of system functional language, improves people's appreciation of English and American literature, and better enhances personal cultural and artistic accomplishments.

## **2. The Adaptability of British and American Narrative Literature in the Linguistic Environment**

The development of world culture has benefited from the convergence of literature and arts in various countries in the world. In the exchange of cultures between countries, language transformation must not only conform to the language environment of their respective countries, but also meet the theme's presentation and aesthetic needs. The language conversion of British and American narrative literature by the importing country of literary works is actually a re-creation of literary art. Researchers through the language conversion of excellent British and American narrative literary work, so that readers can experience the literary and artistic beauty demonstrated by British and American narrative literary works. For the language conversion of British and American narrative works, not only does the language conversion need to be consistent with the language description of the original text, but also the converted works must conform to the pragmatic habits of the readers as far as possible. The cognition of the objective world in each country is influenced by subjective thoughts and manifests different cognitions. The so-called "same word, different understanding" is such a truth. For the language conversion of British and American narrative literary works, those who are engaged in this work must first have a deep understanding of the characteristics of British and American literature. Although it cannot be completely consistent with the meaning expressed in the original text, it has been largely maintained. From the point of view of the original text, it is not difficult to see that although language conversion respects the willingness of the text, it is inevitable that due to human subjective thinking, language translation will be biased, and the problem of constraints will be involved here, which mainly reflects the problem of equivalence applied in the process of language conversion and the meaning of the equivalent. Of course, it also includes whether the requirements of "faithfulness, elegance, and elegance" of literary works are reflected after the language conversion. We cannot consider that British and American literature has entered There are worrisome differences in your home country. In fact, in terms of language conversion, many people

who are engaged in this work have considerable multilingual literacy. In their specific work, they will pay great attention to the pursuit of the accuracy of language and text during the language conversion process, and will also consider further Consistency of meaning in language. However, due to the great differences in the cultures of Chinese and Western countries, this has caused certain obstacles to the language conversion of British and American narrative literature. The famous British linguist Basnett once said that in the language conversion of British and American narrative literary works, we must not only have a grasp of the linguistic content of literary works, but also consider the differences between Chinese and English. The two are to be effectively merged. If the two are separated for language processing, then the problem of language conversion will occur, which will not truly reflect the willingness and theme of the work.

In the Chinese translation of British and American narrative literary works, we must first have a deep grasp of the country's culture, follow the cultural adaptation principle in the language transformation, and use flexible and effective transformation strategies to make the literary works conform to the original style. It also has a reading orientation that is in line with the language to adapt to the local population, making the work infectious and affinity, and allowing readers to obtain an exotic and emotional experience in reading. For British and American narrative literary works, if they are to be converted into the target language, the cultural adaptability of the two fields must be completed. The translator must proceed from the cultural environment of the original text. When considering the conversion of the original text, he must have a comprehensive grasp of the cultural meaning and the connotation of the work, which is to satisfy readers' acceptance and to obtain aesthetic judgments on literary works. Combining the above analysis, we can look at the adaptive ability in the language translation of literary works from the perspective of linguistics. Whether it is a translator of a work or a person who reads the work, they will feel the achievement of literary art.

## **3. The Adaptability of British and American Narrative Literature to Linguistics**

As a language translator engaged in British and American narrative literary works, due to the nature and characteristics of their own work, they are fully responsible for helping literary readers remove language barriers, with the aim of making the works a literary wealth



shared by all humankind. This is talking about the text language conversion of British and American narrative literary works. This is not just a single-threaded acceptance of the source culture. The high-level goal of language conversion is to have a great influence on the culture of the accepted target. In the language conversion of British and American narrative literary works, the original text will lose the original culture in the conversion process. However, we look at it from another angle. If the translator has superb language literacy in the application of the language, then the high-quality British and American narrative literary works provided by the translator will be in the cultural field of the target country after dissemination and reading. Has an important impact. British translator Frederick Jin pointed out: As a linguist of British and American narrative literature, he should carry out his work with due consideration of the relationship between the source text and the text. First of all, lexical and grammatical factors in British and American narrative literature work at this level, and language research and language conversion workers need to perform close-to-language re-encoding of the source text. This encoding process actually affects the characteristics and effects of the text. Various factors of literary language conversion are coordinated and coordinated, with the aim of enhancing the adaptability after the export of British and American narrative literature. Secondly, in the language conversion of British and American narrative literary works, the author must grasp the relationship between the surface interpretation of the original work's language and its extended allegorical meaning, so that he will make judgments in the language conversion and fully clarify the theme of the original work. The purpose is to strengthen the cultural adaptability of the output language of narrative literature.

#### **4. The Methods to Realize the Language Output of British and American Narrative Works**

To realize the cultural adaptability of the output language of British and American narrative literature, the author believes that the following principles and methods should be followed. The first is to follow the direct transformative output of the source text language. This output method fully respects the inherent characteristics of the original text. It does not process or polish the text language, but only focuses on the characteristics of its national culture. In other aspects, it is difficult to find the corresponding words in the category of output language and culture. Then, try to maintain the language

characteristics of the original work when outputting. The second is the language extension output. This method is to maintain the context and characteristics of the national color and cultural connotation inherent in British and American narrative works. It can meet the needs of language output for readers' reading, and it is easy for readers to understand and master literary works. This method can completely make up for the shortcomings and deficiencies of direct output language. The third method is to abandon the characteristics of the national culture used in the original text as much as possible when doing language conversion, and to retain the method of semantic equivalence of the original. Then the last method is to adopt a variety of methods flexibly. On the basis of preserving the national cultural color of the original work as much as possible, especially paying attention to the cultural connotation of the work will not be damaged. In particular, British and American narrative literary works are full of allusions, folk sayings, idioms, and many culturally popular sayings and folk phrases. There are many difficulties in language conversion for these languages with national cultural characteristics. In addition to following the four main methods of conversion, the author of language output will also use conversion methods such as borrowing, annotation, and simplification to improve the fusion of British and American narrative literary works with the output destination culture, so as to enhance the acceptance of language output Effect, making it easier for readers to accept.

#### **5. Appreciation Strategies of British and American Literature from the Perspective of Systemic Functional Linguistics**

Generally speaking, the main perspectives of literary appreciation are literary theme and meaning. However, the introduction of systemic functional language into the category of literary appreciation is more conducive to showing the taste and meaning of literature itself. As mentioned earlier, Halliday defines language as a semantic system. In this process, semantic expression is mainly carried out through textual functions, conceptual functions, and interpersonal functions. The "concept function" can be divided into two types: logic function and experience function. Generally speaking, the effective expression of various types of experiences in the real world with language is the function of experience, which is a reflection of the representation of the subjective and objective worlds. This is the further refinement and division of labor from the perspective of Halliday. It can be realized from three aspects of normalization, voice,

and materiality. Transitivity is the most commonly used of these three semantic systems. Abstracting activities as processes and then presenting human behaviors and thoughts through such "processes" are transitive systems. And in this kind of abstraction process, the activity time, participants, environmental factors, location, etc. will be presented one by one. The transitivity system from the perspective of systemic functional linguistics generally contains multiple factors, and its process is also more complicated. Generally speaking, it has six processes of existence, speech, behavior, relationship, psychology, and materiality.

From the perspective of systemic functional linguistics, the essence of appreciation of English and American literature lies in an analysis of literary expressions. Its main purpose is to understand the specific expressions of specific semantics and the language functions of expressions. Appreciation of English and American literature from the perspective of systemic functional linguistics is a very systematic and complex task, which will be described in detail below.

Firstly, understand the ways and reasons for expressing literary themes. To do this, we must combine grammatical functional system analysis with literary interpretation. As mentioned earlier, the actual expression in any British and American literature is inseparable from its conceptual function. The "concept function" mentioned here is actually equivalent to an expression of life experiences such as people's activities and behaviors in the real world. As mentioned earlier, we can also regard it as an empirical function. Specifically, under the current language system, it mainly reflects the language's own transitivity system; interpersonal functions are mainly based on the language motivators, status and Special language expressions such as identity are a function of reflecting, maintaining, and establishing specific social relationships. For the appreciation of English and American literature, from the perspective of grammar, it mainly refers to the function of the language composition of the article; in fact, it is a cohesive structure, information structure, and theme structure when the literary works are composed. The ultimate purpose of appreciating English and American literature from a functional perspective is to understand the inherent meaning and literary mood of literary works through functional analysis. We know that the delineation of context is essential to any literary work. In fact, any form of literary work is a description of the end result in a specific context. Literary works themselves, to a certain extent, will be restrained by this kind of contextual expression. Because of this, appreciation of literary works from the perspective of

systemic functional linguistics helps us to better understand the purpose and meaning of the works.

Secondly, when appreciating specific literary works, we must first consider starting with small sentences. Generally speaking, clauses are the most basic structural unit in the system language structure. Strengthening the analysis of clauses helps to understand the meaning of the system's functional language. When starting with small sentences, the specific methods are as follows: starting from the specific meaning of the concept of literary works, analyzing a series of processes centered on verbs in the works, and interpreting the author's layout strategy in detail; strengthen the analysis of literary works from the perspective of interpersonal relationships. This process includes the analysis of the meaning of interpersonal relationships and the organic components of language communication in each clause. Based on the analysis of clauses, the use and analysis of systemic functional language in the entire work can be strengthened.

## 6. Enlightenment of English and American Literature Education from the Perspective of Ecolinguistics

British and American literature is an important part of human linguistics and culture, and its ecological language environment shows diversity and pluralism: To further promote the teaching of British and American literature in Chinese universities, transforming British and American literary education from the perspective of ecolinguistics, establishing a theoretical system of ecolinguistic education, and further promoting the teaching of British and American literature in Chinese universities. Ecolinguistics is a new cross-disciplinary subject that combines linguistics and ecology. The English-Chinese Linguistic Dictionary defines it as "a study of language and environment in the fields of ethnography, anthropology, and sociolinguistics, that is, the interaction between communities that use it". Linguistic ecology refers to the existence and development of interdependence and interaction among specific languages and their ethnic, social, cultural, and geographic environments: Ecological linguistics uses the principles of ecological studies to study languages and is a dynamic study of linguistics.

Language and culture are the same as the diversity of biological ecology. The diversity of language and culture is the basic condition for human survival and development. Language and culture are the relationship of mutual influence and restriction. Language, as the medium of human communication, is the carrier of cultural trans-

mission and inheritance. At the same time, culture also uses language to provide a way for people to communicate and communicate with each other. The diversity of languages is a concrete manifestation of the ecological balance of language. The development of language diversity makes human cultural values more abundant. Ecology has the characteristics of integrity, dynamics, interaction, and situation. In ecological linguistics, any language is closely related and interacts. It cannot be formed and developed independently of the entire ecological environment. The generation and development of its language are closely related to major factors in ecosystems such as nature, society, community and culture. From an ecological perspective, language is a concrete manifestation of ecological phenomena and an important part of the ecosystem.

In simple terms, language is the process of combining vocabulary, syntax, and morphological rules. However, the essence of language is interaction, development, and use. Therefore, in the process of language communication, we must not only rely on the structure of words and sentences, but also pay attention to the interaction at the communicative scene. But from the perspective of language alone, the meaning of a language is determined by the locale and context of the language. From the perspective of ecological linguistics, British and American literature education is the relationship between language, communication culture, literary appreciation, and the interaction and interaction of aesthetic and human qualities. Therefore, in the process of English and American literature education, we must follow the interactive and diversified ecological teaching concept. British and American literature education in the context of ecolinguistics is based on literature. With students as the main body of teaching and teachers as the leaders, in the process of teaching and receiving knowledge, interactive dialogues of various relationships are realized, and literary knowledge exchange is conducted from the perspective of linguistics.

In the process of teaching British and American literature, teachers must fully read and master the teaching content, understand the connotation of literature, and then find knowledge points that meet the interests of students. The teacher fully taught the students' ideological content, multiple writing styles, and the content of the works to the students, allowing them to understand and understand. In the teaching process of English and American literature, the ecological factors of the classroom determine the final effect of teaching. Therefore, in the process of teaching English and American literature, teachers must reasonably adjust their identities, give full

play to the leading role, respect the subjective status of students, and give full play to students' independence and personality. At the same time, teachers must participate in student interaction to create a relaxed and harmonious educational environment, and promote practical exchanges and mutual interaction between teachers and students, so as to effectively improve teaching results. The sensory teaching method is the teaching method that can best embody the characteristics of ecolinguistics. The interactivity of pictures, text, sound, and video all further demonstrates the richness and vividness of classroom teaching. Therefore, in the process of teaching English and American literature, teachers must make full use of multimedia teaching equipment, use sensory methods to improve students' perception, and stimulate students to participate in teaching activities.

## 7. Conclusion

To convert the language of British and American narrative literary works into Chinese, we must consider both cultural differences and the cultural applicability of the language of literary works, and the richness of the connotations of literary works. It is necessary to put an end to superficial language appearances, combine the characteristics of Chinese and western cultures, and do a good job of translating Chinese language into English narrative literary works. Use the allegorical meaning of Chinese culture to reflect the charm of English literature to meet the requirements of modern linguistics. Discourse and contextual thinking from the perspective of systemic functional linguistics can form an organic whole between literature and text, thereby helping to strengthen the appreciation of literary works in all directions. When analyzing British and American literature in the future, we must strengthen its exploration and thinking, only in this way can we continuously strengthen our appreciation of British and American literature, effectively improve our understanding of foreign works, and increase cultural exchanges and mutual understanding at home and abroad. British and American literature education from the perspective of ecological language is an effective way for the further development of ecology and linguistics. With the development of ecological cognition and language and culture cognition, its research methods will continue to innovate. At the same time, it also further promotes the continuous expansion of the field of linguistics research, providing practical basis and basic conditions for British and American literature education, helping to enrich students' thinking, clarifying literary cognition, promoting the development of modern literature, and achieving the goals of British and American literature in

colleges and universities.

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## REVIEW

# Appreciation and Analysis of the “Truth, Goodness and Beauty” in Primary School Mathematics Class

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### ABSTRACT

Focus on cultivating students' mathematical thinking and ability to solve problems in life, guide students to form a scientific attitude of seeking truth from facts, and make students feel the charm of mathematics.

## 1. Introduction

In 2015, Hong Yanjun, Zhou Jiushi, Wang Shangzhi and Bao Jiansheng interviewed Professor Zhang Dianzhou of East China Normal University on the Standards of General High School Mathematics Curriculum (Revised). Professor Zhang Mouzhou believes that, the core literacy of mathematics has three dimensions: “truth, goodness and beauty”: (1) Understand the cultural value of rational mathematical culture, and experience the rigor and accuracy of mathematical truth; (2) Have the basic ability to analyze and solve practical problems

with mathematical thinking methods; (3) can appreciate the beauty of mathematical wisdom, like mathematics, and love mathematics<sup>[1]</sup>. Professor Zhang Dianzhou used the words “truth, goodness and beauty” to accurately summarize the connotation of mathematical core literacy.

Based on Professor Zhang Dianzhou's interpretation of the core literacy of mathematics, the 10 core words of core literacy in primary school mathematics, combined with the characteristics of the primary school mathematics class and the level of mental development of students, explore how to create a “truth, goodness and beauty” pri-

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mary school mathematics class.

## 2. Interpret “Truth, Goodness and Beauty” in Primary School Mathematics Class

The author believes that primary math class with “truth, goodness and beauty” is a class that can teach students rigorous mathematical knowledge, cultivate students’ rigorous mathematical thinking, cultivate students’ ability to use the mathematical knowledge they have learned to solve problems in life, cultivate students’ attitude of seeking truth from facts, and guide students to experience the charm of mathematics.

### 2.1 Let Students Feel the Rigor of Mathematics in Primary School Mathematics class and Experience the Scientific Attitude of Seeking Truth from Facts

Whether it is the concepts in the primary school mathematics class, the knowledge system embodied in the primary school mathematics class, or the methods used in the primary school mathematics class, all follow Piaget’s third stage of children’s cognitive development—the cognitive characteristics of children in the specific operation stage (7-12 years old) are also rigorous.

(1) Primary school mathematics concepts are rigorous. The mathematical concepts presented in primary school are different from the knowledge in our mathematical knowledge system, without the rigorous and scientific concepts in our system. For example, the definition of triangle, as defined in the primary school mathematics book: a triangle is a figure surrounded by 3 line segments (the endpoints of each adjacent two line segments are connected). Definition of triangle in Baidu Encyclopedia: A triangle is a closed figure composed of 3 line segments ‘head and tail’ that are not connected on the same straight line in the same plane. The definition of triangles in primary school mathematics books is obviously not as rigorous as the definition of triangles in Baidu Encyclopedia, but for children around 10 years old, the definitions in mathematics books are easier to understand and accept, so we say that this definition is also rigorous.

(2) Primary school mathematics knowledge system is rigorous. The mathematical knowledge taught in the primary school mathematics class seems to be rigorous in the entire mathematical knowledge system, but these knowledges are closest to the child’s most recent development area, and are still rigorous for children at this stage. For example, the teaching content of the “graphics and geometry” part of the primary school mathematics textbooks of the PEP Education Edition and Shanghai Education

Edition is not presented strictly in the logical order of knowledge. It is based on the physical and psychological characteristics of children, with graphic understanding as the main line, and the teaching system based on the logical relationship of graphic content. These contents are mathematical knowledge presented according to children’s cognitive level, and these knowledge systems are still rigorous.

(3) Primary school mathematics teaching methods are rigorous. The rigorous mathematics teaching model is “Axiom Content—Axiom Proof—Axiom Nature—Axiom Application”, while the primary school mathematics often adopts a “propose problem situation—explore problems in the situation—solve problems—expand and apply”. This teaching mode is based on the characteristics of children’s thinking, and it is carried out in specific situations, and it is based on the idea of asking questions, analyzing problems, and solving problems. This teaching method still lacks rigor.

The rigor in the primary school mathematics class is different from the rigor that everyone understands. It is the rigor of mathematical knowledge and children’s thinking. It has rigorous logical thinking and rigorous mathematical knowledge. Let students experience the process of re-creation in the primary school mathematics class, so that students feel the rigor and precision of mathematics. Mathematics is rigorous and accurate. It must be false and vague. Learning mathematics with a spirit of truth will benefit you for life.

### 2.2 Let Students Experience the Extensive Application of Mathematics in the Primary School Mathematics class and Experience the Usefulness of Mathematics

Mr. Hua Luogeng said: “The size of the universe, the size of the particles, the speed of the rocket, the ingenuity of chemical engineering, the change of the earth, the mystery of biology, the complexity of daily use, the mathematics is everywhere.”<sup>[2]</sup> This is a wonderful description of the wide range of applications of mathematics. Mathematics has a wide range of applications, from the discovery of Comet Halley, Neptune, electromagnetic waves, etc., to as small as us, we can experience the applicability of mathematics in our daily lives. We guide students to feel the application of mathematics in the primary mathematics class.

(1) Design common situations around the primary school mathematics class so that students feel that mathematics is with us. Mathematics is not far away. Mathematics is all around us. Mathematics is everywhere. Introducing as many of these scenarios as possible in our primary school mathematics class will allow students to

better feel the applicability of mathematics. For example, ask students to observe the shape of the air conditioner's outer frame hanging on the wall, so as to understand the stability of the triangle well. The practical problem of choosing a large laptop bag in online shopping can better fit the laptop. Using "composite histograms" to persuade mothers to give themselves pocket money and other common and interesting issues around students can arouse the interest in learning mathematics.

(2) Pay attention to the penetration of mathematical thought methods in primary school mathematics class, so that students feel the usefulness of mathematics. In the teaching of mathematics, not only must students be taught mathematical knowledge, but more importantly, students should be trained in mathematical thinking methods so that students can use these mathematical thinking methods to solve practical problems. As the saying goes, "Teaching people to fish is worse than teaching people to fish", and cultivates good mathematical thinking methods for lifelong use. For example, the "seven strokes" idea is used to solve the famous Seven Bridges problem; the "combination of numbers and shapes" is used to solve the itinerary problem; Use "mathematical induction" to solve the problem of general terms of series; use the method of reduction to explore the area of trapezoid; use the method of induction to explore the exchange law of addition and multiplication.

(3) In the primary school mathematics class, we will introduce the wonderful stories related to mathematics in history, so that students can further experience the wide range of mathematical applications. Introduce the magical Mobius band, the Chinese folk intellectual game——Nine Consecutives, hourglass timer, the famous four-color problem, "Pufeng shot" and other stories in primary school math class, not only make students feel the wisdom and wisdom of mathematicians, but also makes the students feel the usefulness and wide application of mathematics.

### **2.3 Appreciate the Beauty of Mathematics and Feel the Charm of Mathematics in the Primary Mathematics class**

Mathematics reveals the inherent laws and internal beauty of nature and human society, and uses simple and beautiful theorems and formulas to describe the nature of the world<sup>[3]</sup>. There are many beauties in mathematics: order, harmony, coordination, and symmetry in mathematics are beauty; Concise mathematical methods, fluent mathematical language, and mysterious mathematical results are a kind of beauty; the harmony of numbers and shapes is a beauty, and the elegance of geometry is a beauty...

the beauty of mathematics is everywhere in mathematics teaching, as long as you have a pair of eyes that discover beauty, you can appreciate the beauty of mathematics in mathematics teaching, feel the charm of mathematics, and like mathematics. For example, by observing the number of petals, the spiral of a sunflower, and other common things in life that are represented by the Pei Bonacci sequence, the beauty of the sequence in life is shown. Use jigsaw puzzles to spell out all kinds of beautiful graphics and enjoy the beauty of graphics.

### **3. Practice "Truth, Goodness and Beauty" in Primary School Mathematics Class**

Mathematics teachers should make full use of their position——mathematics class, and create "truth, goodness and beauty" primary school mathematics class.

#### **3.1 Creating A "Truth, Goodness and Beauty" in Primary School Mathematics Class Requires a High-Quality Teacher Team**

(1) Primary school mathematics teachers must have generous knowledge of mathematical culture. As a primary school mathematics teacher, in addition to having a solid knowledge of mathematics, systematic pedagogy, and psychology, he must also accumulate a wealth of mathematical culture and other cultural knowledges.

(2) Primary school mathematics teachers have the consciousness of cultivating students' mathematical thinking and the scientific rigorous spirit of seeking truth. Mathematical culture has a long history, from China's "Nine Chapters of Arithmetic" and "Geometry Original" of ancient Greece to the current computer age and big data era; three breakthroughs from arithmetic to algebra, from constant mathematics to variable mathematics, from deterministic mathematics to random mathematics, are all developed and made breakthroughs in continuous truth-seeking. Truth-seeking is a necessary spirit in mathematics learning.

(3) Primary school math teachers should have an eye to discover and appreciate beauty. The core literacy of mathematics refers to the mathematical abilities that students should possess. Mathematics teachers are the main implementers of training such abilities. Change teachers' ideas, and let the core concepts of mathematics take root in the minds of mathematics teachers. Only by letting the math teacher know which mathematical abilities to train the students will they be consciously cultivated; after realizing the importance of developing these abilities, we will try every means to improve ourselves so that we have the ability to develop these mathematical abilities.

### 3.2 Create Teaching Strategies for “Truth, Goodness and Beauty” in Primary School Mathematics Class

There are many common teaching strategies for various subjects, such as the case study teaching strategy, trial teaching strategy, scenario teaching strategy, six-step teaching strategy, and autonomous learning teaching strategy. On the basis of these teaching strategies, combined with the characteristics of mathematics disciplines, timely penetration of mathematical culture teaching strategies, mathematical experimental teaching strategies, and mathematical appreciation teaching strategies can better create “truth, goodness and beauty” in primary school mathematics class<sup>[4]</sup>.

#### 3.2.1 Mathematical Culture Teaching Strategy

The contents of mathematical culture are mainly divided into 4 categories, namely, history of mathematics, mathematics and real life, mathematics and science and technology, mathematics and humanities. The organic integration of our mathematical knowledge with mathematical culture such as the history of mathematics, real life, science and technology, humanities and arts in mathematics teaching can broaden students’ knowledge horizons, enhance their interest in learning mathematics, and make students feel the fun and usefulness of mathematics.<sup>[5]</sup> In this teaching strategy, we can also adopt the method of mathematical reading to learn mathematical culture, let students voluntarily learn about mathematical culture, take the initiative to learn mathematical culture, and enhance the passion for learning mathematics in a silent and silent way.

For example, when learning the area of a triangle, introduce the meaning of “half wide and multiply positive congruence” in “Nine Chapters of Arithmetic”; introduce the story of Halley and Halley’s comet in the law of first grade; use the story of “Effendi Take the Seven Rings Cleverly” to ask mathematical questions; introduce the hourglass and sundial in the second grade “Knowing the Time”, and infiltrate the original boring mathematics class.<sup>[6]</sup> The infiltration of a large amount of mathematical and cultural knowledge enables students not only to know what it is but also why it is, so that students can feel the truth of mathematics and achieve the purpose of training students’ spirit of seeking truth<sup>[7]</sup>.

#### 3.2.2 Mathematical Experiment Teaching Strategy

Mathematical experiment refers to a teaching activity in which students gain knowledge through hands-on operation and practice under a certain environment<sup>[8]</sup>. At present, primary school mathematics experiments are

generally carried out in small groups. We can carry out multi-channel mathematical experiment activities, and the locations of experiments can be diversified. The place of activity can be in the class or outside the class; it can be in a formal math laboratory or on the playground; it can be in or out of school. Teacher Zhang Hongwei designed a mathematical experiment—“Autonomous Detection on Sandy Road”, to allow students to do mathematical experiments on the sandy road in the playground to review the relevant properties of cylinders and cones; design a mathematical experiment——“Evaporation Timer”, and let students create their own timers at home using principles similar to hourglasses. Carrying out such mathematical experiment activities in mathematics teaching can enable students to experience the whole process of inquiry, cultivate students’ ability to find problems, analyze problems, solve problems, and initially cultivate students’ creativity. Let students use mathematical thinking methods to solve problems in experiments.

#### 3.2.3 Mathematical Appreciation Teaching Strategy

Teachers excavate the inherent beauty in textbooks in teaching, guide students to view mathematics with appreciation, and arouse the students’ aesthetic consciousness, so that students acquire the knowledge, the emotion of mathematical beauty, and the pursuit of mathematical beauty. We admire the beauty of symmetry and the beauty of movement while feeling the wisdom of mathematics. Implementing the teaching strategy of penetrating mathematics appreciation in teaching can effectively enhance students’ interest in learning mathematics and thus enjoy mathematics learning.

#### 3.2.4 Innovating Mathematical Assignment Strategy

At present, the traditional math assignments are mainly exercise books and workbooks on the books. Students immerse themselves in the “work pile” all day. The homework forms are simple and boring, and the training requirements are unified, which wastes a lot of students’ extracurricular time. In order to better build our primary school mathematics class, we started to study creative homework. We hope that the organic combination of creative homework and traditional homework will better motivate students to learn and create a more dynamic math class. The above teaching strategies do not exist alone, and often interpenetrate and complement each other. For example, Teacher Zhang Hongwei’s “Mathematics Meets Spring-Panoramic Mathematics Interdisciplinary Integration Course: Mathematical Culture in “Review of Addition and Subtraction Within 100”——The Pei Bo-



nacci sequence is the main line. Outdoor mathematical experiments have been carried out, admiring the branches of the fork, pine cone seeds, and sunflowers to further understand the reflection of the Pei Bonacci sequence in nature. Based on the original teaching strategy, the teaching strategy of infiltrating mathematical culture, mathematical experiments, and mathematical appreciation makes the original boring review lessons colorful.

### 3.3 Create “Truth, Goodness and Beauty” in Primary School Mathematics Class and Change the Existing Evaluation System

From the evaluation results of PISA and TIMSS, the evaluation of students’ mathematics learning in China is still mainly based on the examination of students’ “mathematics knowledge”. This assessment is still a quantitative assessment method led by scores. The core literacy of mathematics is a kind of ability, and this kind of ability cannot be evaluated with quantitative standards. Some quantitative assessment methods now seriously hinder the development of students’ core mathematical literacy. In order to better promote the cultivation of mathematical core literacy, it is necessary to change the existing evaluation method and adopt a multiple evaluation system combining quantitative evaluation and qualitative evaluation to provide good soil for the cultivation of core literacy.

### 4. Appreciate “Truth, Goodness and Beauty” in Primary School Mathematics

Let’s enjoy Madam Curie, Newton, Chen Jingrun... the famous people’s scientific attitude of seeking truth from facts, and learn their spirit of seeking truth; let’s enjoy the solution of the Seven Bridges in Königsberg with one stroke, the optimization method of Hua Luogeng, the four-color problem... appreciate the mystery of solving problems with mathematical ideas; let’s use the mathematical perspective to appreciate the Fibonacci sequence in nature, the beauty of the golden ratio, the beauty of symmetry, harmony, and unity of mathematics. Let us lead students to appreciate the “truth, goodness and beauty” of mathematics, and lead them to travel in the world of mathematics.

## 5. Conclusion

Mathematics teachers have rooted the core mathematical literacy in the students’ minds in their own mathematics class so that students can form a mathematical ability that will benefit them for life. It is hoped that students can gradually cultivate good core mathematics literacy in the six years of study and life in primary school, and lay a solid foundation for future continuous learning and lifelong learning. Let the core literacy of mathematics be integrated into the teaching of mathematics like a spring rain that nourishes all things, and nourish students’ hearts in a subtle way.

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## REVIEW

# Research on the Path of Constructing Foreign Discourse System—— How to spread China's Voice Well

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### ABSTRACT

In an important speech delivered at the 2018 National Propaganda and Ideological Work Conference, General Secretary Xi Jinping pointed out: "Tell Chinese stories well, spread China's voices, and increase the national cultural soft power and influence of Chinese culture." National soft power is mainly manifested in the attractiveness of a country, and the improvement of national soft power is conducive to enhancing the international voice. All along, China's hard power and China's soft power development are very unbalanced. China's hard power has not yet been reflected in China's cultural soft power and cultural influence, so that it cannot display China's national image well. Although China has the confidence and self-confidence to tell a good Chinese story, under the environment of international public opinion that "the west is strong and China is weak", it dares not take the initiative to speak up and has been in a dilemma of "being scolded". One of the most important reasons is that China's international communication capabilities are not enough. In the current era of highly developed information technology, whoever has advanced communication methods and strong communication capabilities, whoever has the cultural ideas and values can spread out, and who can master the right to speak internationally, it can be said that if there is no effective communication channel, it will fall into the dilemma of "justification is nowhere to be said, and there is no way to spread it."

## 1. Introduction

In order to strengthen China's international communication capabilities and effectively solve the problems of constructing a system of foreign discourse with Chinese characteristics, it faces the problem of "justification is nowhere to be said, and there is no way to spread it." General Secretary Xi Jinping made a series of im-

portant instructions for those problems, among them, in January 2019, the speech at the twelfth collective study of the 19th Central Politburo stated that "we should use the results of the information revolution to accelerate the construction of a unified and integrated all-media communication pattern." "We must accelerate the development of media integration, so that mainstream media has strong communication, guidance, influence, and credibility."<sup>[1]</sup>

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## 2. Create a “Full Media” Communication Path for the Foreign Discourse System

The construction of the foreign discourse system is not only related to the content of the discourse and the way of expression, but also to a certain extent, it is also related to the effectiveness of international communication capabilities. China already has a huge international communication network including TV, newspapers, radio, periodicals and the Internet. However, in order to increase the necessity and urgency of international voice, China must expand the coverage of Chinese media around the world, make full use of the advantages of new media, build a comprehensive support system, and continuously improve the competitiveness of outreach media.

### 2.1 With the Continuous Development of the Information Society, the Influence of Emerging Media Is Increasing

The number of Internet users in China reached 802 million, of which mobile phone Internet users accounted for 98.3%. Better integrate traditional media and emerging media, adhere to the “go global” principle, and expand the coverage of the English version of “China Daily” and CCTV foreign language channels worldwide. With the help of overseas mature communication platforms, we will strengthen external publicity, strengthen news reporting on Twitter, Facebook, YouTube and other internationally renowned social media, and open a unified official account.<sup>[2]</sup> For example: the use of major national leaders’ visits and major international conferences to strengthen the development of special editions in mainstream overseas media have effectively affected the local mainstream society. Through the use of new media such as documentary films, short videos, national image advertisements and other “audiovisual discourses” to shape China’s national image, it is easier for visual persuasion to be accepted by audiences with different cultural backgrounds and ideologies in terms of visual expression.<sup>[3]</sup> For example: “Apply for all kinds of world events and international exhibitions, and use it as a platform for displaying images; films of national images were produced and broadcast on CNN in time slots. They were broadcast on the large electronic screens of Times Square in New York for a long time, and were displayed in real time during foreign affairs such as embassy and consulate festivals and diplomatic receptions.”<sup>[4]</sup> At the same time, relax the restrictions on foreign journalists covering in China, use international news media to objectively report on China, and set up Confucius Institutes in various countries and regions in the world to enhance the understanding of Chinese language and

culture among people around the world. However, in the process of communication, we should pay attention to adopting different media styles and types for different occasions, and carefully consider and plan carefully to achieve the best communication effect.

### 2.2 Build a Comprehensive Support and Guarantee System to Continuously Improve the Competitiveness of the Outreach Media

Vigorously strengthen the team building, build a team of talents with international standards, excellent political knowledge, excellent professional knowledge, and the ability to integrate Chinese and foreign cultures, first of all, we must strengthen their Marxist beliefs and patriotic feelings, cultivate their sense of socialist responsibility and mission, and dare to safeguard our national interests and international status in the confrontation of international media, and contribute to building a good national image for China in the new era. Secondly, it is necessary to establish long-term cooperative relations with first-class universities and training institutions at home and abroad, convey foreign language talents for further study, introduce high-quality training programs, and train a group of excellent international news commentators and “full media editors” and “full media reporters”. Continuously increase the proportion of foreign personnel in the foreign publicity team, especially focus on introducing high-level foreign personnel with experience in mainstream overseas media. In addition, in terms of optimizing and adjusting the power layout, we must not only continue to improve our foreign advertising media to establish branches overseas, moreover, on the basis of consolidating China’s advantages in spreading in developing countries, it is important to strengthen the outreach in developed countries in Europe and America, so that Western audiences can have a chance to understand China’s national conditions and culture more objectively. Finally, China actively expands its overseas presence, actively develops local mainstream media, users of major social institutions, gains a deep understanding of user needs, pushes marketable products, and implements personalized and targeted dissemination of external discourse systems, and strengthen cooperation with overseas mainstream media and other social platforms, and actively use its platform and network to market our foreign products to end users. In December 2016, the domestic surging news officially launched an English product “Six Tone” that tells the story of China. This brand-new product is based on a new media platform and uses social media to spread news to Western audiences. The purpose of its creation is to tell the Chinese story well with a more humane perspective.<sup>[5]</sup>

### 3. Strengthen the Effective Connection between Discourse Production, Translation and Communication

With the rapid development of China's economy and the increase in the concentration of foreign audiences, today's translation work bears the arduous task of integrating Chinese and foreign. The translation work is like a chain to achieve the linkage between discourse production and communication. In particular, the translation of political discourse with Chinese characteristics is of great significance. It can shape the country's good image, safeguard the country's fundamental interests, spread the excellent Chinese culture, and serve the party and the country's foreign strategy.

#### 3.1 Appropriate Free Translation Is Conducive to Constructing a Discourse System of "Integrating Chinese and Foreign"

The form of discourse needs to be closer to the aesthetic psychology and cultural needs of different audiences. China's values and ideology should be solidified in the language and spread. If the "Belt and Road" is directly translated into the "Belt and Road" strategy, it will easily have a negative impact, which is not in line with the "Belt and Road" concept advocated by China, so the "Belt and Road" is translated into the "Belt and Road" initiative, namely "the Belt and Road Initiative". The "Chinese Dream" emphasizes the dream of the Chinese people and the revival of the Chinese nation, not the rise of China. The English translation of "Chinese Dream" is "Chinese Dream" instead of "China's Dream". By studying the application of the latest English translation of the "Belt and Road" "the Belt and Road Initiative" and the Chinese translation of "Chinese Dream" in Chinese English and other mainstream English media reports, The conclusion is that the number of positive reports continues to increase, and the number of negative reports gradually decreases, which shows that proper free translation reduces the misunderstanding of Chinese ideas and Chinese plans by foreign media, and accurately expresses the ideological theory, which is conducive to the construction of a discourse system of "integrating Chinese and foreign". In addition, in order to avoid the negative impact of Chinese political discourse on external communication, the translation unit of the discourse system can make up for it through various technical means to make it understandable and understandable by Western audiences.<sup>[6]</sup> For example, in the second volume of the translation of "Xi Jinping on Governance and Governance", there is an article titled "Continue to Promote the Popularization

of Marxism in China." The translation of "Popularize Modern Chinese Marxism" has been considered. Use "Popularize" to express Popularization, "modernize" to express Modernization, and "Chinese Marxism" to express Chinese Marxism. However, foreign readers are likely to understand this translation as an independent "Chinese Marxism", which may produce a sense that China is exporting ideology, and it seems that if we want to promote "Chinese Marxism" globally, it is easy to cause misunderstanding. The final title is Develop and Popularize Marxism in the Modern Chinese Context, which translates Marxism in China into the product of the integration of Marxist universal truth and China's reality, in other words, there can be all kinds of Marxism in the world without a unified model.

#### 3.2 Appropriate Literal Translation Helps Spread the Discourse of "Chinese Characteristics"

In today's cultural diversity, Chinese discourse that bears Chinese values and ideology should also gain a place in the world. The use of "translated discourse power" is conducive to the dissemination of "Chinese characteristics" discourse. Without any misunderstanding in literal translation, for cultural words in the original text, we generally adopt the "literal translation / transliteration + interpretation / annotation" translation method, which can better promote Chinese culture to the world and expand the world influence of the Chinese elements of the discourse. Such as "Diaosangzi: voice practicing", "Waidiren: outsider" "Meifazi: there is no choice". China's original language features not only convey China's demands, but also subtly spread Chinese culture, enhance the soft power of Chinese culture, and obtain an inevitable share of international discourse.<sup>[7]</sup> Today, the "Chinese expression" of "Chinese characteristics" is increasingly favored and internationally recognized by foreign media. Such as: Regarding the translation of Prime Minister Li Keqiang 's vernacular, "It's better to shout your throat than to shrug your arm", the British "Economist" and Singapore's "Straits Times" did not use skilled English idioms to translate this particularly earthy word, Instead, it is translated in an authentic way according to the words and habits of Chinese leaders.<sup>[8]</sup> With the gradual improvement of China's international status, "Chinese Discourse" has become more and more popular in the world, so seize the opportunity and do not blindly "desinicize" to cater to Western audiences. In the absence of ambiguity in literal translation, the "Chinese expression" of "Chinese characteristics" is more conducive to telling Chinese stories and spreading China's voices well.



### 3.3 Attach Great Importance to the Training and Use of Political Discourse Translators

As the “Belt and Road” initiative continues to be implemented in depth, the demand for translators is strong. First of all, we must carry out the construction of a translation talent pool to gather high-end translators from relevant government departments, foreign media, some universities and nationalized enterprises Sinologists and translators who bring together overseas Chinese translators and who understand Chinese, invest limited talents in external reporting, party and government document translation, and news and political weekly, so that they can better serve the dissemination of Chinese foreign discourse. Secondly, strongly support the education and training of foreign translation professionals. Through the establishment of special scholarships, prize contests and other means to encourage education and training institutions to attach importance to training Chinese and foreign talents, and establish national-level foreign translation work awards and talent recognition and other incentive mechanisms to enhance and protect the treatment and rights of foreign translation workers, and attract more high-quality talents to join the ranks of foreign translation. Finally, we attach importance to the cultivation of translation practice abilities of foreign language-related majors in domestic colleges and universities, broaden the traditional model of translation talent training, and provide more translation practice opportunities while learning translation knowledge. Strengthen the translation application ability and take the market demand as the traction to guide translation majors to improve their translation ability on the basis of adhering to the study of this professional knowledge to achieve a seamless connection between graduation and employment.

### 4. Conclusion

Since the Eighteenth National Congress of the CPC, China has never been closer to the goal of the great rejuvenation of the Chinese nation. China is more confident and confident than ever to tell the world a good Chinese story and spread its voice, first of all, actively participate in the discussion and participation of major international and regional issues with a more proactive attitude, and strive for the right to set the agenda and dominate the discourse in international affairs. Secondly, strengthen international communication capacity building, support major national

media to go out, and participate in international media market competition, at the same time, it will play a good role in emerging media, make full use of the advantages of new media, build a comprehensive support system, continuously improve the competitiveness of foreign media, improve the right to speak internationally, enhance cultural soft power, and eliminate prejudice against China from the international community to restore a clear and true image of China.

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## REVIEW

# The Development and Utilization of Red Cultural Resources

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In recent years, red cultural resources, or visual, artifactual, institutional and other expressions of China's revolutionary culture as well as the socialist culture fostered by the Chinese Communist Party since its founding, have been used to educate people, reduce poverty in older revolutionary areas where the resources are located, and enhance awareness of the practical utility of learning from history. At the same time, how best to develop and utilization red cultural resources has become a much-debated issue. In the context of this debate, a series of practical problems have emerged that urgently need to be solved. The present study argues that strengthening theoretical research; creating innovative infrastructural, technological, funding, and staffing solutions; improving institutional mechanisms; and strategically shaping the red brand will lead to a more rational and sustainable development of red cultural resources, maximizing their practical utility for Chinese society as a whole.

## 1. Introduction

Red culture can be defined as “a highly generalized and visualized expression of the Chinese revolutionary culture and advanced socialist culture formed under the leadership of the Communist Party of China since its founding.”<sup>[1]</sup> Specific manifestations of red cultural resources include physical forms such as relics and memorial places, institutional forms such as political and legal systems, policies, and regulations, and various other specific forms associated with intellectual, cultural, and spiritual life. Embedded in the culture, these resources have the logic of generation and belief of value. They play the role in educating people, helping reduce poverty, and fostering an interest in and commitment to learning from history. In turn, the best way to optimize the development of red cultural resources has become a hot

topic of discussion and debate. Xi Jinping has repeatedly emphasized the need to make good use of red resources, carry forward the red tradition, and inherit the red gene. Accordingly, researching these cultural resources is needed, so that social concerns about their development and utilization can be addressed in a timely manner, and their utility for Chinese society as a whole can be maximized.

## 2. The Practical Utility of Red Cultural Resources

Red cultural resources are “high-quality higher education resources that integrate political resources, economic resources, and historical resources.”<sup>[2]</sup> Correspondingly, red cultural resources can be used to educate people, promote economic and social development, and enhance awareness of the practical utility of history.

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## 2.1 Educational Utility of Red Cultural Resources

Different symbol systems shape different thinking paradigms, thus forming different value systems. Red culture has a rich history, powerful connotations, and a diverse range of manifestations in Chinese society. It embodies the collective wisdom and experience of the process of Marxist sinicization. Because it runs through the entire history of China's revolution, construction, and reform and opening, it is a special cultural symbol system. Regarding the use of this system for purposes of educating people, Xi Jinping pointed out that "It is necessary to establish and standardize some etiquette systems, organize and carry out various forms of commemorative celebrations, disseminate mainstream values, and enhance people's sense of identity and belonging."<sup>[3]</sup> In this connection, the revolutionary spirit embodied by red culture links up with national spirit. Accordingly, the use of red cultural resources to carry out red education, red tourism, and various ritual activities can allow educated people to experience a real emotional bond with their country as well as their fellow citizens, and thereby further cultivate red cultural identity. At the same time, cultural identity is not only shaped by the values of a specific group or individual who "internalizes a cultural system into its [or his/her] own psychological and personality structure"; what is more, cultural identity is also shaped by the way groups and individuals conscientiously follow this cultural system, and use it to evaluate the normative function of "things and [to regulate] their own behaviors".<sup>[4]</sup> In this sense, participation in red culture strengthens ideals and beliefs, supports political responsibility, stimulates patriotism and national spirit, and encourages groups and individuals to play an active role in the cause of building socialism with Chinese characteristics.

## 2.2 Socioeconomic Utility of Red Cultural Resources: Alleviating Poverty in Older Revolutionary Areas

The areas richest in red cultural resources are mostly older, poverty-stricken revolutionary areas. Economic and social development in such areas is relatively backward. Red culture, however, promotes a form of socialism that can build a well-off society in an all-round way, reducing or even eliminating poverty, and creating rich, strong, democratic, and harmonious socialist institutions. By fully tapping into the spiritual connotations and longstanding heritage of red culture, and actively promoting the rational and sustainable development of red cultural resources, it is possible to integrate those resources effectively into the rich historical heritage of the older revolutionary districts,

leading to their economic and social development. In turn, this development will help alleviate poverty in the older revolutionary areas, while encouraging rural revitalization and development.

## 2.3 Red Cultural Resources and the Appreciation of History

The Chinese Communist Party's "extremely rich cultural relics and ruins are preserved and left for history. These physical historical materials may record the ins and outs of key historical events in the party, chronicle the experiences of the party's historical figures, or preserve unusual stories about the party's history and evolution. All of these aspects carry very rich historical connotations."<sup>[5]</sup> The Communist Party of China has combined the basic principles of Marxism with China's specific realities and led the Chinese people to form a red culture that remains engaged in a historical process of revolution, reform, and construction. The crystallization of the collective wisdom of the Chinese people, in red culture, embodies the successful experience of China's ongoing historical evolution. Through the development and utilization of red cultural resources, it is possible to further excavate and sort out the historical materials of red culture, summarize key events in the red revolution, and learn from history in ways that can inspire and improve current social development.

## 3. Current Dilemmas Associated With the Development of Red Cultural Resources

With the upsurge of interest in and development of red culture, a large number of social human, material, and financial resources have been allocated for its development. A clear contradiction has emerged between the limited carrying capacity of red cultural resources and the substantial investments that have been poured into them. As a consequence of this contradiction, a series of practical problems have emerged that urgently need to be addressed.

### 3.1 Insufficient Theoretical Support

The development of red cultural resources requires multidisciplinary study, encompassing fields such as party history, party building, pedagogy, management, and economics. All too often, however, current research in this area is conducted from a single perspective, whether party building, cultural history, or tourism development. In short, domain-based research has not led to the construction of a comprehensive theoretical system that could help optimize red cultural resources. Most of the research on these resources is still in the stage of combing through the

relevant historical materials. The features, concepts, values, and meanings of those materials, as well as strategies for their development and utilization, thus remain controversial. There has been extensive investigation into particular materials but no larger synthesis, and no systematic theoretical system has been proposed for multidisciplinary study in this area. In addition, the practice of using red cultural resources to carry out red tourism and red education has taken the lead, without any protocols being developed for recording participants' experiences, let alone any theoretical framework for analyzing and interpreting those experiences. In sum, the lack of theoretical support for red cultural resources has restricted the practical transformation of red cultural resources into productive forces.

### **3.2 Problems with Infrastructure, Funding, Technology, and Staffing**

Problems with infrastructure, including transportation systems, as well as funding, technological, and staffing problems have also restricted the development of red cultural resources. Most of the places where red cultural resources are rich are relatively backward; the roads leading to these places are dangerous, making the areas difficult to reach. A long journey is often required, and potential visitors may thus give up before reaching their destination. The result is a negative impact on red tourism. Likewise, due to the lack of systematic planning and sustainable investment, many red tourist attractions and red education centers have insufficient infrastructure, poor facilities, and weak security capabilities. For example, some red education centers do not have special classrooms, and classes must be completed at local farmhouses. At the same time, other practical problems have emerged, involving funding, technology, and staffing. As far as funding and technology are concerned, the situation of imbalance leads to clear consequences. The places with strong support have experienced rapid development with good results, whereas places without such support are lagging behind. Here it should be noted that, while the leadership and departments of the central government have noticeably increased their emphasis on and support for red culture and resource development, local supporting policies have been relatively slow to follow. In terms of staffing, the number of red cultural docents is limited, and they cannot meet the growing needs for historical and cultural instruction. Furthermore, many of these docents are

### **3.3 Poor Institutional Mechanisms**

The development of red cultural resources requires multi-party cooperation and collaboration. An imperfect coordination mechanism for such multi-party cooperation

is the primary problem currently facing efforts to promote, develop, and utilize red cultural resources. The development of these resources involves multiple departments, including tourism, agriculture, forestry, water conservation, culture, and civil affairs. The development process, however, often runs up against the problem of poor inter-departmental collaboration. For example, in some places, attempts to develop red cultural resources have relied on the government-enterprise cooperation model; but those efforts have encountered problems with the implementation of the model, including problems with receiving funds for training and other initiatives. It appears that, because they do not want to be held responsible, various concerned departments will not play the role of fund-dispenser, and therefore the cooperative enterprises cannot access the required funds. Furthermore, the supervision mechanism is not perfect vis-à-vis the development and utilization of the resources. In some places, in order to pursue economic benefits that might accrue to the resources, unauthorized reconstruction and demolition of red cultural sites have seriously damaged their historical character, and hence their appeal. In general, regardless of the special mission of red cultural resources to educate people and enhance the broader society, a one-sided pursuit of economic benefits has in some cases undermined the resources' significance and value. Red cultural resources have been over-commercialized, and transformed into something entertaining or even vulgar, which has weakened their educational effectiveness.

### **3.4 Homogeneous Competition**

With the increasing popularity of red tourism and red education, more and more local governments and institutions are becoming involved in this field. However, most of these initiatives are independent and lack cross-regional cooperation, leading to obvious homogeneous competition among the sites offering access to red culture. For example, the various provinces that the Red Army passed through have initiated programs in red tourism and red education all related to the subject of the Long March, creating homogeneous competition among multiple sites focusing on the same theme. Homogeneous competition of this sort became more apparent in all regions after the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Construction Plan for the Great Wall, the Grand Canal, and the Long March National Cultural Park" in December 2019.

## **4. Suggestions for the Sustainable Development of Red Cultural Resources**

Qian Mu has argued that "all problems arise from cultural



problems. All problems are solved by cultural problems.”

<sup>[6]</sup> From this perspective, red cultural resources can be viewed as a core aspect of advanced socialist culture. The development and utilization of these resources are, accordingly, conducive to solving problems with imbalanced and inadequate socioeconomic development, and to promoting the creation of political, economic, cultural, social, and ecological structures and institutions needed to meet people’s needs for a better life.

#### **4.1 Strengthen Theoretical Research**

The foundation of the development of red cultural resources lies in red culture, whose longstanding sociohistorical connotations require in-depth research, “Basic theory meets the theoretical sublimation needs of practical innovation”, <sup>[7]</sup> the refinement of theoretical tools and frameworks for analysis, and the synthesis of research findings from multiple domains of inquiry. Only by doing basic theoretical research can we put the development of red cultural resources on a sustainable footing? The first key task in this connection is to strengthen cross-disciplinary and cross-disciplinary research on red culture, in order to promote the integration of perspectives from party building, pedagogy, history, management, economics, and other fields. The second key task is to increase theoretical research on red culture and its resource development. Through policy tilts such as the funding of particular projects and capital investment, the collection of and research on red historical materials will be strengthened, new theoretical approaches to red culture will be elaborated by experts and scholars, and approaches to optimizing the development and utilization of red cultural resources will be fully explored and refined. The third key task is to pay attention to theoretically informed summaries and reports about practices linked to red cultural resources. Through theoretical training of relevant workers, and also through strengthening the cooperation among governmental institutions and universities, scientific research institutions, think tanks, and so on, theoretically guided summaries of the practical experience of red cultural resource development can be generated, helping to create a productive cycle that further deepens basic theoretical research.

#### **4.2 Provide Further Support for Infrastructure, Funding, Technology and Staffing**

The development of red cultural resources must first focus on solving transportation problems. Based on the implementation of the requirements of the “National Red Tourism Highway Plan (2017-2020)” issued by the Ministry of Transport in July 2017, planners must consider

methods for the optimal circulation of traffic where the red cultural resources are located, and try to connect the local resources in series. Through better three-dimensional traffic planning and construction, made possible via increased financial investment by governments at all levels, the traffic situation can be improved in connection with red tourism roads, railways, and waterways. At the same time, in areas where the development of red cultural resources is lagging behind, increased funding and better technological support should be provided. Likewise, supporting infrastructure, such as teaching space, conference sites, accommodation, and network platforms, need to be provided for red tourism and red education, with a view to improving the reception capacity of red centers. For their part, provincial, municipal, and county governments should further increase funding, technology, policies and personnel support for the development of red cultural resources. For example, governments at all levels should create policies for the approval and certification of the construction of red education centers, the vetting of employees’ qualifications, and the hiring of qualified staff. An example scenario would be one in which a full-fledged professional lecturer provided instruction about historical sites such as a memorial hall and a ruined old house. Another example scenario would involve the use of volunteer lecturer teams in areas rich in red cultural resources.

#### **4.3 Improve Institutional Mechanisms**

It is the new requirements for building a socialist cultural power that the rational and sustainable development of red cultural resources, so we need “continue to deepen the reform of the cultural system, improve the cultural management system, and promote the great development of the cultural industry”.<sup>[8]</sup> The first such guarantee entails clarifying the management system. More specifically, the functions and responsibilities of each department need to be clarified, so that initiatives taking the form of special work projects or working groups can achieve coordination and effective interaction. Taking steps to ensure well-managed cooperation of this kind will provide an institutional guarantee for the healthy development of red cultural resources. The second guarantee entails establishing a red cultural resource protection mechanism. We should be in awe of these resources, not only establishing sound procedures for protecting them but also enhancing awareness that they are, in fact, being protected. Funds for the protection, development, and use of the resources should be included in the regular fiscal budget, with a certain percentage of the government’s overall budget being earmarked for this purpose. The third institutional

guarantee entails establishing the rule of law vis-à-vis the protection of red resources, and managing and protecting red resources in accordance with the law. This step will help establish, in turn, a standardized development mechanism for red resources. In the development of red cultural resources, it is necessary to limit political influence and maximize broader social benefits, clarifying that the primary purpose of developing these resources is to cultivate awareness of past traditions and to draw on that awareness to cultivate national red cultural confidence. Therefore, it is necessary to emphasize the leading role of the government, enshrine governmental policy decisions in the form of laws and regulations, implement appropriate qualification criteria and access requirements for development entities, and ensure that market-oriented development and commercialization are avoided while introducing market-based competition.

#### 4.4 Shaping the Red Brand

Red cultural resources are widely distributed, and the connotations of the red theme in each region are different. But in the final analysis, these resources represent the crystallization of the Chinese Communist Party's leadership over the past 100 years of struggle. It is an important part of the Chinese Communist Party's spiritual pedigree. A first strategy for strengthening the red brand, as it can be called, is enhancing cross-regional cooperation and promoting differentiated and coordinated development. Relevant provincial departments should take the lead in formulating rational and sustainable development plans for red cultural resources, guiding the establishment of red cultural resources development associations, and promoting the orderly, unified, and respectful development of red resources. At the same time, localities should make full, innovative use of the unique attributes of local red cultural resources, achieving differentiated development based on the geographical and historical resources of each region, combined with regional advantages. The second strategy for strengthening the red brand is to develop effective marketing techniques. Stronger cooperation with new media such as websites, WeChat, and Weibo, as well as traditional media such as TV, radio, newspapers, magazines, and so on, can help increase and improve the promotion of the red brand.

#### 5. Conclusion

In the context of global cultural diversification, each country will have its own native culture. The red culture created by the Chinese Communist Party under the leadership of the Chinese people will surely become an advanced culture, leading the further evolution of the Chinese nation's culture. At present, the self-confidence that participation in red culture helps promote should be strengthened, through a strengthening of red culture itself. The longstanding sociohistorical connotations of red culture should be tapped into and emphasized, via rational, sustainable development of red cultural resources. In this way, the resources can be used to help educate people, alleviate poverty in the older revolutionary areas, and enhance awareness of the practical utility of history for addressing the problems of today.

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## REVIEW

# The Reform Method and Path of Ideological and Political Teaching in Colleges

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### ABSTRACT

With the continuous development of education in our country, the demand for talents in all aspects of society is increasing gradually, carry out ideological and political education for students. In order to cultivate the ideological and political talents needed by the society, we should deepen the reform and political education and introduce the educational concept into the actual ideological and political education.

lleges and universities, and discusses the problems in teaching and the measures to strengthen teaching in detail for the reference of relevant departments.

## 1. Introduction

As one of the courses that must be carried out in every stage of education, ideological and political courses play growth can influence the formation of students' values and outlook on life. So, from the perspective of politics, It is necessary to constantly innovate the teaching mode and effectively adjust the problems produced in practical teaching, so as to promote the learning efficiency of students' ideological and political classes and .

## 2. Problems in Ideological and Political Teaching in Colleges and Universities

### 2.1 The Teaching Concept of Ideological and Political Teaching Is Backward

Influenced by traditional ideas, is faced with many problems. Even some schools do not attach importance to

students' ideological and political learning, which leads to the teaching and practical reform of ideological and political courses in colleges and universities. Students' interest in learning cannot be aroused, and students' enthusiasm for learning is not high, which is that the classroom atmosphere of teaching summary is relatively single and inactive, and the teacher's teaching cannot convey the key ideas of this class to the students. Overall, the students' learning effect and teaching quality have not been effectively improved; On the other hand, the reform of ideological and political classroom in colleges and universities needs to be supported by advanced teaching ideas, but in the current development situation, many colleges and universities do not run ideological and political teaching ideas through the teaching background of great ideological and political, the actual teaching ideas still stay in the traditional quality education Students' professional accomplishment and actual are really lack of pertinence and

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do not play a practical role, which not only wastes teachers' teaching time, but also does not improve students' learning effect, affects students' interest in ideological and political education, and has an impact on the ideological and political knowledge that students can use later employment.

## **2.2 Single Teaching Method**

With the continuous development and reform of education in our country, the teaching methods and means of teachers effectively improved and innovated, but there are still some problems in the actual teaching, such as teachers' simple teaching methods and novel teaching contents, which affect students' mastery of ideological and political knowledge and teachers' teaching quality to some extent. It is said that the teacher does not make the students fully understand the key content when teaching, so that the students' learning ideas have deviated, which leads to the students' learning quality is not high.

## **2.3 Lack of Clarity of Purpose**

At this stage in the ideological and political perspective of ideological and political classroom teaching, efficiency is relatively low, one of the important reasons for this problem is that teachers did not make the teaching objectives of this class clear before class. With the continuous development of education in our country, the emphasis of teaching in the teach students to learn new knowledge in the classroom, and let students understand the key knowledge of this class through examples or through the knowledge explanation of textbooks in the classroom. Teaching aims of teachers

## **2.4 Problems with Teachers' Professional Competence**

In many colleges and universities, it is common that some of the teachers are newly graduated students, they basically do not have rich teaching experience, although they have sufficient theoretical knowledge to support, but the lack of teaching experience is not able to promote the quality of teaching. And these new teachers are not familiar with the teaching materials taught, let alone have a deep understanding of the key points in the teaching materials, in this case, teachers themselves do not have a full understanding of the teaching materials plus the teacher's own teaching experience is not conducive to the study of students, teaching reform under the perspective of great thinking and government cannot be implemented in practice; in addition, some student unions Teachers often cannot predict the problems raised by students, which leads

to the lack of experienced teachers in the teaching process cannot correctly answer for students, students' enthusiasm for learning is affected, which is not conducive to the cultivation of students' core literacy, ideological and political teaching quality cannot be improved.

## **3. Measures to Strengthen the Reform of Ideological and Political Teaching in Colleges and Universities**

### **3.1 Innovative Teaching Concepts in Ideological and Political Courses**

From the perspective of great ideological and political education, the reform of ideological and political teaching in colleges and universities should first constantly innovate the teaching concept of ideological and political education, so as to ensure that the ideological and political education curriculum can conform to the educational background of great ideological and political education, and then meet the students' needs for knowledge and the trend of the times. The ideological and political courses in colleges and universities should break the traditional teaching method of indoctrination, give up some traditional one-sided teaching ideas properly," take its essence and discard its dross ", and promote the teaching reform of ideological and political classroom in colleges and universities to the maximum extent. On the other hand, teachers should pay attention to the main position of students in the process of learning, in learning, and carry out ideological and political teaching to students Education, will serve students and guide students as the basis, so as to comprehensively improve the comprehensive quality of students and ideological and political education concept, strengthen the cultivation of students' professional literacy, to ensure that students' enthusiasm for learning can be fully stimulated, to promote the quality of ideological and political teaching in colleges and universities.

### **3.2 Teaching Features**

In order to ensure that students can truly achieve "I want to learn" and "I love to learn ", innovative teaching content is essential, in the selection of students' teaching content, to highlight the characteristics of ideological and political classes, at the same time, to combine the students' actual learning characteristics and learning ability, to formulate students' reality, especially need appropriate selection of some content related to the students' actual life, so as to stimulate students' interest in learning to the greatest extent. On the other hand, in the actual teaching, step by step, no teacher can achieve the goal in the short



term, we should pay attention to the function of the teaching process to the students and bring the teaching contents of the ideological and political courses into line with the development of the students and the interests of the students. We improve the students' comprehensive ability.

### **3.3 Strengthening of the Ranks of Ideological and Political Teachers**

The reform of ideological and political teaching in colleges and universities should pay more attention to the improvement of the professional ability of ideological and political teachers and strengthen the construction of ideological and political teachers so as to lay a solid foundation for the teaching of ideological and political courses. The needs of students, after the completion of training, but also to carry out a certain assessment to ensure the effectiveness of training, to maximize the reform of ideological and political teaching in colleges and universities.

## **4. Conclusion**

To sum up, the reform of ideological and political teach-

ing in colleges and universities plays an important role in improving the actual teaching quality and teaching effect. Although there are still some inevitable problems in the process of its development, the relevant departments should take a series of effective measures to ensure that the can proceed smoothly and promote the development of education in China.

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## REVIEW

# Student Peer Assessment

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### ABSTRACT

This paper mainly focuses on advantages and challenges of student peer assessment, which is an effective approach for students to increase the confidence and curriculum engagement as well as formative assessment.

#### *Keywords:*

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Challenge

## 1. Introduction

Learning used to be viewed as an individual process because of the impact of individualism.<sup>[29]</sup> However, an increasing number of studies have been made to point out the fact that group and peer learning is better than individual learning to transfer knowledge.<sup>[12]</sup> Consequently, a great variety of peer-learning approaches appeared<sup>[24]</sup>, and peer assessment involves different types of activities, such as peer tutoring<sup>[28]</sup>, peer discussion<sup>[10]</sup> and so on.

In recent years, the use of peer assessment has been introduced in the curriculum to promote teaching as well as learning due to the changing conceptions of teaching and learning.<sup>[7]</sup> Peer assessment is a way to use peers' grades and comments to assess the quality of other people's work. Nowadays, education focuses more on the "active engagement of students in the learning process,

students' responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning".<sup>[25]</sup> In context of formative assessment, peer assessment, which is viewed as an approach to increase students' learning, plays a significant part.<sup>[3]</sup>

The Assessment Strategies in Scottish Higher Education Project (1996) demonstrated the fact that peer assessment is the most frequently used method among a variety of assessments, including self-assessment, collaborative assessment and so forth, which can be considered as the most popular tool to engage students in assessment.<sup>[8]</sup> Peer assessment has been regarded as a positive way to help students play more active role in the classroom to promote students' learning. Getting students involved in assessment is a great approach to give them more control and responsibility. McConnell (2000) finds out that if students get involved in decisions about learning and criteria for assessment through peer assessment, students' relationship

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and their studies will qualitatively better than those who are treated “recipients of teaching”. As a result, the more active role can give rise to the greater curriculum engagement.<sup>[18]</sup>

## 2. The Definition of Peer Assessment

Different people hold various ideas of the definition of peer assessment. Falchikov (2007) defines the peer assessment as the fact that “students provide either grades or feedback to their peers on a product or performance, based on the criteria of excellence for that product or event which students may have been involved in determining”.

<sup>[9]</sup> In Strijbos and Sluijsmans (2010) points of view, peer assessment refers to an educational mechanism in which students, who are inspired to participate in the classroom discussion and reflection, and judge peers’ works and performances both qualitatively and quantitatively.<sup>[26]</sup> Topping (2009) believes that peer assessment can be viewed as a mechanism for students, and aims of peer assessment are to determine and examine the level, value, and quality of performances as well as products of other students. In addition, peer assessment can be found extensive spread application in various programs and curriculums.<sup>[27]</sup>

## 3. Peer Assessment Matters

Since peer assessment has become increasingly popular in both teaching and learning, it is believed that peer assessment has several benefits. Race (2001), who makes the research on how to get students involved in their own assessment, shows that there are seven good reasons why teachers undertake and introduce peer assessment in the teaching process.<sup>[21]</sup> Besides, in Hamilton’s (2000) study, peer assessment plays a policing function and has some benefits as well as advantages to both students and teachers.<sup>[10]</sup>

It is possible that the peer assessment can help students enhance the confidence and curriculum engagement. Denehy and Fuller (1974) find out that involving students in the peer assessment can give rise to a positive attitude toward learning and active participation in the classroom through an analysis of an attitude questionnaire.<sup>[6]</sup> Besides, the result of the questionnaire designed by Sivan (2000) related to the peer assessment demonstrated the fact that a large amount of students believe that peer assessment help them increase the confidence and improve their presentation skills, and they also have intention and willingness to set the criteria of assessment by themselves.<sup>[23]</sup> In addition, through the interview, Sivan (2000) found out differences between experienced peer assessors and inexperienced peer assessors.<sup>[23]</sup> For example, experienced peer assessors

focus more on how to improve the assessment procedures; while inexperienced peer assessors pay more attention to the fairness of assessment.<sup>[23]</sup> There is no denying that the importance of peer assessment is recognized by most students because such assessment can help them get involvement in learning and develop their critical thinking and analysis abilities.<sup>[24]</sup> Race (2001) indicates that peer assessment can let students have a sense of ownership, which can strongly increase their participation in the learning process.<sup>[21]</sup> If students feel that they can control their own learning, they can learn more deeply. Black and Wiliam (1998) find out the same result that students would learn more, improve their confidence and learning skills through the research about the impact of the peer assessment.<sup>[2]</sup>

In spite of the increasing students’ confidence, peer assessment can also improve students’ understanding as well as mastery. The similar questionnaire was designed online by Sitthiworachart and Joy (2003) to check students’ view on peer assessment on program learning.<sup>[22]</sup> More than 60% students felt that when assessing or marking other people’s work, they can find out their own mistakes and have a better understanding of the computer programming, which can promote them to learn better.<sup>[22]</sup> Clarke (2005) thinks that peer assessment is meaningful and valuable because students often give and receive criticisms of their work from other people instead of the traditional way of being assessed by teachers.<sup>[5]</sup> During the process of peer assessment, mistakes are not considered as failure, but regarded as possibilities to further learning. Race (2001) shows clearly that peer assessment allows students to learn from peers’ success as well as weaknesses, which can lead to the deepest learning experiences and promote students learning skills.<sup>[21]</sup>

Just like what Slavin (1995) finds out that students tend to take part in the assessment and want to establish the criteria by themselves<sup>[24]</sup>, Race (2001) holds the viewpoint that applying and setting criteria to peers’ work is the most effective and productive approach to develop and deepening students understanding of the learning materials.<sup>[21]</sup> As a learning tool, peer assessment can provide students with skills to make judgments about what forms a high demanding work.<sup>[27]</sup> Under this kind of circumstances, peer assessment provides students with profound learning rather than superficial learning. Once students master the ability of measuring and judging other people’s work, which is much more strict learning process than just reading and writing, students can do their own assignment with high standards and requirements.<sup>[21]</sup>

McConnell (2000) demonstrates that peer assessment can lead students to a greater classroom engagement.<sup>[18]</sup>

During the process of evaluation, students will use their related experience to assess other people's assignment, ask relevant questions and participate in the assessment from students' standpoints rather than teachers'.<sup>[18]</sup> Kearsley (2000) also puts forward the similar point of view that students would feel that the feedback from their peers is quite useful and meaningful to their learning because it is from students' perspective instead of teachers'.<sup>[13]</sup> However, Kearsley (2000) shows his concern with the fact that students tend to give their peers' negative evaluation; so he wants to remind students to be constructive and positive in their comments as well as feedback.<sup>[12]</sup> What's more, Falchikov (2000) made a research about the peer assessment, and results suggested that feedback from peers who have related experience may be more positive than those received from teachers and experts.<sup>[7]</sup>

What's more, peer assessment provides students with some other benefits which are not mentioned before. For example, Vickerman (2009) put forward the idea that peer assessment can enhance students' motivation of learning and their responsibilities, and also help students develop skills for lifelong learning.<sup>[30]</sup> In addition, the formative assessment produced by peers can help complete learning cycle and inspire the ongoing development of skills, such as presentation skills, writing skills, vocational skills and so forth.<sup>[30]</sup>

Peer assessment benefits not only students, but also teachers. Peer assessment can be viewed as a shift responsibility from teachers to students. A study designed by Lin (2001), which teachers empowered students to do the assessment in the class, finds out that students have a strong share of control and want to take part in the assessment process.<sup>[15]</sup> As a result, peer assessment is a kind of transferring power and both students and teachers are changing their roles. A few teachers use the peer assessment to save time and reduce their working load so that teachers can stand back to observe students. Besides, as an effective assessment tool, peer assessment can give teachers a more comprehensive and accurate picture of how students perform and act in the group work.<sup>[4]</sup> However, for most teachers, peer assessment grades are only recommendations and teachers would make the final mark according to the criteria. Teachers are changing their role from assessors to trainers and guides to monitor the whole assessment process and carry out the quality check, which is also a quite significant part to play.<sup>[8]</sup> As a result, the focus shift of teachers is more towards the quality of the teaching and exploration of further knowledge.

#### 4. Challenges of peer assessment

Despite of the benefits and advantages, peer assessment

is under questioning and challenges as well. There remain many unsolved problems that need to improve.

The first challenge is that many teachers argue that they are neglecting their responsibilities if they get students in the assessment.<sup>[8]</sup> Many students, at the same time, think that only teachers can do the assessment and they have no ability to do so. It is known to all that the more students are involved in the curriculum, the better the effect of peer assessment is to improve learning and encourage personal and professional development.<sup>[8]</sup> As a result, it is urgent for both teachers and students to be aware of their changing roles in the assessment. Teachers need to explain the reasons why students can expand their role and the benefits of the peer assessment in relation to their own learning.<sup>[8]</sup>

The second challenge of peer assessment is that students are not qualified or suitable assessors because they are lack of knowledge and experience to do the peer assessment and carry out tasks.<sup>[8]</sup> It is believed that peer assessment is a kind of mature skill which can be carried out in the classroom. Lampham and Webster (1999) indicate that students recognize the fact that they have no confidence to mark the peer work properly because of the lack of sufficient knowledge and experience.<sup>[14]</sup> Most students hold the idea that they are short of skills to do the peer assessment and they think only teachers can assess their assignment.<sup>[15]</sup> It is believed that students are short of adequate knowledge to assess other people's work appropriately. However, although students have the ability and knowledge to evaluate peers' work, they are also challenged whether they can assess each other in a fair and responsible way.<sup>[11]</sup> Teachers need to train and guide students before the assessment to let them understand how to evaluate other's work and make appropriate comments.<sup>[8]</sup> It is important for teachers to tell students the criteria of the assessment in details and teach them how to comment on other people's work in order to make students become thoughtful and reliable. It may take a long time to do the preparation work and increase the confidence before doing the peer assessment, but if students can command such skills, it would benefit both teaching and learning process via student-to-student interaction rather than teacher-to-student interaction.

The third challenge is that students' ability varies, which may cause the potential biases of the peer assessment.<sup>[16]</sup> Mathews (1994) indicates that perceptions and viewpoints vary between people, so students may assess according to their own ideas which may differ from their peers.<sup>[17]</sup> As a result, students would encounter difficulties in making assessments because of various ideas or cultural differences, which is hard to avoid. Mathews (1994)



suggests that it is essential for students to do the practice to master the assessment skills. Another feasible approach is that marks or comments can from multiple students instead of single assessor, which can make the feedback and comments more comprehensive.<sup>[17]</sup> Although it is difficult to handle the cultural differences, it is better to do more preparation or background research to overcome such a challenge.

Some other challenges mainly focus on the fairness of the peer assessment. Students may award each other with high marks if they have close relationship; or may give low marks if they do not get along with each other well.<sup>[8]</sup> McDowell (1995) shows the negative influence of peer assessment if students are cheating between peer markers due to the friendship, prejudice, favoritism and so on, which will lead to over marks or lower marks.<sup>[19]</sup> In this kind of situation, teachers should play active role in guiding students to make assessment in a fair way; and teachers can review students' comments and grades to give a final mark from a professional standpoint. Mathews (1994) advises that if students have doubts of the marks and want to justify the decisions, they can ask teachers for help. However, the most effective way is to let students desist from collusion, which can allow students assess in a fair and reliable way.<sup>[17]</sup>

What's more, peer assessment requires adequate preparation, particularly in the planning stages.<sup>[1]</sup> It is not common for students to encounter difficulties because they lack the preparation and prior experience for the certain task. Purchase (2000) notes that students may find that it is hard to interpret tasks, and view the criteria as ambiguous.<sup>[20]</sup> Beaman (1998) suggests that students can rehearse the peer assessment in advance to discover the potential problems.<sup>[1]</sup> During the rehearsal, students do not need to mark each other.

## 5. Conclusion

All in all, although peer assessment is under doubts and challenges in some aspects, such as fairness and lack of training and experience, it is still an effective and useful approach for students to increase the confidence and take part in the curriculum as well as formative assessment. In addition, peer assessment can also help students develop their skills, improve the understanding of knowledge and enhance responsibilities and motivation of learning. However, there are still many problems and challenges of peer assessment that cannot be avoided. For example, teachers should provide students with training and let them get involved in the criteria setting so that both teachers and students can acquire the positive effects of peer assessment.

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## REVIEW

# Research on the Way to Promote the Innovation of Ideological and Political Teaching in Colleges and Universities with the “Emotion, Reason and Taste” of Red Culture

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### ABSTRACT

As an important part of the advanced socialist culture, red culture has profound inner spiritual connotation and abundant external forms of expression, which provides good educational resources for the innovation of ideological and political courses in colleges and universities in the aspects of “emotion, reason and taste”. As a result, digging the ideological and political education value of red culture from multiple perspectives, actively employing all means and opening up various ways to promote the deep integration of red culture & ideological and political teaching activities has become a significant measure to promote the innovation of ideological and political teaching in colleges and universities.

## 1. Introduction

The ideological and political course in colleges and universities is a course that combines value and knowledge with the basic teaching task of “strengthen moral education and cultivate talent”. It cannot merely rely on abstract knowledge transmission and theoretical preaching, but should feel it with temperature of one’s soul and mind - That is, to motivate, guide, and educate the educates from the two aspects of “emotion” and “reason”, and therefore achieve the purpose of value recognition. As an important part of the advanced culture of China”, red culture refers to the cultural complex of Marxism and China’s concrete practice gradually formed under the leadership of the Communist Party of China in the long-term revolution, construction and reforming ,it

reflects the ideals, beliefs, morality, values of the Communist Party of China and general working people, as well as the pursuit and yearning for a better life, inheriting, recording, praising and carrying this historical process and reality in a variety of inheritance methods<sup>[1]</sup>. Red culture has unique spiritual content as well as a variety of external forms of expression. Therefore, to dig into the value of ideological and political education in red culture, explore the application and combination of modern technology and education concept, provide various ways to realize the deep integration of red culture and ideological and political theory course, will not only provide excellent teaching materials and theoretical support for the teaching of ideological and political course in terms of “emotion” and “reason”, but also provide a more suitable point cut for the innovation of teaching methods of ideological and

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political course in colleges and universities in the aspect of “taste”.

## 2. The Significance of Promoting the Innovation of Ideological and Political Teaching Content with the Unique Spirit and External Forms of Red Culture

### 2.1 Emotion: Direct Life with the Temperature of Red Culture

Red culture has temperature. Aristotle once said: “All men by nature desire to know”. However, for college students, the most urgent needed are thoughts and theories that not only in line with historical and social development trends, but also close to the lives of common people, which can provide action guidance and spiritual inspiration for individual life. As “learning is the learning of life, knowledge is the knowledge of practice”, teaching content of the ideological and political course is derived from the ideological and political education practice activities focusing on “the needs of the times”, “the needs of society” as well as “the needs of students”. But the awkward thing is that the lack of teaching resources to restore the theory to practical activities that guide daily practical activities resulting in the abstract and obscure of content, divorced from the reality and thus lowered the teaching effect. The red culture itself is practical culture, which is the accumulation of the achievements of the Communist Party of China in transforming the basic principles of Marxism into the specific practical process of China. In this process, every heroic deed, every revolutionary site, and every precious cultural relic can lead us through the time and space of history and into the heart of the martyrs, to feel how they wrote their glorious and magnificent chapter of social practice with their firm ideals & beliefs and their strong emotions for home & country, as well as the spirit of seeking truth from facts and arduous struggle under the call of times and people’s expectations. Seneca once said: “Teaching is a long road, and example is a shortcut. “Through touching with the hero’s glowing soul and the pulse beating with the times to feel the emotional resonance and spiritual baptism, on the basis of understanding and agreeing with their choices and struggles, to achieve the recognition of mainstream values and internalize it into their own value guidance for thoughts and actions. In the journey of the new era, seize the day, live it to the full, “run with the Chinese dream”, start an ardent life and colorful social practices.

General Secretary Xi Jinping has repeatedly emphasized that “To strengthen the ideological and political work in colleges and universities, we should attach great

importance to overcome people with culture, educating people with culture”<sup>[2]</sup>, as a result, to strengthen and enrich the teaching activities of ideological and political courses with red culture, allow full play to the infiltration, infection and guiding role of red culture which “moisten things silently”, to provide practical and effective educational resources for enhancing the emotional identification of the educated to the teaching content and realizing the transformation of knowledge theory to practical ability.

### 2.2 Reason: Understand Life with the Content of Red Culture

Red culture contains abundant meaning. Mao Zedong called it “the Chinese have learned a new culture of Marxism-Leninism”<sup>[3]</sup>, ever since mastered this ideological weapon, which was born in a specific time and whose mission is to build a truth system to guide China’s specific practice, Chinese people have changed from passive to active in spirit.<sup>[4]</sup> Since the founding of the party, it has relied on the red culture as a spiritual bond of winning the popular support, uniting people, and encouraging healthy trends, the Chinese Communist Party united and led the people of all ethnic groups in the country overcame all kinds of difficulties and obstacles, and achieved remarkable success. Why is Marx right? Why can the Communist Party of China do it? History is the most telling witness! Red culture is the most convincing. Today, the Chinese nation, entering the new era, has embarked on a new journey of the great rejuvenation of the Chinese dream. Great cause calls for great spirit! General secretary Xi Jinping pointed out that “For the Chinese Communists, the history of the Chinese revolution is the best nutrition”. The lofty ideals and convictions, high moral sentiments, and strong patriotic feelings inherent in the red culture are the spiritual strength of this era to resist and eliminate unharmonious noise, build consensus to ensure the correct direction of socialist construction with Chinese characteristics!

Second, ideological and political education in colleges and universities “teaches young people the firm way of ideals and beliefs, the right way of understanding the world, and the scientific way of changing the world in terms of educational content”; In the teaching practice activities, should adhere to the guiding ideology of Marxism, continuously strengthen the patriotic thought and fine moral qualities of college students, as well as the confidence, courage and determination to fight for the cause of socialist construction for life. Obviously, the content of ideological and political education stays closely aligned in nature with the spirit and thought inherent in red culture. Hence, to externalize the outstanding ideological and moral qualities advocated by the red culture by means of



ideological and political education teaching activities, and provided to college students as “spiritual food” to help them complete life experiences and sentiments, thereby achieving the teaching content of internalizing ideological and political education. This is not only the mission of red culture, but also the purpose and nature of ideological and political education!

### **2.3 Taste: Attract Students with Colorful External Forms of Expressions**

Red culture also has a variety of external forms of expression. Nowadays, the teaching object of ideological and political courses in colleges and universities has become the post-2000s generation with distinctive times’ character, the traditional, conventional classroom can no longer attract their mind or heart. The red culture has more than the characteristics of diversified external expressions: includes material forms like relics of heroes, photos, former residences, historical sites, memorials, etc. It also includes non-material forms such as revolutionary ideas, revolutionary spirits, revolutionary thoughts and traditions. Moreover, as they are created by vivid characters to record real life, they are often expressed in the form of literature and art as a carrier. For example: red story, red song, red drama, red movie, red novel ...It not only integrates knowledge spreading and value transmission, but is vivid and vigorous, artistic and entertaining as well. Therefore, by holding red song competitions, organizing red expeditions, reading and watching red classics, rehearsing red stage plays, and other ways that college students love to see and hear, make them to learn through entertainment, and combining with the traditional ideological and political teaching activities to promote the innovation of ideological and political teaching activities.

## **3. On the Specific Path of Promoting Ideological and Political Teaching in Colleges and Universities with Red Culture**

### **3.1 Allow Full Play to the Leading Role of Teachers in Classroom Teaching, Organically Integrate Red Culture with Ideological & Political Teaching**

The content of the red culture can be summarized as the “soul” of the mainstream social, values, such as the strong patriotism, the selfless collective spirit, the firm ideal and faith, and the lofty moral sentiment which displayed by the real living “people”, the “objects” used and the “things” experienced in the process of participating in the new democratic revolution and socialist construction, as a result, it is highly consistent with the content and nature

of ideological and political education. This requires the leader of classroom teaching - the ideological and political teachers must thoroughly understand the teaching material system as well as master the red culture: first of all, they must constantly enhance their knowledge reserve, be familiar with and understand the red history; secondly, select content that can fully reflect the teaching purposes, requirements and can brings out resonance of students as educational resources according to the psychological characteristics, practical needs and cognitive level of contemporary college students, introduce classroom teaching activities by way of case teaching to strengthen the effectiveness of classroom teaching by arousing the educated to think seriously and interact actively .

Furthermore, entering the era of new media and new technology, in addition to traditional teaching methods, ideological and political teachers in colleges and universities should know more about the application of modern technology in teaching activities. On the basis of using the internet, self-media, and various terminals as carriers to innovate and integrate red culture into ideological and political teaching methods, VR simulation technology can be used to break through the limitations of time and space for case teaching and situational teaching. For example, recreate the historical scene of crossing snow mountains and grasslands in a real experience, allow the students to immersive experience how the Red Army soldiers created a great miracle in human history with correct revolutionary theory as guidance, firm ideal and belief as well as strong revolutionary will as support in the face of harsh natural environment. Such a teaching method is full of experience and interaction, which makes “visitors” become “participants” across time and space, make college students actually feel the hard-earned red territory, and the hard-earned socialism with Chinese characteristics. Therefore, they have a deeper understanding of the scientificity and truth of Marxist thought, be more firm in establishing lofty ideals and beliefs, and enhanced the confidence and determination of patriotism.

### **3.2 Based on the Second Classroom, Allow Full Play to the Characteristics of Diversity of Red Culture to Create a Good Education Atmosphere**

The theory of “the learning of life” originates from practice, it must be restored to the process of guiding social practice to deepen the understanding and identity of the educates. Red culture, which also comes from social practice, is most suitable to provide rich practice platform and mode for ideological and political education because of its diversified forms of expression. Consequently, colleges and universities can make full use of the second classroom

as a support, actively organize students to launch various social practice activities related to the theme of “inheriting the red gene, striving to be the new talent of the times”.

First, make use of the winter and summer vacations to organize college students to go to old revolutionary areas; visit, study and inspect the red relics, the former residence of heroes, the revolutionary memorial hall and other historical relics and memorial sites. To feel the truth on the spot and in real situation by viewing photos, relics, text instructions, listening to the affectionate explanations of the interpreters, listening to reports of revolutionary deeds witnesses and their families, and reading revolutionary historical documents, etc. Therefore, can understand more truly the greatness of “hero’s soul” that the heroes displayed when they make the heroic and moving deeds at the crucial historical moment; besides, organize a variety of campus cultural activities after school and on holidays, such as organizing red singing competitions, watching red movies, holding reading parties and readings of red classic novels and poetry as well as holding “inheriting and carrying forward the red spirit, concept and tradition” keynote speeches, lectures and speech contests as well as other activities which is informative, interesting, educational and entertaining. This not merely greatly enriches the students’ after-school cultural life, but also enables college students to be immersed in the campus cultural atmosphere constructed by red culture, understand the red history, feel the red spirit, thereby realize the sublimation of thought and the improvement of spirit, and finally achieve the goal of “strengthen moral education and cultivate talent “in the ideological and political course.

### 3.3 Strengthen the Construction of Red Websites and Make Good Use of the Role of Network Education Platform

Post-2000s generation have become the main force in today’s colleges and universities. According to data released recently by China Youth and Children Research Center, 64.6% of the post-2000s generation have mobile phones, which is about 8 times the number of the post-90s generation in their adolescence. For these babies born after the millennium, mobile internet has been not only a tool, but a basic way of life, it is their most important means of entertainment, leisure, social, shopping, learning and acquire information. They spend more than 3 hours every day bowing their heads to fiddle with their phones, so they are also called “Pubbing”, “screen refreshers” and “two-dimensional generation”...As “internet native”, they have been immersed in network culture since childhood, they are good at capturing new things, are accustomed

to global mindset, diversified cultural identity, as well as massive, fast and equal methods of gaining information. However, they are still in the period of forming of their world views, it is difficult for them to distinguish right from wrong when faced with intricate social realities, and are susceptible to the influence of wrong ideas as well as the expansion and penetration of the west. Therefore, General Secretary Xi Jinping stressed that “Whoever controls the internet has the initiative of the times”. This important conclusion pointed out from a commanding height that if China wants to develop rapidly without controlled by others, should not only attach importance to and vigorously develop science and technology, but also pay high attention to the ideological trend of teenagers in their growth, discover and guide their healthy development in time. Thus, to integrate red culture into ideological and political education in colleges and universities, must attach great importance to and strengthen the construction of red culture network platform, occupy the network field with advanced red culture, direct college students’ thoughts with correct values, take the lead of public opinion. Nonetheless, the construction of red network platform must have the characteristic of times, and use more internet phrases familiar to college students. Note also it should be entertaining, interesting while be instructive, informative and specific. For instance, make more red culture propaganda videos, red culture animation; organize some red knowledge prize-winning quiz, hold online forums on social hot issues, invite people to exchange and discuss in the forum on an equal basis, and hire professionals to write articles for evaluation and guidance, etc. In a word, to integrate red culture into ideological and political education in colleges and universities is of great significance for enhancing the effectiveness of ideological and political lessons in colleges and universities. Hence, actively explore various ways to promote the deep integration of red culture with ideological and political courses has become an important step to promote the innovation of ideological and political courses in colleges and universities at the present stage.

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## REVIEW

# A Strategic Analysis of Improving the Quality of English Teaching in Colleges and Universities

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### ABSTRACT

Under the background of the new era, great changes have taken place in the teaching mode of our country, and all kinds of creative teaching strategies emerge as the times require. In order to construct an efficient classroom and ensure the rational allocation and utilization of teaching resources, teachers must adhere to the central position of students in the process of carrying out classroom teaching practice, clarify the individual differences of students, and fully consider the influencing factors of various details from the point of view of students. In order to better promote the improvement of teaching quality and teaching level, to ensure that every student can learn something, learn to achieve success. However, combined with the relevant practical investigation, it is not difficult to find that long-term examination-oriented education leads to some teaching classics. In the course of carrying out the classroom teaching practice, the teacher who is not under test directly uses the learning of the basic knowledge of the simple theory as the main body, and puts the core energy in the indoctrination and the teaching of the theoretical knowledge, which seriously restricts the individual growth and development of the students, and ignores the individual difference of the students. The result is that the efficiency and quality of the classroom teaching are declining continuously, some of the teaching resources are wasted directly, which is especially obvious in the course of the practice of English teaching in colleges and universities. In this respect, this paper, based on the macroscopic angle, takes the college English teaching as the analysis object, and the relevant strategies and requirements to improve the English teaching quality, with a view to promoting the English teaching in colleges and universities, and provides some reference for the smooth development of teaching practice.

## 1. Introduction

In the increasing trend of globalization, the social status and education status of the subject have been greatly improved. In order to cultivate more comprehensive applied talents for the society, many teachers act on the individual development requirements of students,

adhere to the teaching status and teaching concept of the students as the main body, and cultivate the students' good learning habits in the process of guiding and encouraging the students, so as to ensure that the students can master the skills and essence of learning in different disciplines. Compared with other subjects, English teaching is more difficult. English knowledge requires students' logical

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thinking ability. There is a lack of specific language learning environment in the country, so many students can only master the dumb English, and it is relatively shallow to understand and understand the subject of English, and cannot actively use English to communicate and communicate with others. The real quality of teaching and the quality of the students' learning are decreasing. In order to give full play to the guidance of English teaching, to train the students' behavior habit of self-study, the teacher must pay attention to the rational utilization of the teaching strategies and the optimization of the reform. In the light of the current teaching quality and the individual growth and development of the students, the author chooses the targeted teaching means and the teaching mode, which is the student's Individualized growth and development create a good external space, and realize the great reform and breakthrough of English teaching in our country.

## **2. The Reality of English Teaching in Colleges and Universities**

In the analysis and research of the current English teaching in colleges and universities, the academic and theoretical circles clearly emphasize that the long-term traditional teaching mode leads to the teaching idea and teaching mode adopted by some teachers are too mechanical and single, directly based on the preaching of simple theoretical knowledge, and adopts the form of blackboard board to read the subject. From the point of view of students, there is a great gap between the efficiency and quality of classroom teaching and the previous educational and teaching objectives, and it is difficult for students to take the initiative to complete different learning tasks under the guidance of teachers because of the lack of students from the perspective of students to carefully screen the teaching contents and forms according to the substantive needs of the times for talent training. There is a lack of learning enthusiasm for the subject of English. On the other level, although the social life experience of the university students has accumulated a certain amount, it is only possible to take the form of rote learning in the college students because of the influence of the previous traditional teaching methods and the learning skills and the learning methods suitable for them. Improve the academic performance of the individual by accumulating a rich vocabulary. The teaching mode under the background of this test education is mainly for the individual difference of the students, it is difficult to realize the cultivation of the students' logical thinking ability, and the essential requirements of English teaching cannot be fully reflected, and the students can do so. The subject of English has a profound understanding

and cognition.

### **2.1 The Teaching Mode Is Relatively Backward**

Combined with the above correlation analysis, it can be seen that the English teaching mode and teaching methods in colleges and universities are backward and mechanical, some teachers are directly based on the traditional teaching methods, the existing teaching conditions are very poor, the actual English teaching facilities are relatively scarce, and it is difficult to really promote the smooth development of all kinds of English teaching practice. In addition, the practicality and application of English is obvious, and the contents and forms of all kinds of teaching practice are relatively complex. In order to grasp the teaching progress and improve the teaching quality, some English teachers are directly based on the analysis of simple teaching materials, which requires students to complete simple practical work. As a result, the teaching quality and teaching level continue to stagnate, so it is difficult to realize the rational allocation and utilization of teaching resources. Some teachers are not yet aware of the important value and role of teaching reform, ignore the communication and communication with students, ignore the main position of students, focus on simple preaching, and do not carry out in-depth analysis and research on students' learning ability and learning attitude. In the long run, students' enthusiasm for learning will be greatly frustrated. Serious and even produce a lot of resistance and weariness of learning, classroom teaching efficiency is difficult to be effectively improved.

### **2.2 The Teaching Method Is Relatively Old**

Different teaching methods play different roles. In order to construct an efficient classroom and improve teaching quality and efficiency, teachers must adopt scientific and reasonable teaching methods, try their best to choose teaching strategies and methods that are more interested in improving teaching quality and promote teaching quality, so as to better reflect the main value of students and realize the comprehensive improvement of students' learning ability. However, when analyzing and studying the current English teaching in colleges and universities, we can see that teachers still carry out different forms of teaching practice on the basis of indoctrinated simple teaching methods. Teachers play a leading role in the teaching process and directly control the whole teaching course. Don't give students the opportunity of autonomous learning and self-choice, students' interactive learning quality and efficiency is not optimistic. In addition, some students lack of personal learning ability, have not yet realized



the important role of English learning, directly under the pressure of teachers to complete different learning tasks mechanically, tired of dealing with the learning homework assigned by teachers, will lead to a great decrease in their interest in learning in the long run, at the same time, the quality of English teaching will also be indirectly affected.

### **2.3 Lack of Atmosphere in the Language Environment**

English is an applied and social language, so in the process of learning the language, the creation of the environment is especially critical. In order for students to learn their own practice in the process of English and English, and to master the skills and the essence of English learning, the teacher must pay attention to creating a good language learning environment, and pay attention to the application skills and requirements of the social language. In combination with the individual difference of the students, the students can communicate and interact with the students, give the students more assistance in their ability and be sure, and ensure that the students can achieve their learning and learn something. But in the current college English teaching, the analysis and research it is not difficult to find that very few colleges and universities can build a more democratic and free language environment from the point of view of students, and it is difficult for students to make full use of their English knowledge to communicate with others. The main reason for this phenomenon is that some colleges and universities lack foreign teachers whose mother tongue is English, most of them are held by their own English teachers. This part of the teachers have a good educational and teaching background, and at the same time, the basic experience of the language is relatively rich, but there is a lack of applied logical thinking, so only simple theoretical knowledge can be preached in the process of communication and communication with students. Unable to give students real and reliable English communication Opportunity and environment, it is difficult for students to apply their English knowledge to life practice, and Chinese is still the main body in communication and communication with teachers.

## **3. Strategies to Improve the Quality of English Teaching in Colleges and Universities**

In order to avoid the shortcomings of the above, in order to avoid the shortage of the above-mentioned problems, the university of our country must be fully prepared before implementing the practice of English teaching, understand the internal logical relation between the different teaching modules and the teaching links, and pay attention to the

communication and interaction between the students and the students. To grasp the new content, new requirements and new standards of college English teaching under the background of the new era, to realize the comprehensive improvement of the students' English learning ability and level in the process of understanding and respecting the students. If the station is to be analyzed at a macroscopic angle, it is very difficult for the English subject to have a high degree of teaching difficulty and the inner logical contact between different knowledge points. In order to promote the smooth development of all kinds of teaching practice, the teacher needs to stand at the student's point of view, pay attention to the communication and communication with the students, make clear the practice requirements of the teaching strategies of different education, and better reflect the student's main difference, To create a free and loose learning atmosphere, to release the students' nature, to enable the students to learn something, to learn, and to use English to communicate with others.

### **3.1 Actively Innovating the English Teaching Model**

Different English teaching models play different roles. Teachers should adhere to student-centered teaching model, adopt a teaching model that meets the requirements of students' individualized development to communicate and interact with students, and constantly realize the effective innovation and optimization of the teaching model, so that students can realize the skills and quintessence of learning English. As far as college English is concerned, teachers must pay attention to the effective establishment of their own role and status, take the initiative to play the role of knowledge imparting, and be the guide and learning model in the process of students' autonomous learning. From a micro point of view, in the process of daily life teaching practice, teachers need to learn Based on the application of students' learning and the active use of learning, this paper combines the in-class teaching reform with the expansion of extracurricular teaching, clarifies the true state of students in the process of autonomous learning, and improves students' English skills through appropriate and feasible guidance. Among them, the development of all kinds of English teaching practice is particularly critical. Teachers can combine classroom performances, speech competitions and group discussions so that students can get more opportunities to use English.

### **3.2 Continuous Absorption of Advanced Teaching Methods**

In order to construct an efficient classroom and improve

the quality and efficiency of classroom teaching, teachers must pay attention to the effective utilization and analysis of advanced teaching methods, and screen the corresponding teaching methods and strategies according to the applicability and communication, combined with the early subject teaching objectives and the nature of the subject. Among them, the improvement and cultivation of students' daily communication ability is particularly critical. Teachers should grasp this important teaching requirement, based on the actual situation of students' social life, stand on the students' point of view, analyze problems, narrow the distance between teachers and students, try their best to avoid students' fear and negative feelings, so that students can really be aware of English learning. Habit plays an important role in the practice of personal social life, actively expresses individual unique opinions and ideas, so as to realize self-education and self-growth, seize all opportunities for study and promotion, truly realize the application of one thing, three things and learn, and promote the comprehensive improvement of individual learning ability and level in the process of communication and communication with teachers.

### 3.3 Reasonable Creation of English Communication Environment

The creation of context is particularly critical to language learning. In the practice of English education and teaching, teachers should pay attention to the analysis of different detailed elements, create a free and democratic English communication environment, make full use of the existing educational and teaching tools to integrate the first classroom with the second classroom, better construct individualized, enriched, three-dimensional and personalized learning atmosphere and learning environment, and realize the optimal utilization and sharing of educational and teaching resources. Ensure that students can achieve autonomous learning. It is realized that teachers need to make full use of all kinds of modern teaching tools and means to create a flexible and efficient English learning ring for students according to the function and function of campus network. Only in this way can we cultivate students' behavior habit of autonomous learning. In the process of creating communication environment, teachers should pay attention to the interpretation and analysis of

detail elements, understand students' learning preferences, analyze the operation requirements of all kinds of new media platforms and students' enthusiasm for participation, adjust students' behavior direction and learning mode, and ensure the consistency and sustainability of teaching activities and students' learning activities.

## 4. Epilogue

For the teaching practice of English education in colleges and universities, teachers must pay attention to the communication and communication with students, clarify the main body differences of students, adopt scientific and reasonable teaching strategies to cultivate students' behavior habit of autonomous learning, only in this way can we realize the rational allocation and utilization of educational and teaching resources and ensure the comprehensive improvement of teaching quality and level.

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## REVIEW

# Application of Exegetical Principles and Methods

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### ABSTRACT

The interpretation of linguistic phenomena in ancient literature is called exegesis. Three rules should be followed in exegetical: time differences in meaning, specific context, and determine the structure of sentences. Moreover, three basic methods are supposed to employ in exegetical: pictogram exegesis, phono-semantic exegesis and compound ideographs exegesis. Knowing this will help us to understand more precisely of ancient literature interpretation.

## 1. Introduction

Many rhymes and difficult words in ancient documents are hard to understand, to better understanding those literature, we need learning, mastering and applying exegesis principles. The interpretation of linguistic phenomena in ancient literature is called exegesis.<sup>[1]</sup>Predecessors summary the exegetical content by grammar, rhetorical expressions, sentence meanings, text structure, historical background, etc. in present study, we give a brief overview of exegetical principles and methods, To improve our ability to read ancient texts.

## 2. The Exegesis Principles

The exegetical principles are some basic rules that we

must strictly obey when interpreting ancient documents, it should follow three principles: confirming the differences of the particular era in meaning; obeying to a specific context; determine the sentence structure.

### 2.1 Chronological Differences

The literature exegeting cannot be separated from the era of document creation. The meaning of a particular word would change in different eras, therefore, to understand it accurately, we must go back to the era of literature. For example, *Zuozhuan•Zhengbo Beat Duan In Yan* said “If you do wrong, you will be fall down”(“多行不义必自毙”), Wangli’s book 《Classic Chinese》 interpreted the “bi(‘毙’)” as meaning of “fall down”, but why the meaning is “fall down” rather than “get shoot” that in

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modern meaning. That it because “bi(毙)” in traditional Chinese Character writes as “bi(斃)”, “Shuowen Jiezi · Dog Department” said “bi, fall down. The semantic component is dog, the pronunciation of characters is ‘bi’(敝). *Spring and autumn annals* said: Give it to the dog, The dog falls down. “bi(斃)”, “bi(斃)”, The semantic component is ‘si’(die).” The origin meaning is “fall down”. “bi(斃)” first wrote as “bi(斃)” then wrote as “bi(斃)”. *Zuozhuan* • *The fourth year of Xi Kong* recorded that Liji dedicated poisoned wine and meat to Jingxiangong. Jingxiangong offered up the wine to ground, the ground was blister, feed the meat to dog, dog fall down. There was only “fall down” meaning in ancient literature before Qin dynasty, the meaning of “death” appears in later eras. So “bi(斃)” is a “latter word”, people use “bi(斃)” instead of “bi(斃)” after Han dynasty. The modern meaning of “bi”(毙) contain disrespectful attitude, shown as “get shoot”. When comparing “pre-Qin dynasty” and “double-Han dynasty”, the same writing shape but different meaning. Thus, it is necessary to pay attention to chronological differences when exegete.<sup>[2]</sup> Another example is the meaning of “shen(甚)” in Pre-Qin Dynasties exegete as “adj, big or huge”. *Zhan-guoce* • *Zhaoce* 4th said “Does the husband love the young man? She said, ‘more than the lady’” (“丈夫亦爱怜少子夫?” 对曰: “甚于夫人”). in Han Dynasties, *Ji-aYi’s On Jizhushu* said “There are few who live but many who die” (“生之者甚少而靡之者甚多”). The meaning of both sentences is “adv, very or too”. The meaning of “shen(甚)” changes when Han dynasty. A similar example is “Shao(稍)”. the meaning of “Shao(稍)” in Pre-Qin, Han and Wei Jin Dynasties exegete as “adj, gradually”, By the Tang Dynasties it extends the meaning of “slightly”.

As proved in examples, extra attention should be applied to the chronological discrepancy to get accurate meaning while exegete literature.

## 2.2 Specific Context

The ancient documents annotating should connect to context of article. One must contact the specific situation before the value of exegesis be revealed.

nth grade Yuwen in People’s Education Press, 2002. The *Zuozhuan* • *Cao Gui Polemic* • *The Tenth Year of ZhuangKong* mentioned “Whatever Big or small Cases, Although can not be observed, will be love.” (“小大之狱, 虽不能察, 必以情”), the character “qing”(情) in text interpreted as “reality”. Wangli’s *Classic Chinese* annotated it as “situation”, These two annotations are basically the same. The “qing(情)” in *Shuowen Jiezi* is “The will of the heart of the people, The semantic component

is “xin(心)”, the pronunciation of characters is “qing(青)”. The meaning should be understood as “sincerity”. The “qing(情)” could be exegeted from “xin(心)”. The meaning of “qing(情)” as “reality, situation” or “sincerity”, the explanation as follows. The “qing(情)” has radical of “xin(心)”, which means “qing(情)” derived from “xin(心)”, the meaning is “desire and emotion”. Derived into the meaning of “sincerity”. Combine the context of sentence, “sincerity” explanation of “qing(情)” should be correct. Regarding the annotation of the word “qing(情)”, we found that to understanding of word meaning should be annotated in the context of the article.<sup>[3]</sup>

Moreover, “Jia(假)” is polysemy of “Pretend”, “informal, agency”, “draw support from”. The well-known sentence in *Xunzi’s Encourage learning* that “People who use boats are not good swimmers, but can cross the Yangtze River and Yellow River” (“假舟楫者, 非能水也, 而绝江河”), in Chinese book for high school, People’s Education Press. The “Jia(假)” annotated as “with the help of”, the sentence means one ride horses can reach thousands of miles. In *Zuozhuan* • *XuanKong* 2th • *Jin linga-Kong* is’t justice had “Zhao Dun put on a dress ready to go to court, it is still early, He was sitting with his clothes on, taking an occasional nap” (“盛服将朝, 尚早, 坐而假寐”), the “Jia(假)” means “informal, agency”, It is an adjective that is also different in part of speech when compared with previous word. In summary, annotation must conform to the context of the article.

## 2.3 Sentence Structure

The sentence structure plays a key role in understanding the meaning of article.

Noted that the grammar structure has big discrepancy between the classic Chinese and the contemporary Chinese. In *LunYu-XiangDang* said that “There was a fire in stable. Confucius backed from court and asked, ‘did you hurt anyone?’ No question about the horse.” (“厩焚。子还朝。曰: ‘伤人乎?’ 不问马”), In Tang dynasty *Lu Deming’s Jingdianshiwen* said “Pause at the word ‘No’”. There are two possible reads, One is “There was a fire in stable. Confucius backed from court and asked, ‘Does it hurt?’ Question about the horse.” (“厩焚。子还朝。曰: ‘伤人乎?’ 问马”), the other is “There was a fire in stable. Confucius backed from court and asked, ‘Does it hurt?’ No. Question about the horse” (“厩焚。子还朝。曰: ‘伤人乎?’ 不。问马”), Wang Ruoxu criticized it in *Huannan Yilao Ji* (Volume 5th). In fact, in *Ancient Chinese* there is no “Bu” in the interrogative mood word after the question sentence, also do not use as a word sentence to express negative. This is the



reason why *Lu Deming* did not understand the grammar.<sup>[4]</sup> What is more, for sentence structure analysis of “*a snake bites a man, nothing can resist it*”(“以啮人，无御之者”), *Anthology of ancient prose* of People's Education Press mentioned “*A snake bites a man*”(“以啮人”) could annotated as “bite with this snake”, however, in *Selected works of Ancient Chinese literature*, the word “*Yi*”(“以”) annotated as “used, take or hold”, these two opinions treat “*Yi*”(“以”) as prepositional structure that object omission. However, in *Notes on selected poems and essays by Liu Zongyuan* of Liaoning people's press, regard “*Yi*”(“以”) as a hypothetical conjunction. Thus it seems reason able while interpretation “*Yi*”(“以”) as “if”. It can be seen that identifying the sentence structure helps to understand the meaning of sentence.<sup>[5]</sup>

Therefore, reading ancient literature base on the above three principles of exegesis, helps to correctly understand the meaning of sentences in the literature. In fact, when reading ancient literature.

### 3. The Application of Exegesis Methods

“pictographically exegesis”, “sound exegeting” and “extension exegeting” are basis methods in exegetical.

#### 3.1 Pictograms Exegesis

##### 3.1.1 Pictograms Interpretation

Chinese pictograph stylized drawings of the objects they represent, Chinese characters pictograph highlighted the idea of character, pictographically exegesis means interpreting according the pictograph. There is also a close relationship between the shape and meaning of Chinese characters, thus we could interpret the meaning of ancient literature by pictographically method.

“*The prople of 'di'sent back his head*”(“狄人归其元”) in *Zuozhuan*•*The thirty-three year of Xi Kong*, the word “*Yuan*”(“元”) seems hard to understand. But it becomes more convenient to understand when interpret with pictograph way. The “*Yuan*”(“元”) was a deictic graph. From 《six principles theory of Chinese script》, the upper part of “*Yuan*”(“元”) is “*er*”(“二”), which represented the bust, the lower part represented the people. So it is conclude that the “*Yuan*”(“元”) means “human head”. Interesting to mention that, The word “*Yuanshou*”(“元首”) is synonymous multiplexing, because “*Yuan*”(“元”) and “*Shou*”(“首”) both means “human head”.<sup>[6]</sup>

##### 3.1.2 Use of Captions

The description character mainly composes of ancient and modern forms and a variant way of writing. For example,

the “*turned , and back again*”(“辗转反侧”) from *Shijing*•*Zhounan*•*Guanju*, why not instead “*Zhanzhuang*”(“展转”) of “*Zhanzhuang*”(“展转”). Actually, “*Zhan*”(“辗”) is a modern word, while as “*Zhan*”(“展”) in ancient script form. The *Chenghuan*'s “*Maoshi*” interpreting of “*Shijing*” wrote that “*Zhan*”(“辗”) origin from “*Zhan*”(“展”), the “*Zhan*”(“展”) means “opening and relax”, it is flat. On the other hand, “*Zhan*”(“辗”) means wheel, rolling like tyre. “*Zhanzhuang*”(“展转”) means human toss and turn. As it stand juxtaposed with “*Fance*”(“反侧”).

Another example is “*There's such a thing as naked bugs*”(“有裸虫之孽”) from *Hanshu*•*Wuxingzhi*, the “*Luo*”(“裸”) is variant word of “*Luo*”(“羸”). *GuangYun*, *Langguoqie*(郎果切), *JiYun*、*ZhengYun*, *Luguogqie*(鲁果切), pronunciation as “*Luan*”(“卵”), means red body. “*Luochong*”(“裸虫”) means bare hoofs or hairless scales animals. *Yanshigu* annotated “*Luo*”(“裸”) as “*Luo*”(“羸”), the two words are homophone graph. It was more clear after understanding they are variant words.<sup>[7]</sup>

##### 3.1.3 Deictic Word Regulation

Multiply deictic word regulation could be illustrated in *Shiji* and *Hanshu*, such as “*Cuo*”(“错”) and “*Cuo*”(“措”), “*Bian*”(“遍”) and “*Bian*”(“徧”), “*Shuai*”(“帅”) as “*Shui*”(“税”), they were made of convenience of readers. There are many types of characters in ancient script, “variant forms of a single graph” “standard and mistake graph” “proper graphic loans” “classical and colloquial language”, etc. readers will be confused without full understanding of deictic examples.

Pictograms interpretation, graph description and deictic are three methods of pictograms exegesis. However, sometimes pictograms exegesis might be so subject that have second meaning from person to person, so one is supposed to combine the others exegesis method.

#### 3.2 Phono-semantic Exegesis

The original meaning and pronunciation are two basic elements that compose language, thus the principle of “phonological borrowing has similar meaning” could be applied to annotate sentences, this is called phono-semantic exegesis. In *Qianjia* times, *Wangniansun* and *Wangyinshi* of “*GaoYou Er Wang*” applied the phono-semantic exegetical method and reach to the highest. As examples.

“*The weapons of equipment was corrupted*”(“甲兵顿弊”) from “*To teach tactics of combat and perseverance*”(《教战守策》) by *Sushi*, the “*dun*”(“顿”) is independent with the context, however, if loan phonetic from “*dun*”(“钝”), which means blunt. “*The weapons of equipment was corrupted*”(“甲兵顿弊”) is a cognate of “*The weapon is not*

*flexible*”(“甲兵钝弊”), means not preparing battle for a long time, the armor is broken, the weapon is rusty. As “*dun* (‘顿’)” phonological borrowing from “*dun* (‘钝’)”, the meaning is more reasonable after explication the context with phonological borrowing. Thus, similar pronunciation would be a clue for frequently reading sentence.

What about interpretation of “*you don't guard yourselves*”(“懔莫怨嗟”), “*Maoshi' interpreting of 'Shijing'*” Explained: “*Can* (‘懔’)” is “*Zeng* (‘曾’)”, It means to be “fiter all”. What about interpretation of “*Zeng* (‘曾’)” and “*Can* (‘懔’)”, “*Can* (‘懔’)” is a word of “*Qing* (‘清’) *Initial 'Qin' radical*”(“清母侵部”), and “*Zeng* (‘曾’)” is a word of “*Qing* (‘清’) *Initial 'Yuan' radical*”(“精母蒸部”), They have the same initial, thus “*Zeng* (‘曾’)” is same as “*Zeng* (‘曾’)”, which means things that scattered, the words explained by double phonetic exegesis. In addition, phonetic exegesis including phonetic alteration and rhyme repeatition. Combine these method help readers to understanding ancient script more easily.<sup>[8]</sup>

Phonon-semantic exegesis is independent of pictograms exegesis, it depicts the nature of language, and closer to phonetics and word meaning. However, the ideographs exegesis provides the general definition of word, and will be illustrated in follow chapter.

### 3.3 Logical Exegesis of Meaning

The meaning of words changes with society development. There are two main aspect vocabulary eminent changes, one is the birth of new words and the decline of old words. Another is evolution of word meaning. Therefore, we trace the origin meaning of the word based on these two characteristics.

For example, *ChuCi-ZhaoHun* said “*The wildlings had black teeth carved into their foreheads, stripped human flesh for sacrifice, and ground their bones to make pulp*”(“雕题黑齿, 得人肉以祀, 以其骨为醢些”), and *Mengzi-Jinxinxia* wrote “*The height of the hall is several metres long, The eaves are several feet wide*”(“堂高数仞, 榑题数尺”), both sentences has the character of “*Ti* (‘题’)” one could speculate the meaning by pictograms exegesis and conclude “*Ti* (‘题’)” are connect to “*Ye*” (‘页’), but it take the words too literally. So how could it be understood more correctly.<sup>[9]</sup>

According to the research, the character “*Ti* (‘题’)” wrote in *xiao-chuan* is a portrait of human. Then, some semantic component character like “*Han* (‘颀’)” “*Xu* (‘頊’)” “*Ban* (‘颁’)” “*Jia* (‘颊’)” “*Dun* (‘顿’)” “*Qi* (‘颀’)” “*Yu* (‘预’)” “*Gu* (‘顾’)”

“*Hang* (‘颀’)” “*Wang* (‘颀’)” “*Yan* (‘颜’)” could provide the “*Ti*” (‘题’) means “head”. thus the meaning of annotate of “*Ti* (‘题’)” in “*Patterned head, white teeth*”(“文题白身”) as “head”. Speculate the meaning from annotation is another method of exegetical. The meaning of “*Ti* (‘题’)” in “*The eaves are several feet wide*”(“榑题数尺”) could deduced from “head” and extent to “beam head”, “*Cui* (‘榑’)” means “eaves” while “*CuiTi* (‘榑题’)” means “the beam head of eaves”.<sup>[9]</sup>

The combination of ideographs exegesis, phono-semantic exegesis and pictograms exegesis in exegetical make it possible for better understand literature.

The explain of ancient literature linguistic phenomena is exegetical. This paper reviewed principles and methods of exegetical and its application in reading. the vocabulary meanings change as chronological differences, the conforming of interpretation to specific contexts and the identifying sentence structure of annotation are three main principle in exegetical. Three methods includeing ideographs exegesis, phono-semantic exegesis and pictograms exegesis. Combine the principle and methods could help to understand correct meaning of ancient literature and exclusive the ability of reading ancient books.

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