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ARTICLE

The Teaching Mode Research of “Internet Plus Flipped Class”——Taking the Course of *Satellite Meteorology* as Example

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ABSTRACT

Based on the existing disadvantages of traditional teaching mode of *Satellite Meteorology* course in Chengdu University of Information Technology and the new teaching mode overview of “Internet Plus flipped class”, this paper is mainly to construct flipped class teaching mode of *Satellite Meteorology* under the background of “Internet Plus” in Chengdu University of Information Technology. Through the Internet, it also tries to integrate this teaching mode into flipped class before class, in class, after class, which means to provide a new thought for the teaching of this course in colleges and universities.

1. Introduction

According to the 44th China’s statistical report on the Internet development in 2019, up to June, 2019, the number of netizens in China had reached 854 million with an increase of 25.98 million and the Internet penetration rate had reached 61.2 percent with an increase of 1.6 percent from the end of 2018; The number of mobile netizens had reached 847 million, increasing by 29.84 million and the proportion of netizens through mobile phones had reached 99.1%, up 0.5 percentage from the end of 2018. In the netizen age

structure, netizens from 10 to 39 years old account for 65.1 percent of the total netizens, among which netizens from 20 to 29 years old account for 24.6 percent, while students account for 26.0 percent. It shows that the Internet has been an important method for contemporary youth to know outward things and accept development information in the Times. According to the *Report on the Work of the Government* in 2019, it certainly proposed to develop “Internet Plus Education”, so as to enhance high quality resources sharing. At present, the number of online education users in China reaches 232 million, growing by 31.22 million from the end of 2018, which accounts

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for 27.2% of the total number of netizens. With the development of online education, “Internet Plus Flipped class” teaching mode based on the Internet is the demand of contemporary education and the trend of the Times for university students.

2. The New Teaching Mode Overview of “Internet Plus Flipped Class”

According to the demands of the *Outline of National Medium-and Long-term Plan for Education Reform and Development (2010-2020)* as well as *Ten-year Development Plan for Educational Informatization (2011-2020)*, universal education, quality education, mixed learning, mobile learning, personalized learning and lifelong learning have become important characteristics and inevitable results of education development in the new era. Flipped class originated from the United States. The earliest practitioner was Salman Khan of America who unwittingly made a teaching revolution around the world by setting up the website of Khan Academy in 2007. As the year 2015 was the first year of “Internet Plus” in China, the new normal had appeared in university education. Its appearance made us have to re-inspect and reform the current education mode, so as to respond new problems in the educational teaching.

The new trend of flipped class teaching mode provides a new thought for solving these problems in a targeted way, which changes the teaching mode of traditional classes and conforms to new demands of “Internet Plus Education” toward online education with new changes and reform of traditional education. Under the “Internet Plus Education” background, teachers are deeply aware of the importance of classes’ changes and reform, feeling that class teaching method can largely reflect the way of cultivating talents^[1]. In some way, the Internet hastens “Flipped Class” teaching mode, which makes flipped class become necessary trend of class teaching reform in the era of “Internet Plus”. As a kind of teaching design method, flipped class has been a hot-spot topic of researches and practices for academicians and teaching staff at home and abroad. Its positive effects on classes and teaching achievements have been consistently recognized by academicians and educational staff^[2]. On the basis of Internet teaching thought and Internet information techniques, “Internet Plus Flipped Class” mainly through video teaching and online teaching. The second is through teaching procedures and methods, which has essential differences from traditional teaching mode in the way of teacher and student roles as well as obvious mixed

learning features.

3. The Construction of Flipped Class Teaching Mode on Satellite Meteorology under the Background of “Internet Plus”

Since the successful launch of the first meteorological satellite in 1960s, satellite detection technology with rapid development has set up global satellite observation system, which has largely enriched the contents and scope of meteorological observation, greatly promoting the development of atmospheric sciences. The appearance of meteorological satellite has played a crucial role in many aspects, including detection theory and technology, hazard weather monitoring, weather analysis and forecasting, so as to improve the formation of a new branch of satellite meteorology^[3]. *Satellite Meteorology* is a core compulsory course for undergraduates, majoring in atmospheric science and applied meteorology in Atmospheric Science College, Chengdu University of Information Technology. The course is divided into three courses and seven executive semesters, including thirty-six teaching hours and twelve experimental hours. Focusing on basic definition, principle, method and materials application of satellite meteorological observation, this course which reflects current developments on satellite meteorology is one of the professional and technical knowledge that students have to be engaged in the rapid development of meteorological career after graduation.

At present, this course mainly adopts traditional teaching mode with single teaching form and approach, which cannot arouse students’ great interest. Besides, it has some drawbacks, such as scanty teaching contents, single teaching activities, results-centered teaching evaluation, weak awareness of students’ independent learning and difficulty in reflecting teaching results, which make it urgent to reform in line with the development direction of the innovative teaching mode. Based on the existing concepts, theoretical framework, teaching mode and practice of flipped class at home and abroad, the differences in teaching form between traditional class and flipped class as well as flipped class teaching mode of Internet teaching platform, this paper takes *Satellite Meteorology* course of applied meteorology major in Atmospheric Science College, Chengdu University of Information Technology as example, making construction around flipped class teaching mode under the “Internet Plus” background. Through practices and researches on one experimental class, the authors make comprehensive comparison and analysis of teaching results towards ordinary class with traditional teaching mode in order

to explore flipped class teaching mode which is suitable for this course. In the way of creating efficient class, promoting teaching quality, teachers and students can make progress together. The teaching mode construction mainly consists of three parts, including preparation before class, practices in class and review after class (Figure 1)^[4].

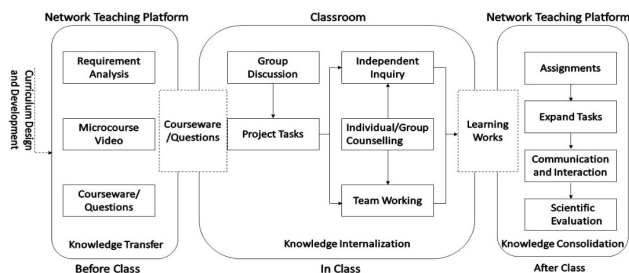


Figure 1. Teaching Mode Construction of Satellite Meteorology Based on “Internet Plus Flipped Class”

3.1 Preparation before Class, Micro Lessons Record and Resources Sharing

In order to master students’ interests, learning habits and learning effects before class, firstly, online and offline communication analysis should be made between teachers and students, so as to choose key and difficult points and questions in the learning contents as materials for making teaching videos according to syllabus and programming; Secondly, through making microcourse video system, some questions worth exploring should be designed to arouse students’ learning interests and to guide them actively to think; Finally, through clear learning tasks, microcourse videos, questions and learning resources should be uploaded to online teaching platform, so students can study according to their own time and make online or offline exchanges anytime^[5].

Regarding analysis of satellite images in this course as example, firstly, according to knowledge points to make: ① Basic features of visible light cloud image; ② Basic features of long-wave and short-wave infrared cloud images; ③ Basic characteristics of water vapor map; ④ Six criteria for cloud identification on satellite cloud map; ⑤ The identification of various clouds on the satellite cloud map; ⑥ Analysis of six videos on the surface features of satellite cloud map. Secondly, it need to design: ① How to distinguish different channels of satellite cloud map? ② How to distinguish the ground from the clouds, especially the clouds and snow? ③ How to identify the low, middle and high clouds on the satellite cloud map according to the six criteria for cloud

identification? These questions can guide students to make deeper thought. Students can learn knowledge points and solve problems by repeatedly watching videos or looking up relevant materials. At the same time, teachers need to record all kinds of questions that student’s feedback in learning and summarize hot-spot questions for specific explanation in class.

3.2 Practice in Class, Teacher Answering Questions, Group Cooperation

Flipped class requires teachers to hand over time to students in class. Therefore, teachers mainly answer questions and explain difficult problems feed back by students during the preparation before class. At the same time, based on the good interaction between teachers and students, teachers can adopt the project task-driven teaching method, making students finish each project task module arranged by teachers in class with team cooperation and independent exploration. As for questions encountered by individual students, the whole class can make broad and in-depth discussion, research and put forward solutions. After the completion of the project tasks, teachers can organize students to make presentation, communication and evaluation.

Still taking “Analysis basis of satellite images” in the course of Satellite Meteorology as an example, the whole class teaching process is divided into four stages: “problem solving, project task explanation, student practice, exchanges and evaluation”.

First of all, teachers make targeted interpretation at all types of questions feed back from the preparation before class and make knowledge extraction, classification and summarization, which can deepen students’ understanding and make them master all kinds of knowledge. It should focus on the basic characteristics of visible light cloud image, long-wave and short-wave infrared and water vapor cloud image, as well as six criteria and recognition of all kinds of cloud on the satellite cloud image, etc.

Then, during the learning process in class, teachers can arrange project tasks to make students practice as a team on a simulated business operating platform. For example, by designing the “Cloud Identification” form with the satellite cloud image of June 3-5, 2009 provided by teacher, students under the MICAPS (Meteorological Information Comprehensive Analysis and Process System) make use of four split screen to respectively open long-wave infrared, water vapor, short-wave infrared and visible light cloud image. And also by searching for targeted cloud system, students need to make analysis on this cloud system of a satellite image of four channels and on corresponding weather systems and weather

phenomena in accordance with six criteria of cloud recognition on satellite cloud image. According to this project tasks, students carry out synchronous computer practice, which can deepen consolidation and mastery of theoretical knowledge in the way of combining theory and practice. Meanwhile, through students' independent thinking and mutual discussion, teachers' auxiliary guidance, students' knowledge system can be cultivated to make class atmosphere more active and vivid.

In the end, teachers arrange group task demonstration and exchange evaluation of project achievement, which can better expand students' thinking, learning contents and vision.

3.3 Consolidation after Class, Homework Assignment, Scientific Evaluation

After-class consolidation is an effective extension of class learning. Through online teaching platform or communication tools, teachers can publish announcements, assign homework and provide extensive knowledge resources on the Internet for students to better consolidate knowledge. Students make mutual exchanges and discussion by real time communication tool on the Internet, while teachers make further real time communication towards students' questions and provide guidance and reply in time. Through this kind of exchanges and interaction online, students' questions can be tackled in time and their knowledge can be further consolidated and deepened.

At the same time, in the way of after-class knowledge extension, students can explicit that basic features of each channel cloud image are the basis of this course and how to apply satellite meteorology knowledge to weather analysis and forecasting. It can also arouse students' interests in this course, explicit their awareness that this course can serve daily life, so as to mobilize their learning enthusiasm^[6]. Finally, in order to ensure teaching effects, it is necessary to carry out effective scientific evaluation on students' performance in this class, so as to encourage them to study hard. What's more, a comprehensive

evaluation system with multi-subject and diverse can be constructed through students' objective self-evaluation, students' mutual evaluation and teachers' comments.

4. Conclusion

The new teaching mode "Internet Plus Flipped Class" can improve students' study efficiency and make full use of their fragmented time, which can make their self-study and innovative ability to a new level. By making Internet information technology integrate into all parts before class, in class and after class in this course, it is helpful to arouse students' learning interests, transfer their study enthusiasm from passiveness to initiative. In this way, it can make the Internet better serve teaching, improving class teaching quality, which can truly foster more theoretical and applied talents meeting the needs of the times.

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ARTICLE

An Analysis of the Listening Comprehension in CET-6—Illustrated by the CET-6 Test on June, 2018

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ABSTRACT

The College English Test Band Six (CET-6) is one of the most widely applied exam across China. As a national teaching test, CET-6 is sponsored by the Department of higher education of the Ministry of education of The People's Republic of China and held twice a year. In this study, 77 sophomores of different majors were tested using the listening test in June 2018. It is ensured that the test method is exactly same as that of CET-6. The purpose of this paper is to analyze the content and specification of CET-6 listening comprehension test, and to evaluate this part in detail according to the real data, including score report and item analysis, trying to provide some enlightenment for the revision of the examination.

1. Introduction

The College English Test (Band Six) is one of the most widely applied exam across China and has received widespread attention since its design and application. The College English Test is a large-scale criterion-related norm-referenced test designed and developed by the National College English Test Committee for Band 4 and 6 under the supervision and leadership of the Higher Education Department of the Ministry of Education^[1]. In the past 30 years, many research has been done to study the design of the test^[2-4], the washback effect^[5,6] and the reliability and validity of the test^[7,8] and so on. Based on the detailed research into the CET test, this study mainly focuses on the analysis of test content and specifications of listening comprehension

under the Non-reciprocal Language Use Model^[9] and the detailed evaluation of this particular part based on real data, including score report and item analysis.

2. Analysis of Listening Comprehension of CET-6 (2018.6)

2.1 Test Specifications

Bachman and Palmer^[10] has divided the testing development and design into three stages: design stage, operationalization stage and administration stage. The test specification provides a detailed description of all the parts of the exam and has guiding significance for the all the three stages. Zou Shen^[11] explained the reason for developing a clearly test specification as follows: 1) The test proposition staff needs to refer to the test specification

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to clearly understand the content and method of the test and to write test items in accordance with the requirements of the specification. 2) Exam raters need to use the test specifications to evaluate the exam results. 3) The exam specification helps test developers grasp the overall design of the exam. 4) In addition, the exam specification helps to maintain the stability of the exam. From the analysis of the test specifications we can know what the test tests and how it tests it.

The Listening Comprehension section tests the student's ability to obtain verbal information. Recording materials are read in standard British English or American English at a rate of approximately 150 words per minute. The proportion of listening scores is 35%, of which dialogue accounts for 15% and essays account for 20%. The question types are multiple-choice questions and the time duration is 35 minutes. In order to gain test participants' concentration, the listening comprehension is conducted at the beginning of the test and the answer sheet is handed in immediately after hearing. The test content of the exam on June, 2018 is shown in Table 1.

Table 1. Test Content of the Exam on June, 2018

Test Tasks	Genre	Topic	Sum of Item
Listening Conversations	Interview	Business	4
	Daily conversation	Food Health	4
Listening Passages	Science article	Geography	3
	Social life article	Psychology	4
Lectures and Talks	Science record	Alien species	3
	lecture	Multiculturalism	3
	Magazine article	Reader's Digest	4

The testing texts are selected from the original English materials, including conversations, lectures, radio and television programs, newspapers, magazines and books in daily life. The selection of the test paper reflects the authenticity and the diversity of the listening tasks. Since the advent of Communicative Language Teaching, efforts have been made by material developers and teachers to make learning tasks as realistic as possible^[12]. Choosing the authentic material preserves the speaker's voice intonation, emotions and scenes, and individual differences of the speaker. As a communicative English listening test, in order to reflect the candidate's ability to understand, it is advised to use real life-based listening materials.

2.2 Qualitative Study on Construct Validity Based on Non-Reciprocal Language Use Model

The classic definition of validity is that validity refers to whether a test has achieved its intended purpose and

whether it has measured what it is measuring^[13]. If the candidate's language proficiency in answering the question is roughly the same as the tester's desire to use the test paper to test the candidate's language ability, the construct validity of the test paper is relatively high; otherwise, the construct validity is relatively low.

The Listening Comprehension part of the CET-6 requires candidates to meet the higher requirements in the College English course teaching requirements: Students can basically understand the conversations and lectures of English-speaking people, and can understand the domestic familiar English radio and TV programs with long length. The speed of speech is about 150 words per minute. Students can also grasp the central meaning of the center, grasp the key points and related details as well as understand the professional courses taught by foreign experts in English.

Based on Bachman&Palmer's Non-reciprocal Language Use Model (showed in Figure 1), the required competence can be further interpreted and explained. Language competence refers to the knowledge of language itself including organizational knowledge and pragmatic knowledge, which means that the language learner should know how utterances or sentences and texts are organized and how utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting. For organizational knowledge, test participants are required to be able to recognize prominence within utterances, recognize grammatical word classes and chunks and sentence constituents and so on, thus understanding the main idea and getting specific details from the conversation. As for pragmatic knowledge, it requires the ability to recognize the communicative functions of utterances, according to situations, goals, participants and procedures, thus predicting outcomes from events described or inferring links and connections between events. The strategic competence indicates the ability to use the above mentioned language knowledge, including the use of cognitive strategy and meta-cognitive strategy. In CET-6 test, test takers need to perceive and understand the hearing material, keep some important information in their short-term memories and retrieve those information when doing the tasks. Meta-cognitive competence is also required for monitoring and adjusting the listening process such as planning to pay special attention to specific language aspects such as the tone of the speaker to better understand the conversation or make guesses and inferences about the topic based on what has already been said when they have trouble understanding the conversation.

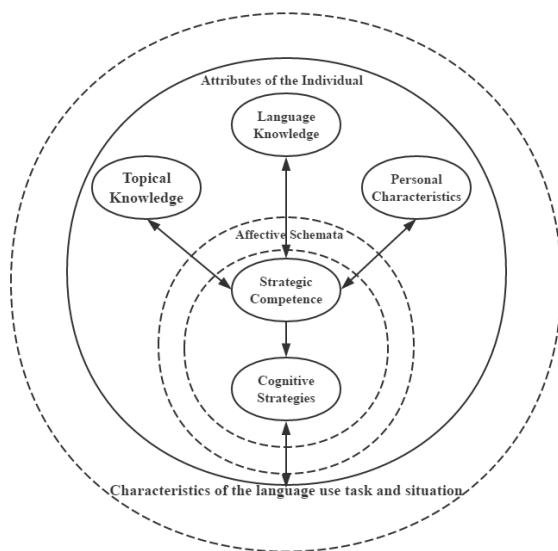


Figure 1. Non-reciprocal Language Use Model (Bachman&Palmer, 2016)

To sum up, the task-based listening construct description mainly concludes the following parts:

- 1) Understanding main ideas and important details
 - a. Understand main ideas
 - b. Get important details
 - c. Judge the speaker's point of view and attitude
- 2) Understanding the implied meaning
 - a. Speculate implied meaning
 - b. Judge the communicative function of discourse
- 3) Understanding the listening material using language features

features

- a. Identify speech features
- b. Understanding inter-sentence relations

The CET-6 test is regarded by the academic community as the most authoritative, scientific and most effective test in China. Its proposition is closely related to the syllabus. Different types of questions are used to test the different listening abilities of candidates, that is, the ability to get information by listening. These abilities or requirements are theoretical and can be regarded as the constructs of the listening comprehension for the CET-6 test that is the hearing ability that the test is supposed to detect. If the above-mentioned ability or requirement is comprehensively verified during the test, it proves that the listening comprehension of CET-6 has a high construct validity and achieves the test purpose.

3. Listening Comprehension Test

3.1 Participants

Adopting stratified sampling method, 119 college sophomore students were invited to participate in

this research. Only 77 students agreed to participate in the research majoring in Economics, News and Communication, Civil Engineering, Energy and Power, Computer, Medicine and Administration and so on. They are going to attend the formal CET-6 test this year so all the willingly participants are highly motivated to do this test. Before conducting the research, participants were fully informed about the research purpose, research process and time duration. The listening comprehension test on June, 2018 was used in this research and the test was conducted just like the official CET-6 test.

3.2 Score Report

All the data are collected and analyzed in SPSS 24.0. Figure 2 shows the distribution of the scores of the subjects in the simulation test. The total score is 25 points, 1 point for each question, and the average is 14.65. The highest score is 24 points and the lowest is 4 points. Among them, there were 9 subjects with a score of 18 and 9 subjects with a score of 15, accounting for the largest proportion 11.7% of the total number relatively; followed by subjects with a score of 12, accounting for 10.4% of the total. The normal curve and the result of Kolmogorov-Smirnov Test ($Z=0.097$, $p=0.070>0.05$) show the data are normally distributed.

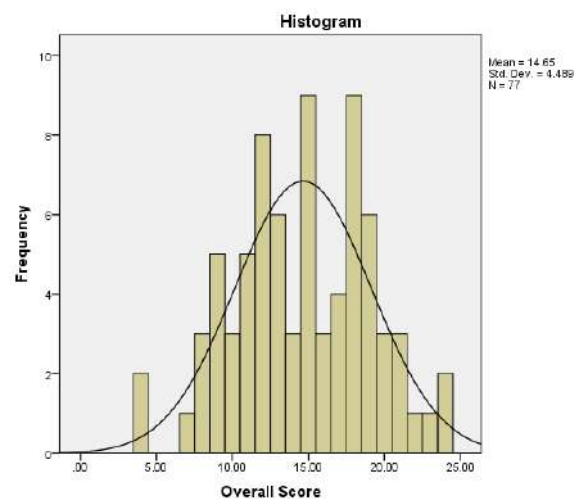


Figure 2. Score Distribution of the participants

The genre and topic of the three sections in listening comprehension have been already shown in table 1. By calculating the correct rate for each section, the average correct rate of the three sections is relatively 70.5%, 52.9% and 53.1%. In order to test whether there is significant difference among three sections, Paired Sample T-test is conducted using SPSS 24.0 and the results are shown in table 2.

Table 2 Paired Sampled T-Test for different sections

Paired Samples Test									
Mean		Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	LSec1 - Sec2	1.93506	1.83057	.20861	1.51958	2.35055	9.276	76	.000
Pair 2	LSec1 - Sec3	.32468	2.05479	.23416	-.14170	.79105	1.387	76	.170
Pair 3	LSec3 - Sec2	1.61039	1.98783	.22653	1.15921	2.06157	7.109	76	.000

As the above table illustrates, it was found that there is a significant difference between Section 1 and Section 2 ($t(76) = 9.28$, $p < 0.01$) as well as between Section 2 and Section 3 ($t(76) = 7.11$, $p < 0.01$) but no significant difference between Section 1 and Section 3 ($t(76) = 1.39$, $p > 0.05$). Through the comparison of the means it is found that the score of both section 1 and Section 3 is significantly higher than section 2. The reason for this phenomenon can be speculated in terms of the length, difficulty, the familiarity of the topic and participants' attention and concentration. Section 1 consists of two short dialogues, which contains many pauses and changes in voice tone. Because the dialogues are not very long, the answers are densely spreaded in the talk and it is easier for test takers to remember the important information during the listening process. However, when it comes to section 2, the length of the listening material increases greatly and the topic suddenly changes from daily talk to geography and psychology, which is not easy accessible topic for students. Students who are not well prepared psychologically for this part will face immediate sense of growing difficulty and fail to adjust to section 2. It is advisable for test takers to be fully aware of the testing components and be strategically prepared for this part like taking more notes and trying to infer some implied meaning of the article. As for section 3, test takers are getting accustomed to the longer and complicated articles and the topics like environmental issues and the history of a magazine are more common to students. With more topical knowledge, students can understand the article better and even make guesses based on what they already know. Take item 20 in section 3 for example, the question is "What must you avoid doing with your Indian Colleague?" with four choices "show them your palm; giving them gifts of great value; drinking alcohol on certain days of a month; clicking your fingers loudly in their presence". 79.2% test takers get the correct answer for some of them already know about Indian culture that Indian must not drink alcohol on the first and seventh of

the month for religious belief.

3.3 Facility Value

Facility Value (also F.V.) is normally used to evaluate the difficulty of the test items and should only be used for objective items. The ideal range of F.V. is 0.3 to 0.7. Calculating all the F.V. of all the test items, most of the items are in the ideal range but item 6 (F.V.=0.84) and 9 (F.V.=0.25) stand out. This two items are further investigated for reasons why they are too easy or too difficult for the students.

Item 6: According to the speakers, what affects children's choice of food most?	
A) Its fancy design.	B)TV commercials.
C)Its taste and texture.	D)Peer influence.

Item 6 tends to be too easy for the students and should be not accepted for a proficiency test with the value of F.V.=0.84. The reason is that this passage mainly talks about advertisements and junk food, it is obvious that the correct answer is B) TV commercials as long as the test takers know that commercial is the synonym for advertisement.

Item 9: What can be found in the Vally of the Kings?	
A) Stretches of farmland.	B) Typical Egyptian animal farms.
C) Tombs of ancient rulers.	D) Ruins left by devastating floods.

This item is a bit hard for the students for it's designed to test the ability to get the detailed information and there are lots of confused information in the text. Choice A is the answer for the Nile and choice B is confusing choice for changing "farmland" from the listening material to "farms". Choice D is also mentioned in the passage as "flood annually" but in the article it is beneficial for the residents nearby rather than devastating. This item can be accepted and it gives some implications of the teaching process. Teachers should try to enlarge the vocabulary and geographic knowledge of some famous river and

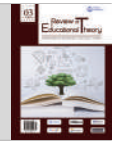
civilizations. Skills to distinguish detailed information should also be more often practiced during the daily learning and teaching process.

4. Conclusion

This research is to understand the construct in the hearing test and to evaluate the listening ability students are supposed to have using the Non-reciprocal Language Use Model^[9]. At the same time, the research method of simulation test is also adopted to evaluate and analyze the students' English listening ability. The CET-6 has become an important yardstick for many colleges and universities to measure the quality of English teaching. This survey also plays an important role in promoting the reform and innovation of college English teaching, and also a try to provide insights for the revision of the test. The results should be considered cautiously for the sample size is not very large and other factors like Discrimination Index should also be taken into consideration.

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ARTICLE

Research on Existing Problems and Countermeasures in College English Translation Teaching

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ABSTRACT

The “College English Curriculum Requirements” promulgated by the Ministry of Education of China has detailed regulations on the five aspects of English listening, speaking, reading, writing, and translating for ordinary undergraduates. However, the foreign language translation ability of most college students in China is still the weak link in the English ability structure. With the further opening up of all walks of life in China, the role of English in daily life and work is becoming more and more important. This paper analyzes and summarizes the current situation and problems of college English translation teaching in China, and proposes corresponding improvement measures.

1. Introduction

Translation ability is an essential language ability for English learners, however, translation teaching has not been highly valued in the college English teaching system, which is manifested by the lack of translation textbooks and materials, fewer opportunities for students to practice translation, and teachers who do not pay attention to translation teaching.

2. The Necessity of College English Translation Teaching

According to the statistics and estimates of the China

Translation Association, the demand for translation talents in China will be 2 million by 2020, and the gap will reach 1 million. It can be said that there is an extreme shortage of translators. Therefore, college students have sufficient translation skills to be able to meet the requirements of some difficult translation tasks, which becomes extremely important. Since English is already a major course from elementary school to university, therefore, for English teaching in colleges and universities, as long as the teaching methods are improved, it is also feasible and necessary to cultivate talents with sufficient translation skills.

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2.1 The Latest Version of “College English Curriculum Requirements”

In the “College English Curriculum Requirements” of the Ministry of Education of China, the translation ability of students is divided into general requirements, higher requirements and higher requirements. Students should first be able to familiarize themselves with common English words and grammar, common life and work scenes with the help of a dictionary, and has the ability to achieve English-Chinese translation of articles with low language difficulty, and the translated content conforms to their basic native language expression habits. Being able to translate with the help of a dictionary has undoubtedly weakened the vocabulary requirements, and the ability to translate between English and Chinese has been improved. At the same time, students also need to adopt techniques such as transliteration, modification and streamlining in the translation process.

2.2 The Driving Force of CET-4 and CET-6 Reform

The CET-4 and CET-6 exams have been reformed in December 2013, and the original single-sentence translation question type has been changed to the entire translation, and its score ratio increased from 5% before the reform to 15% after the reform. After this reform, the content of translation topics is also more extensive, including the history, culture, economy and other aspects of China and foreign countries, which puts forward higher requirements for students’ ability to translate between different languages. The current communicative teaching method focuses on the expression of spoken English, and it is difficult to meet the requirements of the above-mentioned exams for students’ translation ability. Therefore, it is necessary to reform the translation teaching in college English teaching.

2.3 The Requirements of Student Group

For non-English majors in universities, English translation has become a practical skill. Not only the CET-4 and CET-6 exams but also the university’s own English exams are paying more and more attention to translation skills, and students need to use translation skills when translating the literature and abstracts of graduation thesis, making English resumes and introducing themselves in English. According to the author’s actual understanding when working in colleges and universities, most students are not satisfied with their translation ability, but they are also afraid of learning to improve translation ability^[1].

3. Existing Problems in College English Translation Teaching

3.1 Problems in the Cultivation of Cross-Cultural Awareness

Some college English teachers only pay attention to the teaching of single knowledge points such as words, grammar, sentence patterns and expression methods, but do not pay enough attention to the cultivation of students’ cross-cultural awareness, even in translation teaching, it does not focus on guiding students to combine English culture, context, etc. to translate, but only needs to use words and grammar to be correct, resulting in students’ translation results being abrupt and stiff, which does not match English expression habits. Therefore, college English translation teaching also needs to strengthen the social, economic, social, humanities and other aspects, as well as to emphasize the authentic expression of English.

3.2 Problems in Textbook Compiling

Due to the limited length of college English textbooks, they often focus on English words, grammar, sentence patterns, etc., but have little knowledge about translation principles and standards. But in fact, translation also needs to pay attention to many ways and methods, rather than just describing the original text in another language. Some versions of English textbooks have increased the content of the entire paragraph and full-text translation, but the actual language scenarios involved are still very limited. Many students are accustomed to rashly translating under the premise of not fully understanding the original theme of the text, and generally can only translate in the form of literal translation, and English language sense is difficult to exercise.

3.3 Problems in Translation Teaching Mode and Methods

Some colleges and universities do not focus on fully inspiring students’ subjective initiative and subjectivity when teaching English translation, but only adopt the traditional teacher-centered teaching mode, which focuses on one-way indoctrination of theoretical knowledge, but lacks interactive links such as group cooperative learning and students’ free play. Translation teaching is also just a task for teachers to find some examples to arrange the translation between Chinese and English. Students can complete it mechanically and leave it to teachers for scoring and commenting^[2]. On the one hand, the communication and interaction between teachers and students is relatively limited; on the other hand, students

cannot develop their translation skills in certain fields according to their own interests. Teachers' comments on students' translation assignments are limited to grammar, context, wording, etc., without cultivating and inspiring some of the students' extended skills and guiding students' innovative thinking, so that students can understand the essence of translation. Teachers' overly strict requirements on words and grammar also limit the further development of students, and mistakenly believe that translation is to accurately correspond to the original text, and have no time to consider the impact of cross-cultural context and the adjustments that need to be made.

3.4 Problems of Teachers in College English Translation Teaching

The lack of teachers in universities has also become a shackle in English translation teaching. Some excellent teachers attach great importance to the methods and methods of translation teaching, so that students can get more practice and more free play, so the translation ability of students has increased significantly. Some teachers with relatively backward teaching methods have insufficient classroom control skills and insufficient teaching skills during translation teaching, and they have not learned various innovative teaching methods in a timely manner, resulting in poor English translation learning effects for students.

4. Countermeasures for Improving College English Translation Teaching

4.1 Strengthen the Cultivation of Students' Cross-Cultural Awareness

When teaching English translation, college English teachers must profoundly recognize the difference between the context and language habits caused by the economic, social and human background of different cultures, and by guiding students to read some excellent bilingual readings, English translation teaching videos, etc., so that students can deeply understand the cultural and contextual elements that need to be paid attention to in translation practice. Teachers also need to strengthen their understanding of cross-cultural knowledge. They must be fully aware of the differences between English and Chinese and the reasons for the differences. They can also teach students in vivid and interesting forms to deepen their impressions. At the same time, teachers should give students enough translation practice. On the one hand, teachers can specify some classic paragraphs and articles for students to practice; on the other hand, teachers can also guide students

to find some interesting article materials for translation practice, and let students try to translate practical types of stylistic materials such as resumes, academic documents and self-introductions. Teachers should also take the form of teacher commentary and student mutual commentary when commenting on the translation results of students, and give more commentary from the context, social and cultural environment.

4.2 Reasonably Compile or Choose English Textbooks

Teachers need to attach great importance to the selection of English textbooks and teaching materials. In principle, the teaching materials are selected according to the students' majors, at the same time, it is supplemented by translation teaching materials related to history, politics, and economics, so that the students' sense of translation, understanding of the cultural context, and ability to translate professional articles can be simultaneously improved^[3-5]. Teachers can also show students the poems, songs, essays and novels translated by some well-known translators, so that students can appreciate the standards of truly excellent translation works, so as to stimulate students' interest in learning English translation and develop students' ideas for translation, so that translation can truly become a skill that they fully master.

4.3 Adjust and Optimize the Teaching Mode, Methods and Means of College English Translation

In terms of teaching methods and methods, college English teachers need to comprehensively adopt the "flipped classroom" teaching method, multimedia teaching method, group cooperation method and interactive dialogue method, etc., so that students can have more opportunities to learn English for practical use, make the translation teaching interesting and eliminate boring sense. In addition, college English teachers can also use network resources and multimedia technology to help create a variety of English application scenarios, enable students to use English freely and authentically, improve the concentration of practicing translation skills, and have a deeper understanding of translation-related skills and principles. For some English courses that do not list translation courses separately, English teachers should first fully understand the position of translation skills in students' English proficiency, and pay attention to appropriately strengthen the proportion of translation teaching, so that students have enough translation skills to learn and practice.

4.4 Strengthen the Education and Cultivation of English Teachers to Improve Their Comprehensive Quality

As mentioned earlier, the weakness of college English teachers has become a limitation to further improve the quality of translation teaching. Therefore, college English teachers also need to focus on further improving their teaching ability and comprehensive quality. For example, college teaching and research groups can discuss and improve the teaching methods of English teachers, and introduce more effective translation concepts, methods and teaching resources, etc., therefore, on the one hand, it guarantees that the construction of the faculty can continue to progress, on the other hand, it can also provide strong hardware and software support for translation teaching. At the same time, teachers also need to pay attention to the combination of translation teaching and the actual learning needs of students, based on practical application and employment, and focus on professional literature translation, practical official document translation, resume translation, etc.^[4-8].

5. Conclusion

At present, it is an indisputable fact that the demand for translation talents in the whole society is getting higher and higher. Therefore, the improvement of translation ability of college students has important practical significance. The level of college English translation teaching is the basic support to improve students' translation ability. The point of this paper is that college English translation teaching should focus on the practical application of students in their study, life and work, and use effective teaching methods to eliminate the boring sense of translation teaching. Finally ensure the real-time, practical and effective translation teaching.

ive translation teaching.

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ARTICLE

On the International Cooperation of Baotou Vocational and Technical Colleges

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ABSTRACT

Economic Globalization makes the internationalization of higher vocational education an inevitable trend. However, there are some problems with the international cooperation of Baotou's higher vocational schools. This paper analyzes the effective modes of the international cooperation of the Higher Vocational Colleges in Baotou from the perspective of the foreign language proficiency of teachers and students, the construction of teaching staff, the cooperation between schools and enterprises, the investment of funds, the renewal of ideas, and the Sino-foreign cooperation in running schools.

1. Introduction

Baotou is the biggest industrial city in the Inner Mongolia of China, which has formed six pillar industries: steel, rare earth, aluminum, equipment manufacturing, power, and coal chemical industry. During the 13th five-year plan period, Baotou will strive to become a strategic fulcrum to open up to the north and west for the autonomous region, if it can make full use of the advantages of the joint city of the China-Mongolia-Russia Economic Corridor and the nearest northern port of the Hohhot- Baotou-Ordos economic circle, actively integrating into the national "Belt and Road" strategy. For this, Baotou is in urgent need of skilled personnel, modern service industry and information technology personnel,

as well as those who understand foreign languages and international development. In order to meet these needs, Baotou higher vocational colleges need to speed up the development and urgently need to learn new ideas, new specialties, and new knowledge, need to broaden their horizons, learn from the world, to achieve international cooperation.

There are three higher vocational colleges in Baotou: Baotou Vocational and Technical College, Baotou Light Industry Vocational and Technical College and Baotou Railway Vocational and Technical College. In 2017, the three colleges had 25,981 full-time students and 2,328 teachers, offering more than 70 majors in 16 major categories including equipment manufacturing, iron and steel metallurgy, power equipment, environmental protection

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and chemical industry, transportation, civil engineering, finance and economics, tourism, art design, information technology, etc.

The Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020) points out that China's higher vocational education should "strengthen international exchanges and cooperation."^{[1]①}

Under the guidance of national policy, the pace of international cooperation of higher vocational education is quickening, but there are also many problems.

2. Problems Existing in the International Cooperation of Higher Vocational Colleges

2.1 The Weak Foreign Language Proficiency of Teachers and Students in Higher Vocational Colleges is the Bottleneck of the Internationalization of Higher Vocational Education

Most of the teachers in higher vocational colleges are non-foreign language majors, their English level is not high, and they do not have the ability to teach specialized courses in English or in bilingual language in foreign exchange and cooperation, or to communicate with foreign experts and foreign teachers in foreign languages. While using foreign language teachers to substitute, they are not proficient in the teaching of professional courses, and the process of internationalization of Higher Vocational Colleges has been delayed.

Students in higher vocational colleges generally have low English entrance scores and poor foundation, so they can't use English to listen to specialized classes in the international cooperation schools. For example, the overall English level of the new students enrolled in Baotou Vocational and Technical College is low. The total score of English in the college entrance examination is 150 points. Some students score only about 20 or 30 points in English, and 60-70 points are high scores. The realization of international cooperation in higher vocational colleges requires students to have a high level of English, whether they go abroad for further study or carry on professional courses for Chinese students taught by foreign teachers in Chinese-foreign cooperation in running schools. Their basic level of English should reach 5.5 points of IELTS. This huge gap is the first difficult point to break through for higher vocational colleges to achieve international cooperation.

2.2 Insufficient Co-operation between Schools and Enterprises

Although the vocational colleges in Baotou have estab-

lished long-term cooperative relations with many enterprises such as Mengniu Dairy Company, China Ordnance Inner Mongolia No. 1 Machinery Manufacturing Group Corporation, Inner Mongolia North Heavy Industry Group, Baotou Steel and coal chemical enterprises, etc.. A large number of internship and employment positions are provided for students. However, there are still many problems in the cooperation between schools and enterprises, such as the lack of integration between vocational education and enterprise development.

Enterprises participate in higher vocational education, often pay a lot of training costs. For enterprises, this is undoubtedly an additional expenditure, so enterprises do not think it worthwhile. Also, due to the lack of awareness of the benefits of school-enterprise cooperation, as well as the high pressure of work and everyone having a role to play, enterprises are usually reluctant to allocate their manpower to participate in the study and training of students during their school years, also will not take the initiative to participate in the school talent training program, the students' curriculum, the practice plan formulation and so on. At most, when students come to work as interns in enterprises, enterprise personnel give some guidance, but also do not want to in-depth training, often go through the motions in a mere formality. The talents trained by the school can't fully meet the requirements of enterprises.

Traditionally, enterprises have only been engaged in production and new product development, while universities have been engaged in teaching and research. But the experience of these years fully shows: the research and development of enterprises is behind, and the teaching and scientific research of colleges is often out of touch with the actual production.

How to take the cultivation of students as a link, how to closely combine production with teaching and research and how to cooperate deeply with Chinese and foreign enterprises is the problem that higher vocational education is trying to solve.

2.3 The Lack of Funds Makes the Internationalization of Higher Vocational Education Lack of Impetus

Since most of the funds in higher vocational colleges are allocated by the state, the majority of the funds are used for the payment of teachers' salaries, and few funds are used for the investment of higher vocational internationalization projects. Due to the lack of funds, the necessary conditions for internationalization are often not met, not conducive to the development of international projects.

According to the China Business Industry Research Institute's big database, although China's investment in education continues to increase, the country spent 2,290.6

billion Yuan on fiscal education in 2014, 4.1 percent increase over the previous year. In 2018, the national fiscal expenditure on education totaled 3,222.2 billion Yuan, 6.7 percent increase over the previous year.

There is a basic line to measure the investment in education in the world, that is, when the per capita GDP reaches 800 -1000 US dollars, the proportion of financial expenditure on education to GDP will reach 4.07%-4.25%, which can realize the sound development of education and economy.

China's per capita GDP has long been in the range of 800 -1000 US dollars, but the proportion of financial education expenditure in GDP has not reached the international standard of 4.07%-4.25%. Thus, China's total investment in education has increased year by year, but relative to China's increasing education demand is still insufficient. The government has invested most of its limited funds in key universities, and the investment in higher vocational colleges is far from enough. For the development of higher vocational education in China, for the internationalization of Higher Vocational Colleges, and for the enhancement of their international popularity, more money must be poured into the vocational education.

2.4 Stereotype and People Look down on Blue Collar Workers in Traditional Society

Chinese tradition has always had the concept of "all things are inferior, only study is high." Civil servants are regarded as the best of all professions, highly respected. they looked down upon the personnel of other industries, looked down upon skilled workers, this leads to the neglect of vocational education, which is devoted to the training of applied talents such as technicians and skilled workers, resulting in low scores and poor quality of students enrolled in higher vocational colleges, which limits the pace of the development of higher vocational education in China, it also restricts the development of internationalization of Higher Vocational Colleges.

3. The Solution of International Cooperation in Baotou Higher Vocational Colleges

In view of the above problems, the effective ways for Baotou's higher vocational colleges to achieve international cooperation are as follows.

3.1 To Improve the Foreign Language Proficiency of Teachers and Students, and to Build an International Contingent of Teachers

Internationalization requires teachers and students to have a high level of foreign language. In order to improve

students' interest in learning English, we can perform English short play, make English speech contest, English song singing contest, English fun dubbing contest, watch English original movie, imitate international companies and so on.

Through long-term and short-term overseas study tours, winter camps, summer camps, intensive courses in English for Chinese-foreign cooperation, participating in international skills competitions, the exchange of students and teachers between China and foreign countries, for example, the exchange of students and teachers, cultural communication, mutual training and so on of the Baotou Vocational and Technical College and the Canadian Camosun College. Another example, the Baotou Light Industry Vocational and Technical College has actively explored international cooperation channels, established cooperative relationships with more than 40 institutions in more than 10 countries, including Mongolia, South Korea, Russia, the United States and Malaysia etc., and sent students to each other, we can enhance the international atmosphere of the college by introducing the overseas students. We can improve the students' foreign language level through above activities and online long-distance courses as well.

For example, on the evening of 22 November 2018, Baotou Vocational and Technical College and Northern Virginia Community College conducted a second long-distance Video Lecture and interaction in Room A413 of the International College. On Thanksgiving Eve, Dean Jimmie McClellan used this as a starting point to introduce students from Business English Class 917131 American customs and traditions. Students were interested in Jimmie's lecture, and they asked a lot of questions and expressed their opinions. After class, the students said that such an online activity not only gave them the opportunity to practice English listening and speaking, but also could broaden their horizons and enhance their knowledge. With the continuous progress of science and technology, our teachers and students have the opportunity through the network to complete the "across time and space" exchange, and students can feel close to the atmosphere of the American classroom.

To improve the foreign language level of teachers, we can send teachers to study in developed countries as visiting scholars, participate in international organizations, and attend international conferences: for example, the International Conference for the Development of Vocational Education Supported by UNESCO, participate in transnational and cross university research projects, publish articles in international academic journals, cooperate with developed countries, for example, the

project of China-Canada Post-High School Vocational Education Cooperation, (China has 29 schools and Canada has 32 participated.) The two countries send teachers to each other's schools to train each other and other activities to improve teachers' foreign language and international standards.

The internationalization of higher vocational colleges requires the cultivation of high-skilled and applied talents with international vision, which requires our higher vocational colleges to establish a "double-qualified" international teaching staff.

We should learn from the experience of Singapore's Higher Vocational Colleges. In Singapore, 80% of the higher vocational college teachers have been managers or backbone of the enterprises. They teach in the school, to the enterprise to solve problems, is the real "double-division". Without the practical experience and achievements of enterprises, it is very difficult for Singapore's college graduates to take up the profession of teachers in higher vocational colleges. Singapore has also established a lifelong learning system. Every two to three years, professional teachers make some research and development of industrial projects to enrich themselves in production practice. Emphasis is also placed on the internationalization of teachers by encouraging and creating opportunities for them to teach overseas, study or work in overseas enterprises part-time^{[2] ②}.

From the experience of Singapore, we recruit elites from Chinese and foreign enterprises to join teacher staff in higher vocational colleges, encouraging teachers to join Chinese and foreign enterprises for attachment training and practice, etc.. So as to change the lack of production and practical ability of teachers, and the problem of out-of-step the production we should combine production, learning with research and really broaden the international perspective of teachers.

We will also invite business leaders, and experts to give lectures, exchange experiences and impart knowledge and skills.

We should employ foreign teachers through social recruitment and recommendation by foreign experts, and employ returnees from studying abroad to join our international teaching force, let them directly take the international advanced teaching experience, international knowledge, international skills into the classroom. We should not only employ foreign language teachers, but also professional experts and teachers to form a reasonable proportion of Chinese and foreign teachers to provide strong support for the internationalization of higher vocational colleges.

Regularly we invite high-level foreign experts to do

academic reports, lectures, academic exchanges, learning foreign advanced teaching ideas, teaching methods and models. For example, Shenzhen Vocational and Technical College has invited 21 experts from the United States, Canada, Switzerland, Japan, Korea and Hong Kong and Taiwan to give lectures. They receive 84 batches of 378 visiting teachers from outside the host country.

3.2 To Establish Close Cooperation with Chinese and Foreign Enterprises

Studying German dual system model, school and enterprise are in deep integration. The dual system in Germany refers to: "students study professional theory and public basic courses related to occupations in vocational colleges and receive relevant practical skills in enterprises as apprentices"^{[3] ③}. Students are at the school for three months and they are at the enterprise for three months which the enterprise has to pay the student's salary and living expenses during the internship, and the experienced technician acts as the tutor for the student.

Under the dual system, students must pass two kinds of examinations: one is carried out by the Trade Association, and this is to assess the students' mastery of the skills and knowledge they are taught in the enterprise training. The other is carried out by vocational colleges, which mainly tests students' academic knowledge of the school, including written and oral examinations. After passing the examination, the student obtains two kinds of certificates: one is the skill certificate issued by the Trade Association. The other is a diploma from a vocational school. After graduation, students can freely choose the companies, most of who are willing to stay in the original internship company. The dual system makes enterprises, schools and trades cooperate closely.

We can also learn the school-running model from the German University of Applied Science and Technology. On the one hand, the university trains talents for enterprises, solves problems, provides consulting services, provides cutting-edge information, and forecasts the future development direction of enterprises ahead of time, training of personnel for enterprises and direct transfer the results of scientific research and technology to enterprises, etc. On the other hand, enterprises provide production practice positions, post-holding practice positions and employment positions for schools, and provide some applied research projects, donate some updated equipment to the school, and provide the school with experienced staff as trainee teachers. The cooperation between schools and enterprises can promote the reform and renewal of teaching methods, means and contents, as well as the construction of theoretical courses and practical teaching

materials^[4].

We propose to set up an advisory committee composed of enterprises and colleges to form an expert group to participate in the whole process of student training, jointly set up specialties, formulate school personnel training programs, and choose learning courses and practical training, and internship program for students. School and enterprise deeply integrate and cooperate, mutually serve, commonly carry on public relations.

Vocational colleges should strengthen cooperation with transnational corporations, foreign enterprises and Chinese enterprises developing abroad to create internship, study and employment opportunities for students. We, together, will train a large number of high-quality skilled talents with strong business ability, innovative consciousness and international vision.

International logistics of Tianjin Vocational College of Business established long-term cooperation with world-class logistics enterprises: Singapore Ye Shuifu Company. They select outstanding students to study and work in Singapore for a year. The school's hotel management major sends students to work as paid interns in Thailand's many hotels. These collaborations enable students to experience the advanced management experience of world-famous companies, market operation mechanism, enterprise operation mode and technical advantages, and greatly improve the quality of personnel cultivation.

3.3 Increase the Investment of Higher Vocational Education Funds

We will learn from the successful experiences of advanced and developed countries and build a diversified investment system with the government as the main body and enterprises, schools, individuals and social organizations to provide adequate financial support for the vocational education.

Following the example of the Singapore government, education accounts for the largest share of national expenditure, at 25.3 per cent, and is increasing at an annual rate of about 30%^[4] ④. The financial allocation of the Singapore government accounts for more than 80% of the total funding for higher education, and uses also heavily for vocational education, for example, the Singapore Polytechnics receives 75% of its funding from the government. The government has also set up an education savings scheme with a large annual allocation of funds to the Scheme Fund for various types of on-the-job training. A Skills Development Fund was also established in 1979, with the government requiring enterprises to pay a tax of 4 per cent of the salary of employees earning less

than \$750 per month as a training fee to upgrade their skills. The vocational education in Singapore has achieved a high level of social recognition thanks to the investment of the government and enterprises^[5].

For example, Shandong Rizhao Vocational and technical college and Hyundai Motor Group of Korea set up Hyundai Motor College, and promote the donation of teaching equipment.

We should strive for the financial support of governments at all levels, participate in the international cooperation and exchange projects supported by the special financial funds at the provincial level, strive for the investment of social organizations, and support the internationalization projects of Higher Vocational Colleges.

3.4 Establish the Concept of Equality and Mutual Respect in All Walks of Life

Change the fetter of the stale ideas of the past, learn from Germany. In Germany, there is no high or low social status between blue collar workers, white collar workers and civil servants. German society has not looked down blue-collar workers, "Master" has a higher social status. Artisans are an important part of the middle class and belong to the main body of society. It is precisely because of the concept of equality and mutual respect in all walks of life that vocational schools are enviable for their job prospects in great demand rather than humiliating. In terms of income, blue-collar workers do not fall behind. Ordinary civil servants may not earn as much as plumbers, and senior technicians may be paid more than university professors or doctors. Christian Sewing, who started as an apprentice in Bielefeld branch of Deutsche Bank, became the youngest chairman in 30 years later in the largest bank in Germany. And in the September 2017 federal election, Merkel's rival, the Democratic nomination for Prime Minister, Martin Schulz was also an apprentice in a bookstore.

Only by changing the traditional concept of our country and the social understanding of vocational education, the vocational education can cultivate high-skilled and applied talents. The general higher education focuses on the innovation of theory and knowledge, both of which are indispensable to the development and progress of society. Only by forming the concept of equality and mutual respect in all walks of life, can our society and our higher vocational education develop better and the internationalization of higher vocational colleges develop faster.

3.5 Cooperation in Running a School Is an Important Way for the Internationalization of Higher Vocational Colleges

China's cooperative education refers to the education that "Chinese educational institutions and foreign educational institutions or enterprises cooperate to organize the education in China with Chinese citizens as the main enrollment objects."^⑤ It is the most common mode of internationalization of Higher Vocational Colleges in China. Through Chinese-foreign cooperation in running schools, we have introduced foreign mature disciplines new methodologies and new specialties, advanced school-running models, international advanced professional courses, high-quality textbooks, advanced teaching methods, teaching means and teaching concepts, it can improve the internationalization level and teaching ability of teachers, and also bring the educational administrators into contact with the latest educational ideas, and improve the quality of personnel training.

At present, international cooperative education project of higher vocational colleges mainly adopts the "1 + 2" mode: students study in domestic higher vocational colleges for one year, lay a good foundation for language, then go abroad to study in the cooperative colleges for two years, study professional knowledge, carry on the practice, complete the graduation project and so on. "2+1" mode: students study in domestic higher vocational colleges for two years, and go abroad in the third year to complete professional study, internship, employment, etc.. And "3+ 2" mode: students complete three years of study in domestic higher vocational colleges, get a junior college diploma, and then go to foreign cooperative colleges to continue to study for two years, get a bachelor's degree. We work with foreign partner institutions to develop talent training programs, jointly determine the curriculum system, mutual recognition of credit. Students can be flexible to choose credits, complete high-quality studies. Another mode of running a school refers to: students can obtain corresponding certificates and diplomas without studying abroad and completing all their studies in Chinese-foreign cooperative higher vocational colleges^[6].

For example, in the 1980s, the governments of China, Germany, Spain and Japan established the Tianjin Sino-German Vocational and Technical College, which was renamed Tianjin Sino-German University of Applied Science. The university, together with well-known enterprises in Germany, Japan and the United States, such as IBM, Mitsubishi Heavy Industries and Bosch, has built a number of high level training centers with a total investment of more than 60 million Yuan. The school

has reached cooperation with many famous educational institutions at home and abroad to train a large number of skilled workers for Airbus Tianjin Assembly Line, Tianjin Subway and other large enterprises.

4. Conclusion

The realization of international cooperation in higher vocational colleges has encountered problems such as insufficient foreign language proficiency of teachers and students, low level of internationalization of teaching staff, lack of deep integration of cooperation between schools and enterprises, insufficient investment of the state in higher vocational education, and backward traditional concepts. In order to solve these problems, we need to improve the foreign language proficiency of teachers and students through a variety of ways. We need to strengthen our international "double-qualified" teaching force by recruiting teachers from enterprises, hiring foreign teachers and overseas returnees. Colleges and enterprise in-depth cooperation jointly cultivates high-quality application talents with international vision and international competitiveness. It is hoped that the state will increase its investment in higher vocational education and form a diversified investment system with government-based enterprises, schools, individuals, social organizations and other diversified investment systems^[7]. We should change backward traditional concepts, establish a new social trend of equality and mutual respect in all walks of life, encourage Chinese-foreign cooperation in running schools, introduce advanced professional courses and high-quality textbooks, advanced teaching methods, teaching concepts and management experience. All these serve for the international cooperation of Baotou higher vocational colleges, for the development and improvement of China's higher vocational education, and improving the international reputation of higher vocational education in China.

Notes

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ARTICLE

Research and Practice of Cultural Creative Product Design Teaching Based on Semantic Innovation

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ABSTRACT

This topic makes an exploratory research on the teaching mode of cultural and creative product design. Besides, via the research method of semantic combination, we make a product redesign of Liaoning traditional culture. Through the cognitive construction and semantic innovation of the semantic vocabulary of regional characteristics, crowd characteristics, innovation characteristics and metaphorical features, it provides new ideas for the innovation and dissemination of regional cultural product design. Verify the design hypothesis through the practice of design model, so as to obtain the solution of Liaoning cultural product design.

1. Introduction

With the rapid development of tourism economic industry, cultural products show a diversified development trend, Chinese cultural and creative product design is gradually forming an industry new business type. Cultural product design is to integrate some cultural characteristics or elements into the product design, and then make the product more connotative and have a sense of design, so as to meet the needs of consumers for the product^[1]. In the teaching of product design, the establishment of teaching contents and educational models that depend on and promote each other with the dissemination of regional culture is an important form of expression that can better spread regional culture, enrich the connotation of design and highlight the service

of design to regional economy.

2. Cultural Design and Product Design Education

At present, as an important direction of product design teaching, cultural design provides new teaching requirements in the aspects of social economy, mass aesthetics, and cultural communication and so on. The purpose of this paper is to establish a design research method which is in line with the characteristics of design teaching and can be taught, so as to provide theoretical and practical support for the teaching of product design. It is a new requirement for the teaching of product design to renew students' design thinking and use design to serve the needs of the industry.

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Product innovative design education in the traditional sense has been unable to meet the development needs of the current society. Enriching product connotation design and cultural dissemination has become a necessary condition for design education. Through the in-depth study of the representative population, especially the users' lifestyle, product cognition, product experience and so on, the emotional preferences of users are predicted to provide important support for product design^[2].

Nowadays, the main consumers of cultural and creative products is young, aged 25-40, are well educated and pay attention to the experience of identity in the concept of consumption. The young new mainstream group has gradually formed the pursuit of the quality of fashion, knowledge, art and culture. They usually have higher education or professional skills training experience, not only in consumer behavior is more rational, can fully understand the connotation of cultural products, the pursuit of personalized, from the psychological needs. For example, the Imperial Palace Literary creation as a successful case, with a series of iterative updates of cultural products, lock in the needs of mainstream consumer groups, and provide new service areas for product design.

At present, with the rapid iteration of cultural products, the life cycle of products is different from that of traditional products. In order to meet the needs of the new mainstream consumers in terms of cultural taste and concept of life, product design innovation tends to be more and more personalized. These changes put forward new requirements for the design and development of cultural and creative products, thus promoting the rapid change of the direction and content of product design education.

3. The Design and Research Method of Semantic Innovation

The theoretical framework of "product semantics" began with the design semiotics of Ulm University in Germany in 1950, and can be traced back to the semiotics of Charles (Charles) and Morris (Morris) of the New Bauhaus School in Chicago. From the perspective of product semantics, the external form and internal culture of the product are designed, the primary and secondary relationship of semantic expression in the product is balanced, and the design solution of cultural and creative products is obtained and verified by design practice.

The product is the carrier of culture, which can meet the spiritual and cultural experience needs of consumers. Design-driven innovation focuses on the breakthrough

innovation of product semantics, and builds differentiated competitive advantage through cultural attributes such as emotion and implication of the product.^[3] In the teaching of product design, semantic theory is introduced into the symbolic language features such as user population, use environment, social culture, and spiritual culture and so on, so as to enrich the connotation of product design from the aspects of product shape, color and processing technology. Make the product obtain the function of cultural transmission, strengthen the physiological and psychological interaction of the product to people, so as to realize the product design innovation through semantic innovation.^[3]

3.1 Instructional Design

The teaching of product semantic innovation is realized through four links.

3.1.1 Construct Semantic Cognition

Synchronize the design cognition in the design team to complete the semantic description of the specified adjectives. Network data analysis is a relatively new and rapid research method, which visually makes quantitative statistics on the specified vocabulary language to obtain the cognitive scope and development trend of lexical semantics. At the same time, taking the designated vocabulary as the research object, the mass cognition of vocabulary is synchronized within the team to establish a cognitive framework of lexical semantics.

3.1.2 Visualization of Semantic Innovation

The design and derivation of the specified vocabulary is carried out, and the basic semantic concepts and scope of the vocabulary are obtained in the form of mind map. Through the combination of four semantics, the semantic innovation framework is formed, and the design hypothesis is established.

3.1.3 Semantic Import into Product Design

According to the semantic composition of the design hypothesis, the design sketch is drawn. Adjust the primary and secondary relationship of the semantic design of the four words, and clarify the core content of innovative semantics. Express the use function of the product through the external form design of the product, and enrich the internal design through the introduction of visual symbols and innovative semantics^[4].

3.1.4 Design Model Verification

According to the selected product innovation design scheme, the computer modeling, rendering and exhibition board production of the product are carried out, and the design hypothesis is verified by means of comparative analysis, questionnaire analysis and so on.

3.2 Four Semantic Features

Semantic design is a mode of thinking as a whole, which requires a clear subordinate relationship between words, so that the detailed design of the product plays a positive role in the core vocabulary. In teaching, lexical semantics is set in four directions: the regional characteristics of cultural design direction, the crowd characteristics of experiential design direction, the innovative characteristics of functional design direction, and the metaphorical features of internal design direction. Among them, the three features of region, crowd and innovation are the external morphological semantic design of the product, and the metaphorical feature is the recessive design of the product design^[5].

3.2.1 Regional Feature Setting, Cultural Design

Study the material and non-material cultural expressions such as historical relics, cultural forms, social customs, production and life styles that have been formed for a long time in the region. It is shown in the way of constructing the cognitive framework of lexical semantics. In semantic cognition, we focus on constructing the inclusiveness and development characteristics of regional culture.

3.2.2 Crowd Feature Setting, Experience Design

This paper studies the differences and development trends of current product users in demand, focuses on the construction of the characteristics of young consumer groups, and analyzes the universality of their purchase form, price pursuit, aesthetic style, conformity psychology and so on.

3.2.3 Innovative Feature Setting, Functional Design

Study the pain point problems in product design, by changing the product use, work, service, structure and other specific research content, to find a solution to the problem, to form a new function.

3.2.4 Metaphorical Feature Setting, Internal Design

This paper studies the design expression of product

metaphor emotion, focusing on the emotional and cultural needs to be conveyed by the product. Metaphor here is no longer a rhetorical device in language, but as a way to express thoughts and emotions. The cognition of the original different systems is conveyed to consumers through the integration of design, so that the product has a broader and more profound metaphorical meaning^[6].

4. Research on Semantic Innovation of Liaoning Culture

Liaoning, China, referred to as “Liao”, formerly known as “Fengtian Province” and “Shengjing”, has accumulated a lot of characteristic folk culture over a long period of time. In the teaching of product design, it mainly studies the cultural design elements such as architecture, story, language, non-material, folklore and so on, and carries on the cultural creative design combined with the characteristics of youth consumer groups.

Table 1. Classification of Liaoning cultural characteristics

Main culture	Buildings, etc.	Folk literature	Folk heritage	Traditional skills	Chinese opera, Fine arts
Quantity (unit)	More than 120,000	6	6	3	27
Representative culture	Hand-grasped mutton	The Story of Ancient Fish and Goose	Folk fire. Benxi social fire	Traditional cooking skills of Liao cuisine	Xibo people's beliefs and customs

There are two ways of semantic innovation commonly used in the course: one is to change the original understanding of the semantic meaning of a single culture, through semantic redesign to form a separate creative product design solution for commercial applications. The other is to innovate the semantic fusion of multiple cultures in Liaoning, establish an IP image of multi-cultural integration, and form a series of product design solutions that can serve commercial applications^[7].

4.1 Research and Practice on the Redesign of Single Culture

4.1.1 Research on Semantic Innovation of Hongshan Culture

Through the study of Liaoning Hongshan culture, the semantics of Jade Dragon is innovated, and the symbols of Incense vessel are extracted and verified in the aspects of shape, color, material, craft, symbolic meaning and so on.

Regional characteristics (Liaoning): Jade Dragon image redesign, dragon appears in the water, showing

smart characteristics, color reflects the jade cultural characteristics, pattern design combined with silk-choking process features to enrich the cultural connotation of the products.

Crowd characteristics (tourism): based on tourist souvenirs, redesign souvenirs and memories, the size is easy to carry, in line with the aesthetic characteristics of the mainstream consumer population.

Innovative characteristics (combination): two layers of meaning are reflected, one is the appearance, the combination of incense and dragon creates an atmosphere of dragons entering the sea, and the other is the inheritance of culture, using material combinations and line features to express the integration and innovation of Hongshan culture and industrial culture^[8].

Metaphorical features (cultural inheritance): the redesign of Chinese Hongshan culture presents the economic application concept of service business combined with the function of products, which embodies the non-legacy characteristics visually and psychologically, and realizes the spread of culture through the commercialization of products.

4.1.2 Design Model Verification



Figure 1. Design of Jade Dragon Incense vessel (Industrial Design Level 2017: Zhang Ming)

4.2 Research and Practice of Multicultural Semantic Innovation

4.2.1 Research on Semantic Innovation of Liaohai Culture

Liaoning takes Kanto as its surrogate name, and has established “Liaohai” as a regional cultural symbol in recent years. In teaching, based on the regional characteristics of Liaoning, the historical stories with the connotation and characteristics of Liaohai culture are selected for IP design, and the creative design method of “Liaohai” is formed through a series of product design. (As shown in Table 2).

Table 2. Analysis of the characteristics of the folktale of “Ancient fishing geese”

Uniqueness	“fishing goose community”: fishermen in the Erjiegou area of Liaoning migrate from north to south like migratory birds, which have long been extinct in the estuaries of coastal rivers in China and the world, but they are still preserved in the estuaries of the Liaohai River.
Openness	The story increases flexibly with the change of people’s activities and the migration of time.
Innovation	Distinct characteristics of the livelihood of fishing geese and the charm of primitive culture. History and life, customs and traditions, beliefs and cultural creation
Diversity	Ancestor worship, Poseidon worship, Dragon King worship, sacrifice and celebration, origin and evolution of fishing gear, etc.

4.2.2 Lexical Semantic Construction

Regional characteristics (Liaoning): the study of Liaoning ancient fishing goose folktales, combined with Liaoning Manchu cultural characteristics and industrial cultural background, the semantic redesign of the story image. Dress reflects the characteristics of the story, clothing reflects the characteristics of industry.

Crowd characteristics (youth): take the creative tourism products as the design object, associate culture with purchase, and produce commemorative value. Combined with the aesthetic characteristics of youth consumer groups, enrich the modeling connotation by refining the traditional cultural elements. For example, it embodies the red and black combination of Chinese traditional culture, the pink-green combination of youth aesthetics and the wood-porcelain combination of simple and elegant Chinese style^[9].

Innovative features (interest): break the inherent modeling features of tea sets, combined with the cultural image of Liaohai, introduce the semantic image of sea and fish into the design, and form a new solution of modeling design. Through the comparative design of the shape and size of human and fish, on the premise of meeting the use function, the interesting design semantics and regional culture are managed to form a brand-new design solution.

Metaphorical features (cultural communication): the folktales are visually expressed in the form of IP image design, Liaoning culture commercialization design is realized through derivative products, used in the sales of tourism commemorative products, and the dissemination of Liaohai culture is realized through product promotion.

4.2.3 Design Model Verification



Figure 2. IP Design of Ancient Fish Goose-2D



Figure 3. IP design of ancient fishing geese-3D



Figure 4. Derivative design of ancient fishing geese (Industrial Design Level 2016: Bi Xinyue)

Semantic innovation is shown in two aspects: first, creative products should properly reflect the characteristics of Liaoning regional culture (originality, openness, diversity, innovation); second, we should pay attention to the design and development of cultural derivatives to expand the influence of regional culture. Take the “fishing goose community” as the starting point, innovate the modeling symbols, and apply them to the design and development of new products to form a distinct cultural product family^[10].

5. Conclusion

Through the double-layer design of external semantics and internal semantics, this topic provides a theoretical basis for the integration of culture and product design. The design research method of semantic combination innovation provides more ideas for design hypotheses, which meets the current consumption demand of rapid iterative updating of cultural and creative products, and is easy to be taught and used in teaching. In the course teaching, the design hypotheses are verified through a large number of design practices, and the design and development solutions of Liaoning cultural and creative products are obtained. At present, the research on the pedigree characteristics of Liaoning culture still needs to be improved, and the follow-up research can continue to expand in the product marketing link to form a creative product design teaching model to serve the cultural industry.

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ARTICLE

The Impact of Online Courses towards Students in Autonomous Learning Based on New Media Technologies

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ABSTRACT

In the 21st century, the rapid development of online technology has dramatically transformed people's way of lives. The emergence of high-tech products has also boosted modern education to embrace informationization and virtualization. With the promotion and development of online courses, autonomous learning is now emerging among students in colleges and universities. If they want to learn relevant professional knowledge, they could use networking and information technology with relevant devices. This learning method could not only impact traditional education but also facilitate students to explore new ways to learn autonomously. This paper is to discuss the impact of online courses towards students in autonomous learning by analyzing its current learning situation, the feature of this new form and its effects towards students.

1. Introduction

At present, more and more students choose online education to study. As online courses have become accessible, students could select courses they need via different online platforms. Mobile learning, MOOC and online learning are main forms for them to learn autonomously. Based on existing findings, this paper gives an analysis about several factors affecting students in autonomous learning from the perspective of their psychology. Through the application of new media technologies, their academic performance could be upgraded and the foundation for lifelong development could be shaped. This paper will also help improve and

provide further scientific basis for relevant theories.

2. The Development of Online Courses in China

2.1 Reasons about the Adoption of Online Courses

The majority of students who start to learn remotely is to complete the learning of their professional subjects in schools. But some of them would accept guidance from their teachers and by receiving their suggestions and recommendations, they might adopt online courses to learn autonomously.

Since online learning methods supported by new media technologies is brought into classes, learning channels are

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broadened for students. Some could take optional courses and would not be limited by space. Only a small portion of students would adopt online education platforms to take courses based on their own interests. In this way, their knowledge can be enriched. By taking all of these aspects into consideration, it is evident that the participation of online courses is at a low level despite its accessibility.

2.2 Domestic Online Courses Platforms

Given the difference between domestic and foreign platforms and student interests, such foreign platforms as coursera, udacity, edx are rarely used. Instead, they tend to use those domestic counterparts such as NetEase Online Open Courses, Sina Open Course, Chaoxing, MOOC, iCourse, Chuanke and others. Other for-profit education platforms are also predominantly adopted such as Tencent Course and Huijiang Online Class.

The promotion of online education in China breaks the limit of time and space for students and teachers. Students could access different courses based on their own conditions and needs. Given the interactive tools and functions of online education platforms, teacher-student collaboration could be achieved and students could also cooperate with each other. Besides, students could receive guidance from their teachers and acquire professional learning resources.

Online education in China is equipped with diversified learning resources and sharing outlets. It enables learners to access quality sources through computers, telecommunication networks and other transmission forms of teaching information. Besides, these resources at home and abroad can be shared via networks. Online and offline teaching, independent and collaborative learning as well as other forms of learning can be achieved via multiple media technologies.

2.3 Constraints for Students in Autonomous Learning

2.3.1 Procrastination

Mobile terminal device is helpful for students to study. They could watch teaching resources whenever they want via online platforms without considering the limits of traditional education. It would be convenient for them. But many students tend to be less positive in such circumstance and some only cram a few days before an exam.

2.3.2 Distraction

Mobile terminal device brings convenience for students

to learn and live. But it also brings troubles. For instance, many students tend to get addicted to their phones and pay close attention to other irrelevant things. For some reasons, occasional beeps or vibration of their phones would affect them to focus on what is going on up there. All of these have led to distraction and damage in their learning efficiency.

2.3.3 Lack of System

Many college students usually fail to persevere while learning and tend to give up easily. As the lack of information integration of online education platforms, the system of online courses are yet to be shaped and students are far from having a good understanding towards learning.

3. The Impact of Online Courses in Autonomous Learning

3.1 Strengths of Online Courses in Autonomous Learning

3.1.1 Flexibility

Online courses can be accessed flexibly and don't have to be grasped at a fixed time and space as what conventional practice do, so this new form could help students escape those limits while learning. Moreover, as the pattern of online courses is more open than that of conventional ones, students could learn wherever and whenever they want. Their resistance towards study might be reduced to the largest extent and students might be more positive to it.

3.1.2 Autonomy

The main reason for students to rapidly receive online learning lies in its wide range of choices. Besides, these courses have no limit towards time and space, so students could plan and effectively finish their work in their spare time. Moreover, students could autonomously choose teachers they like to teach them and better plan their learning process. In this way, efficiency could be advanced.

Conventional classes are far less effective than online ones since it often takes more time for teachers in conventional context to illustrate a key point or difficulty and usually they might fail to let everybody get them across due to different learning capacity. While online courses could be replayed, so students could understand and memorize deeply. In addition, those online functions such as pause, note-taking and playback could help them

better comprehend those key points.

3.1.3 Entertainment

Traditionally, teachers need to be on the podium during classes. Whereas online teaching could be done via different forms such as pictures, words, audios, videos and it enables students to learn knowledge in a relaxing and interesting environment.

3.1.4 Monitoring and Communication

One of the reasons for students to learn remotely is that these courses are equipped with monitoring devices which are installed in all online education platforms. They are used to record users' length of learning, learning process and ask them for feedback. Learning data released on these platforms enables them to clearly evaluate their own performance and help them to learn autonomously.

During learning process, students in different grades have to learn different courses. For those primary students, they need to study and consolidate their professional knowledge. So they would be given priority about their compulsory courses which are required by schools while selecting on those platforms. These courses are mainly recommended by their teachers. A small part of students would select those that interest them to enrich their knowledge and broaden their horizon. For those senior students, many are preparing for higher education. So they usually choose those examination-related courses and then they might consider the learning of their professional subjects. Guided by teachers, students from different levels could increase their capacity in autonomous learning.

Online courses could not only strengthen teacher-student relationship but also boost teacher-to-student interactions and that among students. For instance, a chat tool is set under the window of online courses to promote students to learn autonomously.

3.2 Weaknesses of Online Courses in Autonomous Learning

3.2.1 Lack of Learning Awareness

As online courses are basically conducted in students' spare time, teachers couldn't monitor students about their performance, nor could they receive any feedback. So it's important for students to be self-motivated and to effectively learn online courses. But the truth is that they are lack of such awareness.

3.2.2 Limitation of MOOC

By pooling quality education resources into one online platform, MOOC becomes a large and fairly open online courses provider, generating greater convenience for students to learn autonomously. As courses on MOOC have to be filmed by teachers before release, such presentation fails to meet students' demand and achieve interactive effect. As the integration of education resources is not compatible with actual demand, the online platform might be a formalistic product.

3.2.3 Challenge in the Application of VR Technology

While establishing practical teaching platforms, sensors and computers can be used by schools to create three-dimensional environment and achieve interactive effect. Users could feel like they are in a real situation. This model is original and interesting and it is popular since its inception. However, these schools fail to apply and develop VR technology on a large scale for limited human resources and finance.

3.2.4 Bottleneck in Further Development

At present, online teaching platforms of colleges and universities are developed by themselves. The purpose is to present interactive data and facilitate communications between teachers and students. Meanwhile, the record of big data will be sent to these colleges and universities to make analysis and evaluation. Online teaching is widely embraced by students and teachers and could boost teaching efficiency. However, as the maintenance of platforms requires relevant high technology, further development could be difficult.

4. Measures to Improve Online Courses

4.1 Developing with Multiple Models

The development of online courses is supported by the ever-improving education system in the online environment and the system of online courses is the extension of traditional ones. Online courses allow teachers to impart knowledge via highly-advanced Internet instead of offline classes. So students should be highly spontaneous and self-motivated in their learning process. With the popularization of Internet, online education will be the main avenue for people to receive education. For instance, WeChat, a Chinese communication app, can be used to complete relevant assignments.

Individuals or institutions could apply for an account on the platform of WeChat and that is called WeChat

Official Account. Its communication is done via Internet and it serves targeted group. Users could interact with each other through voice, words, pictures and videos on this platform. WeChat Official Account is the extension of online education where students could search information. It is convenient for students and they represent the main users of the platform. Besides, it also facilitates interactions between teachers and students.

Take foreign language learning for instance, students could choose courses from domestic and foreign websites. Different platforms could meet different demands of students and offer them with broader options. Some websites supported by SNS or Social Networking Services are specialized in foreign language learning. Visitors could log in and enter into their own homepages and they could choose whatever they want to learn independently. Also, they could discuss with other students via various platforms such as Chinese Tieba and online discussion community. They could obtain a lot of useful information while acquiring knowledge.

Online resources is countless and inexhaustible. It could provide various learning channels for students and fulfill their demands. These resources is not limited by space, time and human labor. It is also cost-saving. Beyond that, it could be shared and applied fully and help students to receive higher education.

4.2 Changing Students' Perception about Learning via New Media Technologies

With the establishment of online education, traditional teaching methods are going to be replaced. Teachers and students could communicate wherever and whenever they want. On the other hand, without the restrictions of time and space, students could delve into new knowledge and review the old.

Meanwhile, online courses only represents one form of online education. Other teaching methods are also altering students by guiding them to learn autonomously. The conventional cramming method of teaching would be out of date. Students would realize that the most important method is to embrace autonomous learning and self-motivated learning through dedication to study for a period of time. In this way, they might select more online channels to learn in the future.

5. Conclusion

In this new era, students are open to new things. Online courses as an emerging learning method has been

accepted by more and more students and has already been put into practice. Its popularity will bring students opportunities and challenges. So it's imperative for them to fully leverage its strengths and learn autonomously in their spare time to enrich their knowledge and elevate their learning capacity in professional knowledge while developing hobbies and interests.

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ARTICLE

Causes and Solutions in Construction of the Historical Conception of Senior High School Fine Art Students

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ABSTRACT

Artistic specialty students are relatively special in high school education of our country, fine art students is one of them. This article explains the reasons for the current problems to art students in the process of constructing the conception of history, combining with the actual conditions, it tentatively proposes corresponding solutions to promote the deepening development of the history teaching of art students and the construction of the conception of history, carry out the educational requirements of "strengthening moral education and cultivating people" in the teaching process.

1. Introduction

In a narrow sense, fine art student is one kind of the artistic specialty students (hereinafter referred as art student), mainly refer to the students who enter the university through the art examination which organized by each province or universities, and combined with the cultural scores of college entrance examinations. Due to various reasons, art students have some difficulties in the process of constructing the conception of history as a relatively unique group in senior high school education. History and art are both projections of society and the times. Finding the reasons that why art students have difficulties in the construction of historical conception is not only conducive to historical learning, but also contributive to inspire their artistic thinking. History as

a science, the impact of a mature and perfect frame of history on students is not only reflected in the current history learning, but also plays a decisive role in the cultivation of national identity and social responsibility.

2. A Probe into the Difficulties in Constructing the Historical Conception of Art Students

In addition to the historical knowledge itself, history acquisition nowadays, is more important about the cultivation of historical thinking and the progress that such thinking can create^[1]. In this process, the construction of historical conception is particularly important. For the group of art students, they have the same problems as the ordinary senior high school students in the construction of the conception of history. They have problems such as fragmentation of knowledge and confusion in the

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historical framework. However, they are different from the ordinary high school students. On the whole, we can start thinking from the following aspects.

First, the identity labels of art students weaken the motivation of them to study. Among the parents and students interviewed by the author through the phone, more than 97% concern that entering the university by taking the art test is a shortcut, although this may not be the case. This widespread “short-cut identification” makes students get a wrong psychological suggestion, “I don’t need to be too worry about the score, because this way does not need good grades” and similar thoughts. In a subtle way, they passively or actively labeled themselves as “art students”. This label lead to a certain connotation which means decompression and compensability in learning. As a result, students do not have enough psychological expectations for learning and think that the academic pressure they face is not heavy. At the same time, it is this identity label that has led to the deviance amplification of this group^[2]. The continuous shift and distraction of attention makes it difficult for them to show a good trend in the understanding and exploration of historical knowledge and the practical application of historical thinking in society^[3], and the development of emotional attitudes and values. It is even more unfavorable to the cultivation of the core qualities of the history discipline, which will undoubtedly adversely affect the construction of the historical conception of art students.

Second, the imbalance of the studying time between professional and cultural courses has created a fragmented feature in the construction of the historical conception of art students. Here, it is necessary to distinguish the fragmentation phenomenon that occurs in the process of constructing the historical conception of art students from the related problems that ordinary senior high school students have in history learning. For art students, they need to confronted with two “college entrance exams”, one is the art exam which happens around December each year, the other is the cultural College Entrance Exam with other ordinary senior high school students, what else, some art students will also take part for a few months for art exams organized by art universities. This led them to first need to devote a lot of time and energy to the study of art major courses, and history study inevitably showed discontinuous feature. To some extent, discontinuous studying will bring about the fragmentation of the conception of time and space, which will make the students lack a holistic conception of history and causality. Most of them present a fragmented state of knowledge, which makes impossible to explore the whole picture of

history. It is not easy to establish a complete and perfect historical conception, and it is hard to penetrate the teaching function of history through teaching. Students have stepped into the fragmented quagmire, ignoring the construction of the overall conception of history and the profound impact of history on life, which has been given very obvious feedback during the teaching process.

Finally, under the premise limited learning ability of students, the time of art test and College Entrance Examination determines the distribution of students’ energy to a certain extent. Art students need to take two steps to enter colleges and universities under the current education system in China. The first step is to pass the art major exam, if an art student does not get a certificate of qualification in any of these exams, then they can only compete with other ordinary senior high school students to pass the College Entrance Examination to enter the college. The second step is to continue to participate in the College Entrance Examination after successfully passing the art exam and getting a certificate. For art students, the College Entrance Examination has ended early if they does not get a satisfactory ranking or certificate in their art exams, this sequence of examinations has led them to need to allocate a lot of attention to the study of art majors from the beginning of senior high school. For personal history study, if students want to build a complete and mature conception of history, they must understand and respect the excellent cultural traditions of various countries, also, they must understand the development trend of China and the world, make an in-depth study of the five core qualities of high school history courses^[4], if the focus of art students is shifted completely or mostly to the art professional courses, then the construction of historical conception will inevitably appear the situation which is incomplete.

In addition, some universal factors that affect the construction of the historical conception of senior high school students also affect the art students. One of the important factors is the lack of sense of reality in the process of history teaching. As documented by the previous research on education, students have a very negative attitude toward history and find history instruction boring, dull, useless, and meaningless, one of the most important reasons why students dislike history has to do with the fact that they cannot see the connection between the remote past and their immediate experiences in the present^[5], this makes them easy to lose their direction and purpose in the process of history studying. Similarly, in the process of constructing the conception of history, a transitive feature will be presented, but the correct construction method should be structural^[6].

It is precisely because of the lack of sense of reality that students cannot resonate, which will weaken their establishment of historical outlook and historical identity.

We can see apparently that identify recognition what society made to art students, psychological conditions and professional learning time of their art major beyond different students all have varying degrees of influence on the construction of historical conception on art students, it also could make an influence on the embodiment of the value of discipline education. For art students, the content of the artwork itself can have a direct influence on society. The strong artistic appeal of the work can not only reflect the relevant context of the times, but also prompt people to pay attention to related issues, such as some paintings and sculptures about out-of-school children have promoted some people to join the “Hope Project” and other educational career^[7]. The educational value of senior high school history subject is to make students have a correct historical view in the learning process, so that they have ideal beliefs and social responsibility, and the ability to learn for life^[8]. The art major and history are intrinsically connected in terms of social responsibility. We can make full use of the conditions available in reality to explore ways to solve current problems of art students.

2. Measures to Improve the Construction of the Historical Conception of Art Students

In view of the reasons mentioned above, the author believes that it is possible to solve some difficulties of art students in the construction of historical conception from the following aspects.

First, the perception of their identity should be corrected. Stephen E. Barkan suggests that interaction with others shapes our perception of ourselves and affects our behavior^[9]. Only when students have a correct understanding of the difficulty of the exams and the social responsibility that the art major may assume in the future, can they reverse their psychological state and face up to the study of cultural courses. This not only helps the art students to build a perfect historical conception, but also helps to promote the development of learning enthusiasm.

Here, teachers and schools can actively use the existing student resources and introduce their learning experience and mental journey through the students who have entered the college in the past, so that the art students group can resonate emotionally. For art students, affected by the subtle influence of their own labels, they will be more agree with the real examples that belong to the art students group. These fresh examples can make them have a clearer cognition of difficulties in the future learning

process. A more concrete and specific understanding can stimulate their learning attitude towards a positive side.

At the same time, history teaching can also give full play to its guiding role. Through the active role played by art in the historical development process and its reflection and promotion of society, teachers can build expectations of students in the art major and social responsibility in a historical way, so that students can become mature in values and can have a more expectant attitude towards the majors which he has studied. Once history teaching is used to make students understand the conceptions of social responsibility and attachment to the country more concretely, their enthusiasm for learning will be greatly improved.

Second, In the process of history teaching, more attention should be paid to the use of historical materialism to help students improve their construction of historical conception. The five core literacy is not divided in the core literacy of the senior high school history discipline, there is a close logical relationship between them, of which the historical materialism is the basic theory and guiding ideology of learning and exploring history. The understanding of mankind in history is gradually deepened from the surface and inside. Only by using the scientific and objective standpoint and method of historical materialism can we have a comprehensive and objective understanding of history^[10].

A vision of history teaching and learning first and foremost necessitates an adequate explanation about one's philosophy of history as a discipline in that epistemological and conceptual frameworks shape and color one's approach to dealing with issues in history education^[11]. As an important part of Marxist philosophy, historical materialism has its overall consciousness, including its overall conception, and systematic thinking, which are advantages that other historical viewpoints do not have. This is precisely the charm of historical materialism^[12]. In their previous studies and lives, students have obtained certain unrecognized historical narratives from various channels such as the media and family. At the same time, students have a sense of identity as moderns, which affected their interpretation of historical issues^[13]. We need to use the historical materialism to help them distinguish between true and false, and stimulate their enthusiasm by colliding with their prior memories, so as to shape the correct historical conception^[14], therefore, in the process of constructing the historical view of art students, we should first cultivate the historical materialism in the mind of students, and on this basis, strengthen students' basic understanding of knowledge. Only by having a holistic and overall understanding of history can students

be promoted the ability of history disciplines to build a more complete and mature framework of history.

Third, Pay attention to the construction of history course. We can start from the following four aspects. Teachers should build a historical course with clear themes and continuity. The ideal history course, should be organized around clearly defined themes, which are supported by concrete evidence and examples^[15]. In history teaching, the materials used in the classroom should also pay attention to exert their emotional role to evoke the emotional reactions of students under the premise that they are closely related to the theme, pictures or videos can be used to vividly display historical figures or buildings that originally existed only in their memories to increase resonance, for example^[16].

Create a challenging and competitive history learning atmosphere is necessary to their history study. Explore the way what values, culture and society are expressed by encouraging students to undertake challenging learning^[17]. Competitive history teaching can be carried out in a similar way to teaching games, but it is necessary to pay attention to whether the nature of such games is historical. The main purpose of the game should be to train students to think about history and its essence, and cultivate historical thinking, on this basis, the introduction of classroom competition elements can enhance the classroom participation of students^[18].

Teachers should also focus on the changes of academic conditions of students in different periods. Due to the individual differences in backgrounds, points of interest, and learning methods of different students, we also need to use meaningful rewards to respond to the competitive learning environment^[19], focusing on the cultivation of thinking rather than pure knowledge.

Connect the past with the present, enhance the sense of reality of history teaching, and make history teaching lively. As mentioned earlier, to a certain extent, the formation of the dilemma of the construction of historical conception of students should also be attributed to their inability to see the connection between the distant past and the present. History teaching should be related to the daily life of students, pay attention to the use of student identity, background and memory in the classroom, collide the memory and prior experience of students with classroom teaching, and promote history teaching to play its role in the practical dimension^[20]. The connection between history and life can enhance the interest of students in learning history and stimulate their motivation to learn^[21].

For teachers ourselves, we should pay more active attention to the frontier research of history and continue to learn and improve our own historical understanding.

James Robinson, the famous representative of the new history of the United States, believes that "history should not be regarded as a stagnant learning. It can only be developed by improving research methods, collecting, criticizing and melting new materials."^[22] In the context of this increasingly complex society, the 19th century tradition of emphasizing the study of political history can no longer be used to interpret modern society, historians in modern times need to look at this changing society from multiple angles of politics, economy, culture, etc., and no aspect of this society should be ignored. This requires teachers to keep pace with the times and constantly update our own knowledge and cognition. The continuous expansion of teachers' historical thinking and the deepening of cognition are the key guarantees for the construction of students' historical views.

In general, the difficulties encountered by art students in the process of constructing the conception of history are not unique to this group, and there are related problems among ordinary senior high school students. However, due to the different reasons for the two kind of students, we should explore the source of the problem in depth to take corrective measures and adopt a method suitable for the group of art students from a multi-dimensional perspective to help them construct a correct conception of history. This is also a manifestation of quality education in China that requires the effective design of the teaching process and the cultivation of understanding ability of students^[23].

3. Interaction between History Discipline and Art Major

The debate about whether history is an art or science continued until the 19th century, when history developed into an independent discipline, historical research became a better way to understand reality and a means for humans to understand themselves^[24].

As history teachers, we should be clear why history courses are taught. One of the most important purposes of this course is to improve students' understanding of society, develop the sense of responsibility and critical thinking of students, and enable students to enlarge their understanding of the increasingly interdependent social world and their place in it^[25]. By constructing a reasonable historical conception and historical framework for students, it can not only improve the reading ability to the society of our students, but also cultivate reasonable teaching methods as teachers themselves. In this process, teachers can have a deeper understanding of the fundamental issues related to history teaching^[26].

The teaching of history and in particular of national history has long always played a central role in shaping the historical consciousness and sense of national identity of successive generations^[27]. The past is constantly changing, and the continuous evolution of the purpose of historiography is a sign of its endlessness. Every new era will look for an understanding of where it was at the time, if there is no history, then the new era will simply not exist^[28]. As Marc Bloch said: "The charm of history first triggers people's interest in history, and then inspires people to make a difference. Its role is always supreme."^[29] Allan Nevins, the former chairman of the AHA (American Historical Association), once said: "... history as a teacher, a guide, and an inspirer has its own broader democratic functions."^[30]

With the continuous expansion of the influence of Marxist historiography and the development of new historiography, the object of historical research has gradually moved down, and the relationship with society has become closer. Historiography can make people know from ancient to modern^[31], and art is also a mirror image of social development. Throughout the history of Chinese art, art works have always been a reflection of the social changes in the rise and fall of all the times^[32]. Just like art, history needs to focus on the big frame first, and then describe it in detail. For the students who are about to engage in the art career in the future, a mature historical views and historical thinking can not only implement the educational goals of China, it can also enhance the sense of social responsibility and national identity of art students, promote their perception of society, and then reflect the times and project society through their works. Education is the foundation. Therefore, we must have full patience with all the artistic specialty student represented by art students. We can help them build aims of future through change and cultivate the history learning methods of art students in senior high school by long-term efforts, social education, and family education.

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ARTICLE

On the Effective Ways of Constructing the Discourse System of Higher Education with Chinese Characteristics

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ABSTRACT

Higher education is an important symbol of state soft power. Constructing the discourse system of higher education with Chinese characteristics is of great significance to build a powerful country in higher education and enhance the international influence of higher education. The main ways to construct the discourse system of higher education with Chinese characteristics are as follows: first, we should take root in China, devote ourselves to the study of the realistic logic and Chinese problems during the development process of higher education in contemporary China and focus on creating new concepts, new categories and new expressions of higher education with originality and identity; the second is to integrate Chinese and Western cultures, realize the transformation of discourse logic of higher education, and demonstrate high-quality concepts of higher education and development models to other countries in the world; the third is to promote the modernization of higher education in an all-around ways with the support of constructing world-class universities and first-class disciplines, obtain discourse power in the academic and policy fields of international higher education, and show the world the Chinese road, Chinese model and Chinese experience during the development of higher education.

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1. Introduction

Discourse usually refers to the expression of a certain social behavior in a certain social context. The combination of discourse and academic established a discourse system with discipline as the unit^[1]. Discourse system is the foundation of discourse power. Constructing the discourse system of higher education with Chinese characteristics is conducive to gaining discourse power in the academic and policy fields of international higher education. It is of great importance to build a powerful country in higher education and promote its international influence.

2. The Connotations and Significances of Constructing the Discourse System of Higher Education

An important sign of a fully-developed and independent higher education system is to establish a corresponding ideological and theoretical system and then a unique discourse system and expression system. The discourse system of higher education is the theoretical expression and discourse presentation of the development paths and modes of higher education. The basic category of constructing the discourse system of higher education is the practice in personnel training, scientific research, social services, cultural inheritance and international exchanges and cooperation. The ideological system, theoretical system and knowledge system of higher education with local characteristics refined, sublimated and established in the specific practice of school running are the kernels of the discourse system of higher education, and are fundamentally guiding the development directions of future higher education and shaping the development forms of higher education.

Constructing the discourse system of higher education with Chinese characteristics is the fundamental requirement to strengthen the confidence in the development paths of higher education in China. Since the founding of the People's Republic of China, the higher education in China has pioneered a development path from imitating the Western and Soviet models to independently sticking to the development path with Chinese characteristics. It has fully demonstrated to the world the Chinese plans and models of how a developing country promote the modernization of education and achieve progress as a poor country. Constructing the discourse system of higher education with Chinese characteristics is a systematic study of the operation practice of higher education in China, an in-

depth analysis and theoretical sublimation of the course, causes and results of the choice of the development path of higher education in China. It is also an inevitable process for the experiences and modes of running higher education with Chinese characteristics to go global. It is the full embodiment of self-confidence in the path, theory, system and culture of socialism (four matters of confidence) in the development of higher education with Chinese characteristics.

Constructing the discourse system of higher education with Chinese characteristics is a natural element for constructing a powerful country in higher education. From the angle of development practice of higher education in the world, it is the basic path of the topic shift of international higher education and the common law of the rise of the world's major higher education powers to imitate and learn from the mainstream discourse system of developed countries, then integrate, refine and innovate the discourse system in combination with the local reality, and finally spread the increasingly mature domestic discourse to the higher education system of other countries. Since the implementation of reform and opening up in 1978, the Communist Party of China and the governments at all levels have placed the priority on the development of education in the prominent position of the country's governance. Focusing on such major theoretical and practical issues as "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people", a series of new ideas, new approaches and new views of higher education have been put forward, an education system with distinctive Chinese characteristics for all-round cultivation of morality, intelligence, physics, aesthetics and labor, and a higher level personnel training system has been basically established, and an operation and managerial system of higher education with its own characteristics have been initially established. These practices have laid a solid foundation for further construction and refinement of the discourse system of higher education with Chinese characteristics, which is an important prerequisite for China to build a powerful country in higher education and promote her higher education to the world.

3. The Main Problems in Constructing the Discourse System of Higher Education with Chinese Characteristics

The international discourse power of higher education is an important symbol of the international influence of a country's higher education, an important embodiment of the strength and competitiveness of higher education,

and an integral component of the national strength. The emergence and development of modern higher education in China mainly focus on learning from the West and the former Soviet Union. Although the time of independent development is relatively short, it has made remarkable achievements. In 2017, the number of students in various types of higher education in China reached 37.79 million, ranking first in the world in total. The gross enrollment rate of higher education has reached 45.7% in 2017^[2], which is expected to reach 50% in 2020 and enter the primary phase of popularization. The transformation of China's higher education from elite to universal took only half the time of the United States, which is shorter than that of most developed countries such as Britain, France, Germany and Australia. China has become a veritable country of higher education, and it is transforming from a big country to a strong one.

However, as a developing country, higher education in China is still at the learning stage. Although it has accumulated a lot of experience and lessons from poor state-run education, the international discourse power of higher education is relatively weak, the beneficial experiences and successful models of the development of China's higher education are rarely introduced to the world, and the discourse system of higher education with Chinese characteristics is still in a state of unknown. Compared with the magnificent reform and development of higher education, the theoretical innovation of China's higher education is insufficient, and the construction of the theoretical system of higher education lags behind its development, which greatly restricts the pace of the construction of the discourse system of higher education. As a result, many ideas and practical experiences of higher education with Chinese characteristics emerged in practice cannot be incorporated into the construction of discourse system of higher education in time, and then go to the world arena, and have influence in other countries' higher education system. Therefore, only by strengthening the construction of the discourse system of higher education with Chinese characteristics, constructing the system and action mode in line with the discourse logic of higher education, and creating new concepts, new categories and new expressions that are integrated with China and foreign countries, can the development advantages of higher education in China be truly transformed into the theoretical advantages and discourse advantages. Only in this way can we gain the right to speak in the field of academic research and policy-making of international higher education, can we effectively participate in the development of rules of in-

ternational higher education and disseminate new ideas, new concepts and new experiences of higher education in China to the world, which is not only an important content and effective support to promote China's higher education to the world, but also a core sign.

4. The Basic Paths of Constructing the Discourse System of Higher Education with Chinese Characteristics

4.1 Constructing the Discourse System of Higher Education with Chinese Characteristics Should Take Root in the Practice of Higher Education in China

The more national the more international. General Secretary Xi Jinping pointed out: "There will not be a second Harvard, Oxford, Stanford, MIT and Cambridge in the world, but there will be the first Chinese universities, such as Peking University, Tsinghua University, Zhejiang University, Fudan University and Nankai University. We should conscientiously absorb the world's advanced experience in running and studying schools, and more importantly, we should follow the laws of education and take root in China to run universities."^[3] Over the past 40 years of reform and opening up, higher education in China has entered a new stage of development. Higher education has shown its unique temperament, accumulated a wealth of new ideas and experiences with originality and identity, and displayed a wealth of "Chinese genes" and "Chinese characteristics". To build a discourse system of higher education with Chinese characteristics is to constantly summarize the successful experience of reform and development of higher education in China, and to show the world the way, mode and experience of the development of higher education in China through the expression of systematic theory and knowledge system.

Theory comes from practice; theory is higher than practice. The integration of theory and practice is the most fundamental approach to solve the problem of the development of higher education. To construct the discourse system of higher education with Chinese characteristics, we need to draw beneficial elements from both theory and practice. At present, the theoretical innovation of higher education in China is breaking through the limitations of disciplines, constantly promoting the combination of the universality and objectivity of theoretical thinking with the concreteness and value of engineering thinking, and the practical quality of educational theory is improving. At the same time, the scientific level of educational prac-

tice is also constantly improving. Traditional experience and inertia have been unable to effectively cope with the new challenges of the development of higher education in the new era. Higher education pays more attention to the transformation of theory and the sublimation of experience, and the theoretical content of educational practice is significantly increasing. It can be said that the significant progress in the theory and practice of higher education in China is providing stable, well-organized and strong logic support for constructing of the discourse system of higher education with Chinese characteristics. Only by taking root in the theory and practice of the reform and development of higher education, can we form a discourse expression system with Chinese characteristics in the international community, and can we tell Chinese stories and disseminate Chinese voice well.

4.2 To Build the Discourse System of Higher Education with Chinese Characteristics, We Need to Attach Importance to the Integration of China and the West

To construct the discourse system of higher education with Chinese characteristics, we need to draw reasonable elements from Chinese traditional cultures and Western contemporary cultures. On the one hand, we should make the theory and practice of China's higher education continue the traditional Chinese cultures, build a theoretical system, knowledge system and action system of higher education with traditional cultures, and highlight the connotations and characteristics of higher education in China. On the other hand, we should fully learn from the concepts, theoretical systems and practical experiences of Western modern higher education, actively promote China's local higher education to go international, establish a discourse system linked with the development of global higher education, and build a community with shared future of higher education. Only in this way can we change the situation of aimless introduction and imitation of Western higher education concepts, theories and experiences, change the situation of being conventional and overconfident, and finally realize the logical transformation of higher education discourse in the process of cultural integration between China and the West, explore the sharing mode of high-quality higher education in the global scope, and consolidate China's position as a major country of higher education with high-quality higher education concept, mode and institutional output.

4.3 Constructing the Discourse System of Higher Education with Chinese Characteristics Need to Be Supported by Constructing of World-Class Universities and Disciplines

In 1962, Mintomo Yuasa, a Japanese scholar in the history of science, put forward the Transfer Theory of the Center of World Science. He believed that the five transfers of the center of world scientific activities from Italy to Britain to France to Germany to the United States in modern times fully showed that the academic discourse power of higher education was closely related to the strength of higher education and its position in the world. Ben David, an American scholar, first discussed the transfer of the center of international higher education (advanced scholarship or knowledge) in 1971. He found that there was a close relationship between the transfer of the center of scientific activities and the transfer of the center of higher education, and the coexistence time and cycle of the two were roughly overlapped.^[4] The development practice of higher education in the world's major developed countries also shows that if a country has a group of world-class universities, first-class disciplines and first-class talents, it will have a stronger voice in the academic system of higher education of the world.

Therefore, it is a comprehensive and systematic project to establish the discourse system of higher education with Chinese characteristics. On the one hand, it requires the academia to make continuous efforts and continuous improvement in enriching the content of the discourse system, firmly rooted in the soil of reform and practice of China's higher education, and to put forward innovative and iconic new concepts, new ideas and new theories of higher education. On the other hand, we need to comprehensively promote the modernization of education and the construction of a powerful country in higher education, take the construction of world-class universities and first-class disciplines as guidance, adhere to morality, cultivate first-class talents, take serving the country as the responsibility, take the contribution to the country and society as the value pursuit, take the expansion of international cooperation and exchange as the school running strategy, effectively participate in the research and formulation of the rules of international higher education, and gain the right to speak in the academic and policy fields of international higher education. Only in this way can we promote ideas, thoughts, cultures and corresponding expressions of higher education with Chinese characteristics to the world.

5. Conclusion

To sum up, constructing the discourse system of higher education with Chinese characteristics is an inevitable requirement for promoting educational modernization and China's higher education to the world. In order to build the discourse system of higher education in China, we should take root in China, integrate Chinese and Western cultures, take the construction of world-class universities and first-class disciplines as support, establish the discourse system and expression system that are connected with the development of global higher education, so as to show the world Chinese road, Chinese mode and Chinese experience of the development of higher education, and realize the global communication of higher education and build a community with a shared future for mankind.

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ARTICLE

The Influence of Anglicism on French Language——Enrichment or Danger

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ABSTRACT

The phenomenon of Anglicism is one of the hot linguistic topics which exists in almost every language in the world, especially in the French language. We look back to the history of English and French, and introduce the definition and classification of Anglicism. Considering the predominant place of the UK and the USA in many fields, the English language undoubtedly becomes Lingua franca in recent years.

In certain high-tech domains, there are some irreplaceable words or the words which can't be translated properly in the target language. In order to introduce relative concepts, we have to ask the original language for help. That's how the Anglicism appears. And since then, the Anglicism has grown rapidly.

By analyzing the history of the two languages, the origin of Anglicism and its development, we try to find out whether the phenomenon of Anglicism causes positive or negative effects for the French language.

1. Introduction

The French and English languages maintain innumerable links for historical reasons, and there is always a phenomenon of borrowing words between the two. But this phenomenon has gradually tilted to one side over the last century, the influence of English on French is much greater than that of French on English, and the Anglicization of French language is becoming more evident.

In this paper, we firstly define and classify Anglicism. Secondly, we present the main causes of Anglicism and have a general idea of its influence on the French language. At last, we would like to analyze this complex and changing phenomenon and try to find out whether it is an enrichment or a danger for the French language.

2. Anglicism Et Its Classification

Here is an advertisement in the Parisian street, "*Sur présentation de ce ticket, un sandwich offert pour un menu maxi best of acheté. Offre valable au restaurant,*" it means "When you buy the maxi menu and present this ticket in the restaurant, a sandwich will be offered for free."

With the increase of English-speaking media and the global spread of American culture in the 20th and 21st centuries, many English terms have incorporated popular usage into other languages. With the globalization, the language also experiences the same case.

According to linguists, anglicism is an English word used in a wrong way instead of the correct French word. Or an English term, or influenced by English, the frequency of the use of which is high enough to be considered as

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being integrated (good or bad) into the French lexicon and therefore be listed in dictionaries and glossaries.

There are six kinds of anglicisms.

(1) The Semantic Anglicism: it is the attribution to a French word of a meaning which it has only in English (false friends), or the literal translation of an English idiom. *As vol domestique for vol intérieur*^[1].

(2) The Lexical Anglicism: words or expressions borrowed from English, such as *feedback*^[2].

(3) The Syntactic Anglicism: copy of the syntactic constructions of English, *être en charge de (in charge of): être chargé de*^[3].

(4) The Morphological Anglicism: these are errors in word formation (*genre, suffixations, etc.*), *les actifs d'une société (the assets): l'actif*^[4].

(5) The Phonetic Anglicism: a pronunciation error, *cent (Canadian dollar or euro) pronounced / sent*^[5].

(6) The Graphic anglicism: it is the use of an orthography or a typography which follows the Anglo-Saxon usage^[6].

Finally, it is the use of the decimal point instead of the comma and the English quotation marks “?instead of the French quotation marks”.

3. The History of Anglicism

In fact, Anglicism is not a new term: in the 16th century, the French experienced a wave of words imported from Britain. In the 18th century, American English vocabulary were added, known as Anglo-Americanism, which was introduced into the language by travel stories.

3.1 Where Does Anglicism Come From?

The concept of Anglicism does not come from a scholar, but from a freelancer who defended every word in his language. In the early 20th century, the eastern part of Quebec, a region of Quebec located near the American states of Vermont, New Hampshire and Maine, were predominantly English-speaking. For the French-speaking families who settled there, resisting the contagion of English was a tough task, as testified by Father Étienne Blanchard, parish priest of Weedon and language columnist for the newspaper *La Tribune de Sherbrooke*. It is worth noting that today's French are under the same threat as they were in Weedon in 1912: “the French, the Walloons, the Moroccans actually and virtually deported the United States, carrying a baggage of Anglicism to escape customs.”

“The greatest danger to Canadian-French nationality is Anglicism. Have we successfully resisted Anglicization by political means and by violence? As the penetration of

Anglicism is dull and peaceful, we cannot resist it. It is an enemy who watches us and watches us everywhere. Every time he manage to creep into our language and dethrone a French word, he will wave his hands in a triumphant way. To dominate us, it takes the wide open path of books, newspapers, magazines, commercial catalogs, fashion magazines, advertising circulars, etc.”

3.2 The Status of English after World War II

The political, economic, social and military situation inherited from the Second World War made the English language an unprecedented position in the history of world language. It is carried by an exceptional economic-political power. We hear more Anglo-Americanism than Anglicism in the French language. This dominant English is more American than British. Recent technological inventions or concepts are often baptized from words of English technical jargon. Consequently, non-English speaking countries hesitate to create words in the same way as the English speakers, and adopt words with English etymology. The social and economic supremacy of the United States, from which flows a powerful “cultural” hegemony, has made English, in a few decades, the indisputable universal language of communication. There are hardly any precedents for this socio-linguistic situation, except for the case of Latin, from the end of Antiquity to the Renaissance.

The English language sometimes, tends to totally colonize the workplace even in French speaking countries. In some big French companies and banks, meetings among managers are held in English with French accent. This is how the jargons are anglicized imperceptibly. Some ministries also accept that the European Union to submit the documents in English and they will respond in the same language. Some administrations accept, formally or informally, foreign documents written in English, at the same time, they require all documents written in languages other than French to be certified-translated, which is quite spiny for European countries. For example, a candidate from the United States is easier and cheaper than a candidate from Germany.

3.3 The Development of Frenglish

Affected by Anglicism, there are more and more anglicized words in French, and the frenglish appears. The *Franglais* (sometimes in English *Frenghish*), portemanteau word created from both French and English, designates the use of strongly anglicized French, in written or oral expression.^[1] It is frequently served as a foil to the proponents of the purity of French, against the invasion of

Anglicism.

The term “franglais” was created by the grammarian Max Rat and was used for the first time in an article on *France-Soir* published in 1959. It became popular following the publication of “Parlez-vous franglais?” in 1964 by René Étiemble, a French writer. He became the spokesperson, “the” critic of Anglo-Saxon influences, for these concerns by publishing this book. There are various reasons to explain the development of *Frenglish*: (1) the regression of Greek and Latin in studies, (2) the hegemony of English as a language of international communication, (3) cultural mimicry.

A distinction is made between well-established English borrowings into French, and other words and structures regarded as incorrect.

Occasionally governments of both Quebec and France have undertaken strenuous efforts to eradicate Anglicism, with some success, although in modern times there has been a more relaxed attitude. Sometimes a new word is coined in French that succeeds in replacing the Anglicism — for instance, *logiciel* (“software”).

However, the Académie française’s directives don’t always consider appropriate; for instance, it has decreed that “online chat” be replaced by *causette* or *parlotte*, but these are terms for “chat” that are not commonly used. In Quebec, a different solution has been found to translate “online chat.” The word *clavardage* is increasingly gaining acceptance. This neologism is a portmanteau word coined from the words *clavier* (“keyboard”) and *bavardage* (“chat”); an English equivalent portmanteau might be “keyversation.”

Quebec French and European French tend to have entirely different Anglicism for historical reasons. Quebec French acquired its Anglicism in a gradual process of linguistic borrowings, resulting from living among and alongside English speakers for two and a half centuries since the Battle of the Plains of Abraham of 1759. European French, on the other hand, mostly adopted its Anglicism in recent decades due to the post-Second World War international dominance of English. Furthermore, the use of English words is less of a mark of “coolness” in Quebec than in France. Thus, the people of Quebec and France often consider each other’s Anglicism to be incorrect or humorous while considering their own to be perfectly normal. In Quebec, Anglicism never appears in formal documentation (government papers, instruction sheets) and rarely used in informal writing (magazines, journals). Where the use of an Anglicism is unavoidable, it is generally written in italics.

An example of a European French Anglicism not used in Quebec: *sweat*: short for *sweatshirt*, but pronounced like the English word “sweet”. An example of

a Quebec French Anglicism not used in France: *frencher*: to French kiss.

There are also some words that were borrowed from English into French centuries ago, such as *clown* (pronounced “kloon”), *square* (meaning “public square”) or *spleen* (meaning “melancholy” rather than the organ). These are not considered Anglicism but are fully accepted as French words by the Académie française.

In young generations, English tends to acquire the status of prestige language to the detriment of the mother tongue, in the same way that French enjoys the status of prestige language in French-speaking African countries, to the detriment of the local languages. We can say that it is a kind of linguistic invasion or contamination. The use of Anglicism has experienced a very significant development in France since the 2000, and leads to a lesser interest for the defense of French language.

The influence of English exists in other languages as well. For example in German there is *denglisch*, in Spanish there is *spanglish*, etc. This invasion is always opposite the purists.

4. Reasons for the Popularity of Anglicism

4.1 Internal Causes

So we wonder why Anglicism becomes so widespread?

Le français est une langue vivante qui a besoin d’oxygène: l’usage. Nous ne devons pas l’empêcher de respirer et de grandir. Chacun sa place, chacun sa tour. Depuis des siècles, des évolutions s’imposent. Elle s’est enrichie tout au long de l’histoire. On peut distinguer plusieurs périodes.

French is a living language that needs oxygen: usage. We cannot prevent it from breathing and growing. Everyone has its turn and Changes happen. The French language has been enriched throughout the history, which can be divided into several periods.

In the Middle Ages, two major events came to influence French: the crusades and the Latin translations. The crusades borrow from the Arabic language technical terms, in the fields of medicine, chemistry, mathematics and astronomy: zero, number, alcohol which are widely used in medicine.

The 16th century was marked by a strong Italian influence, the 17th century with borrowings from Spanish vocabularies. At the beginning of the 18th century, there was an opening towards the Anglo-Saxons. The words borrowed mainly related to the specific terms of their lifestyle. Since then, it is from our English and American neighbors that we draw our inspiration.

In fact, by the end of the 14th century, when Anglo

mania was in vogue somewhere, French used its words to designate a construction, however unknown in France and Europe at that moment, by manufacturing “gratte-ciel”, imitation of the American expression sky-scraper. It is a similar case at present, the American expressions are taken up by the media, without any translation reaction.

4.2 External Causes

Each phenomenon has its origin. Anglicism is not an exception. There are economic, socio-cultural, geographic and demographic factors. All of them play an important role in the language.

4.2.1 The Most Popular Factor: Politics

For example in Canada, English speakers have a prestigious status in society, but the cultural and socio-political situation of French speakers reflect the lack of power in politics and economy, etc.

4.2.2 Economic Factor

The more a language is used in different sectors of economic and financial activities, the higher its economic capital becomes. After the Second World War, the English-speaking countries became increasingly strong in almost all aspects, especially the United States. The American or British techniques, the economic policies occupy a predominant place in the world market, as well as the American culture. In Quebec, French takes a lower position than English in economic life and the French speakers, although majority, occupy the bottom of the income scale.

In trade, it's almost the same thing: booster les ventes meets much more often than pousser les ventes, or even promouvoir les ventes. Similarly, “top” is used at every end of the sentence while there are *sommet*, *fait*, *comble*, *sumum*, *apogée*, *zénith*, *cime*, *pinacle*, *plus haut de*, *au mieux de* in French. “un PC au top de la technologie”, (the best of), “You’re on top, ma fille” (in top shape, beautiful, radiant), “Une solution tip-top” (ad hoc, ideal, perfectly adapted), etc.^[1] The trademarks, the company and services follow the vogue as well: FashionShopping.com, Actus People, LiveTransport, Top announcements, Top music, Must Institute, Creditmust, Best of Dordogne Périgord.^[2]

In business management, the monthly operating report of the marketing department (sales promotion) accelerates the fall in stock options (purchase options or optional actions) of the staff (staff in office).

4.2.3 Media

The media include radio, television, music, movie, vid-

eotape, newspaper, book and magazine, etc. Globally, English is the language for most social, political and economic environment. In professional activities, English is used as a language of international diffusion. In recent years, Internet has become very popular and it seems that English is the only language on the Internet. It is a fact that cannot be denied.

On the Internet, we often get the following expressions:

Newsletter (and its partial francisation *newslette*) = *lettre d’information*, *bulletin d’information*,

Spam = *pourriel*

Spamming = *pollupostage*

Messenger = *messenger*, *messagerie instantanée*

Chatroom = *salon*, *bavardoir*

Shopping = *achats*, *magasinage* (*faire du shopping* = *faire les boutiques*)

news = *nouvelles*, *infos*, *actualités*,

Webmaster = *webmestre*, *administrateur de site*

Home = *accueil*

Home page = *page d’accueil*, *page d’ouverture*

Podcast = *balado*

Podcasting = (trunc. de *pod broadcasting*, litt. *diffusion de capsules*) *diffusion pour baladeur*, *baladodiffusion*, *baladiffusion*, *livraison de pizzas audio* (humoristique)

Most French websites offer menus in *FrenGLISH*. However, on the *quebécois* personal pages, the use of the terms *courriel*, *clavardage* et *webmestre* is more and more frequent, but this is not the case for *spam* and *podcasting*. For the professional webs (TV channels, radios, companies, etc.), they officially use these terms.

In IT, the word “logiciel” has the same meaning as “software” in English, but the professionals use overwhelmingly the English expression. Let’s take a look at the predominant English terms: *Je reboote* (*redémarre*, voire *Je fais un hard boot*) *pour que les drivers (pilotes) que je viens d’updater (de mettre à jour) soient loadés (chargés) sans que le système ne bugue.*^[1]

As the time goes on, the French vocabulary tends to replace the initial Anglicism since the corresponding concepts become sufficiently familiar. Words like “logiciel” (on the model of “matériel”) have also been adopted by the public (without however dislodging hardware and software from professionals and technicians).

5. Anglicized then Re-Frenchified Words

Many anglicized words that we find today are in fact the terms that were borrowed from us a few centuries ago. We consider that to retrieve these terms today is to take back what belong to us.

So we say, languages enrich each other. If the French language currently borrows a lot from English for the

reasons explained above, the opposite has been true as well in the past (in particular with the invasion of England by William the Conqueror in 1066 and the possession of vast provinces on the territory of the old France during the Middle Ages, by the crown of England). The English language contains many Gallicisms, some of them gave birth to new words employed by the French speakers, and we call it re-borrowings.

Here are some examples:

E-mail (abbreviation. of electronic mail, courrier électronique or courriel), the word mail comes from malle-poste.

Marketing: market, marché;

Management: ménagement already disused, instead of gestion;

Rosbif comes from roasted beef, bœuf rôti (the English word is originated French, beef is for the meat served on the table, and the Anglo-Saxon word “ox” is for the live animal);

Roasted comes from the old French rosté (instead of cooked, more idiomatic), because of the fact that the new masters of England after 1066 imposed their table language but left their servants free to speak theirs in work.

Tennis comes from the French word *tenez*, it is an expression in the Palm Game, ancestor of tennis taken over by English, then changed the word “tenez” into tennis;

Cash evolved from the french word *caisse*;

Interview comes from *entrevue*, the meaning of the word have evolved since the interview is intended for an audience, whereas the interview is more general.

Test is borrowed directly from the old French “test” which designated a pot used for testing gold.

6. Different Opinions of Anglicism

6.1 The Favorable Reasons

For those who prefer Franglais, there are various reasons.

First of all, it's the worldliness. For example: *faisons un break (une pause) et passons par la back door prendre un drink (de préférence un soft drink, sans alcool) au lounge, dont j'ai connu le barman sur le backstage d'un happening des plus in particulièrement cool, et non dans un backroom du Queen, contrairement au gossip répandu dans les forums de chat*, etc.^[1] It cause the need to keep up to date, to be connected, often by seeking to neutralize negative judgments associated by the vulgaris:

Making of (les coulisses du tournage),

Serial killer (assassin multirécidiviste = monstre),

Coming out (confession d'homosexualité = culpabilité,

délit),

Coach (entraîneur, conseiller, contremaître, maître, seigneur, sergent-chef),

Un black (un Noir = un nègre, avec même euphémisme de second degré en keubla (verlan pour black).

With the American influence, the euphemism is however ambiguous, even paradoxical, to avoid the term “black” in the phrase “I have a black colleague”, even the expression “of color”.

Under the multilingual cultural environment, it is easier even among the French speakers to use English words directly to avoid searching for the proper word in their own mother tongue.

French graphy	agenda	agressif,ve	confus	cotation	domestique	réaliser
English graphy	agenda	aggressive	confused	quotation	domestic	realise

The franglais meets the need of some French peopole to get used to the modernity model.

6.2 Opinions against Anglicism

The French people share divided opinions on the measures vis-à-vis the proliferation of Anglicism in their language. The concerns and private positions in favor of the protectionist attitude have preceded far the definition of a state attitude.

We tried to show that the prevention of the contamination of French by English is a question that cannot be confused with the question of the expansion of English as an international language. The extension of the role of English in global communication and its undisputed preeminence as a reference language in many vital fields for modern societies can't be ignored. It depends on the French community that this situation could change in the foreseeable future. On the contrary, it is likely that this role devolved to English will go on increasing.

The role of English rests on the economic, political and military power of a nation, and the world aspires to a transnational language.

6.3 Measures against Anglicism

The fight against Franglais provokes lively debates, and the opinions are divided. Despite all, the French speakers have done a lot to protect the purity of the French language. Because French has long been considered the language with the strictest grammar. The influences of Anglicisms on the language is noticeable in translation, especially in the media because of the false friends and expressions copied from English: *J'ai une opportunité*

d'emploi (opportunity) pour possibilité d'emploi. In IT for example, library is translated to “*librairie*” instead of “*bibliothèque*”, implemented as “*implémenté*” instead of “*appliqué*” “*réalisé*” or “*mis en œuvre*”.

The language legislation is a phenomenon as old as the languages themselves. Since the Treaty of Paris (1763), there has been a mixture of measures sometimes tolerant, sometimes repressive vis-à-vis the French language. We need a strong language policy to control the areas and conditions of speaking French.

The Act of Official Languages 1969 represents a linguistic development that, in Canada, French and English enjoy equal status.

The Act of Quebec 1774 (Law 22) provides guarantees for the use of the language.

The Charter of the French language (law 101), adapted on August 26, 1977, imposes five principles to enhance the status of French. It consolidated the status of the French language, and established the Superior Council of the French language and the Commission of Toponymie. The mission of the French Language Protection Commission is to ensure the compliance with the Charter of the French language.

7. Representative Figures and Organizations against Anglicism

7.1 Representative Figures

The French speakers, at least some of them, complained that their language was invaded by foreign words

Henry Estienne is a great denouncer of linguistic prejudices of his time. His most important text in this field is “Two Dialogues of the New French Language”, italianized and well disguised, mainly among the courtiers of that time (1578). Estienne was a calvinist and the general italophobia sometimes show the Calvinists’ hatred for the papacy. In other words, Estienne was a French puritan the same as a purist. He is also a perfect example of the “anti-court” characteristic trend at that moment. In fact, the court is Catherine de Medici, most often held responsible for the massacre of Saint Barthélemy. Estienne and the French Protestants did not just criticize the papacy and Machiavelli, they also attacked Castiglione. They viewed his dialogue “The Courtier” (1528), which filled with advice on how courtiers should express themselves, as a guide of hypocrisy, simulation and flattery (Burke 1995). In addition, Estienne was a printer, therefore he personally involved in the processes of fixing and standardizing linguistic forms, which made a significant contribution to the printing industry.

There is also Malherbe. In the 17th century in France,

from a purism in response to the change of Purism, in other words, a hostile response to the addition of foreign words, rather than a pure linguistic theory. Having lived in Aix, he wanted to set the French free from its southern influences, as he said, to “degasconner” the language. Calling himself a “tyrant of words”, he set out to oppose Latinisms, archaisms, patois and technical terms, thus fighting on two fronts: against the academic language and against the popular language. He would have said, on his deathbed, that he wanted “to maintain the purity of the French language” [1]. In every case, the critic Jean Chapelain will say to him and his successors that they “seek the purity of the French language”.

The lists of terms adopted are diffused in the form of brochures, published by the Official Journal. They then become compulsory employment for the State services and the public establishments, as well as in the cases predicted by the law of August 4, 1994 relating to the use of the French language. For example, the words *remue-ménages* (2000) and *courriel* (2003) have been proposed to replace brainstorming and email. We can consult the terms published on the website of the French General Delegation.

7.2 Organizations

In the countries where the mother tongue is French, the protection against Anglicism exists for a long time. For example in France, since the 1970s, the government has been working on fixing the official terminology by regulation after consulting the ministerial terminology commissions, specifying the foreign terms to avoid. This is how the word “*logiciel*”, proposed by Philippe Renard to the IT committee in 1970, replaced the English term “software” in less than ten years, while the word “*baladeur*”, designed by the committee of audiovisual and advertising in 1983, replaced “walkman”. The word “*informatique*” itself is a neologism created in 1962 by Philippe Dreyfus, contraction of the terms “information” and “automatique”, which has no exact equivalent in English, we find similar concepts, like information technology, computer science or data processing.

The decree of July 3, 1996 has profoundly reformed the system of enriching the lexicon of the French language which existed until then. The General Committee for Terminology and Neology is under direction of the Prime Minister, this committee coordinates terminology work, in conjunction with various partners, such as the French Academy, the Academy of Sciences, the French Association for Standardization (Afnor), the National Institute of the French Language (CNRS-INLF) and other terminology commissions from French-speaking

countries, such as the Quebec French language Office.

In Quebec, the French language Office (OLF) and the Quebec Ministry of Cultural Affairs were created on March 24, 1961. On October 1, 2002, the OLF became the Quebec French language Office. Its role is to ensure that French is the language of work, communications, commerce and business in administration. OLF published an online dictionary, the Grand terminological dictionary, giving the French equivalent English or Latin terms in 200 fields of activity. It also offers the alternatives of more than 150 commonly used Anglicism and indicates the false friends.

Each year, the association “Defense of the French language”, a parody academy, awards the Price de la carquette anglaise to a member of the French elites who, according to their jury, distinguished himself by an initiative of promoting English to the detriment of French in France and in the European institutions.

8. Conclusion

Based on the reasons above, the Anglicism maintain a changing phenomenon. There is always an implicit or explicit judgment on its status in the language field, whether we like it or not. Few linguists would deny this evidence. There are, however, renowned linguists who declare that they have no opinion concerning the Anglicism by saying “borrowing from other languages is part of the normal process of language evolution”.^[1] It is a little stupid to consider that any contribution made by the United States, such as language, technique and way of life, is negative and harmful, than to consider that these contributions are a progress by definition. Although the use of the English language facilitates the communication all over the world, it should be controlled. In my opinion, this phenomenon can be considered as a relative enrichment for the French language provided that we pay attention to the limit of use.

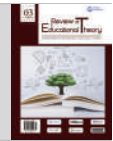
There is a passage About the French Language in our third year textbook. In this passage, we talk a lot about

the influences of Anglicism on French language. If it is difficult to understand the works written centuries ago, it might be caused by the language development, there are great differences between ancient and modern French. It's understandable. However, if we do not even understand the articles published several years ago, and when we communicate with old people, they find it difficult to understand us because we abuse the Anglicism in French language. What shall we do? Will French language disappear?

In my opinion, acceptance does not mean replacement. Being a francophone, we are against the over mixed French, in order to avoid too much obstacle in the communication. Otherwise, we are complicating something which is simple. With regard to protecting the purity of French and the improvement of the English assimilation rate, it is better to promote the teaching of French.

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ARTICLE

Reform and Innovation of Creative Writing Teaching——Modular Teaching Design and Personalized Process Evaluation

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ABSTRACT

In recent years, creative writing courses have attracted much attention in China, but there is a lack of relevant research on the practice of creative writing courses at present. Teachers are faced with such problems as vague teaching objectives, complex teaching contents, and lack of practical schemes. Moreover, it is difficult to evaluate the results of creative writing courses comprehensively and truly. Through the modularized combining of the course content and the establishment of personalized process evaluation scheme, we have realized the creative inspiration and creative practice guidance for students in creative writing course teaching, and enhanced the students' participation in the course and practical ability.

1. Introduction

Over the past decade, creative writing courses have attracted a lot of attention with their advanced educational concepts and gained popularity in universities and middle schools. The initial rise of creative writing is to improve the rigidity of traditional literary education with the model of "writer-in-school system". However, at present, there is a lack of research on the practice of creative writing courses. When it comes to specific teaching implementation links, we always face questions such as what does creative writing teach? How to teach? How to realize students' sense of participation? What's the difference between creative writing and traditional writing? What can we learn from foreign

experience? And so on. Those problems are arise from the experience of practice, and are theoretical problems to achieve the fundamental goal of creative writing.

According to Mr Stan lai "creative pyramid" put forward by the graph, we can clarify the creative source, nature and generation mechanism, he think that everyone can be inspire creative potential and creative way above the pyramid to get through the middle of the block, from the bottom of the absorbing nutrients, and is the main content of the creative learning in the middle of the pyramid.^①

"Self-knowledge", "Objectification Thinking" and "Literature Set Rules" are three theoretical basis of

① Stan Lai. Creative Science of Stan Lai [M]. Beijing: Citic Press.2006.

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creative writing,^② and the workshop teaching is an iconic of creative writing course teaching method, based on the teaching objectives of the course and on the basis of full research on the basic theories of creative writing, we designed the teaching content according to the needs of different majors. Finally, the teaching mode of “3+4” modular teaching design and personalized process evaluation is explored in the teaching practice.

2. Adapt to the Professional “3+4” Modular Teaching

We divide the teaching content of creative writing course into four sections: course cognition, course learning, workshop practice, and achievement presentation. Each section extends several content modules. The so-called “3+4” modular teaching is to match the corresponding course learning content of three modules with the workshop practice content of four modules according to the characteristics of different majors^[3].

According to different teaching group, we divided the course content into the following models:

- literary writing: including poetry, prose, fiction, drama;
- academic writing: including documents, papers, reviews;
- news writing: including news communication, in-depth reports, new media;
- story power study: including story structure, story logic, story scene design;
- introduction to literature;
-

Then according to the creative writing workshop practice content, we have designed several workshops as follows:

- classic new reading workshop;
- music and poetry workshop;
- popular word manual workshop;
- film narrative appreciation workshop;
- creative activity planning workshop;
- creative media practice workshop;
-

Based on the basic cognition of creative writing, the course content consists of three sections of theoretical knowledge and four types of writing workshops and Each workshop practice needs to complete a workshop work. In order to improve the adaptability of the course, we will change and adjust the corresponding modules for different majors, and on this basis, we have formed the “3+4” modular teaching mode.^[4]

② Ge Hongbing, Xu Daojun. University Creative Writing [M]. Beijing: China Renmin University Press.2017.

When teaching the major of Internet and New media, considering the demand for dissemination of narrative skills of the major, we had choose the literary writing, poetry, prose, fiction), comment on writing (news reviews, movie reviews, book reviews), new media writing (tweets, infographics, short video script) three needs for professional knowledge, and drama creation, music poetry creation, film narrative analysis, and drama performance four courses practice workshop.

“3+4” modular teaching is a broken and restructuring of the original contents. The modular teaching approach not only fits the characteristics of students’ life and satisfies the teaching needs of different majors in the greatest extent, but also changes the common problems of writing courses, such as boring teaching content, inactive classroom atmosphere, poor student experience and learning content that cannot be used in practice. In the actual teaching effect is good, each major’s evaluation of teaching are excellent^[5]

3. Comprehensive and Real Personalized Process Evaluation

After the “3+4” teaching module, we also need to design teaching evaluation methods to match it. Due to the addition of workshop practice in the teaching activities, the final exam is also replaced by the practice of big homework. Since workshop practice assignments are mostly group work, and final practice assignments are mostly presented as a whole, it is difficult for us to evaluate each student comprehensively, objectively and fairly^[6].

Therefore, we designed the learning task of each workshop into a project, and decomposed each project into sub-projects. In the evaluation link, we have evaluated the achievement of each project on one hand, and evaluated every students’ performance in each links of the project on the other hand. And design scientific evaluation model, according to the characteristics of each student, select the corresponding evaluation index, so as to evaluate each student comprehensively and truly.

When teaching students majoring in network and new media, we regard the script and story creation for public performance as a project. We first ask students to complete the sub-project of micro-script creation in the drama writing workshop and improve it after class. The best script is selected democratically through mutual evaluation in class. Then let the students choose to participate in the publicity planning, execution planning, service planning and video shooting planning of the public performance according to their own hobbies and

expertise. Finally, we completed the course micro drama together with the class as a unit, and performed it in the whole grade in the 15th teaching week, and ranked it according to the public performance results.

The sub-items of each public performance project correspond to different assessment points and match the different learning abilities of the students, and each student's final learning outcomes presentation are also different. After the scriptwriting group completed the creation of the core story, the advertising group need to finish the publicity poster and WeChat publicity document, the event planning group need to complete the execution plan of the activity, the clothing and makeup group need to design a make-up plan, and a prop management plan. The scriptwriter group examined the ability of text creation, the planning group mainly examined the ability of text writing and activity planning, the advertising group mainly examined the ability of new media writing and operation, and the service group mainly examined the ability of thinking, observation and creative communication. In the whole practice process, teachers can evaluate each student's learning situation through the progress of the project. In order to ensure fairness, students' mutual evaluation scores are assigned in the final score, which takes a certain weight in the total score, fully ensuring that each group of students can get objective and true evaluation.

"3+4" modular teaching and personalized process evaluation enable creative writing to meet the needs of various majors and evaluate students' learning effects scientifically in teaching practice, thus achieving the course goal of "creative writing". Bold reform and

innovation in the courses, the students learning of creative writing have formed a complete closed loop. through script creation story, we also make student's exposed to spread ideas, new media writing, drama performance, event planning and other aspects of knowledge, inspire the students' subjective initiative, and had enhanced the level of the practice. In a relatively short period of time, students had a basic understanding of various literary forms and academic forms writing, mastered the writing style and requirements of news and new media, and gained a certain aesthetic ability, which lays a solid foundation for the later stage of learning.

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ARTICLE

Teaching Second Language Vocabulary: the Role and Application of the AWL

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ABSTRACT

This paper focuses on the role and application of AWL in science-related subjects, namely the issue of whether or not students in science-related majors is advantaged or disadvantaged in using the Academic Word List (AWL) in their academic writing assignments as the imbalance of word frequency in AWL. Participants (n=18) are obliged to answer the Questionnaire. Furthermore, if needed, a brief interview would be arranged on some uncertain questions. Results show that learning and acquiring academic vocabulary would benefit participants in research articles, while AWL is inadequate for students in science-related disciplines in their academic writing. We claim that students in science-related majors may be disadvantaged than other majors' students in using Coxhead's Academic Word List, and a wordlist screened out from science-related corpus perhaps more suitable for ESP students. Meanwhile, AWL, as a role of reference, would aid language learning or acquisition.

1. Introduction

With the high demand of academic communication and publication, non-native English speakers (NNES), especially for those who want to achieve academic purpose, admitted that specialized vocabulary used in academic writing plays an irreplaceable role for them in their academic writing assignment. However, there exist big challenges for NNES to contribute vast academic reading experience to writing academic research paper in foreign language while their proficiency level of foreign language may be poor. Therefore, academic words seem the primary problem for NNES' foreign language acquisition from the perspective of academic purpose. For pedagogical purposes, academic vocabulary is regarded as one of

the four sub-area of vocabulary, which is high frequency words, academic vocabulary, technical vocabulary and low frequency words (Coxhead & Nation, 2001)^[1]. As a written academic corpus-based study, the Academic Word List which screened out 570 word families based on the corpus in four discipline areas- Arts, Commerce, Law and Science- with nearly 3500,000 running words has been regarded as a list with a fairly high-frequency and wide text coverage and distributions, which is seen as a crucial teaching instrument in ESP contexts.

Scholars have studied the role and application of the AWL for many years, especially on the positioning of the AWL whether a generality-oriented wordlist or a specificity-adapted wordlist. Coxhead (2000) indicated the different frequencies in arts, commerce, law and science texts, which are 9.3%, 12.0%, 9.4% and 9.1%

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respectively, analyzing that commerce students gain slightly advantages. As Coxhead (2011) mentioned that the AWL is able to help EAP teachers in their classrooms for their students' vocabulary learning, while teachers are supposed to raise their awareness of specialized meaning in their subject area. Nevertheless, whether the AWL is suitable for English for Specific Purpose (ESP) courses as the AWL is list which mainly offers a general academic vocabulary rather than academic vocabulary in different specific disciplines. The study of using different corpora to study academic vocabulary applauded by Hyland and Tse (2007) that though the AWL provide guidelines for teaching purposes, we are supposed to put emphasis on the usage of the specific features in specific discourse in particular courses and vocabulary ought to be taught in considering the specific target context for students' need. In addition, Martinez et al. (2009) agreed the necessity of field-specific academic word list when it comes to agriculture science. Meanwhile, Zhang (2013) who do research for Information Engineering undergraduates recommended a special word categorization methodology to solve the dilemma about academic vocabulary of subject's specificity. Seeing the certain imbalance of the coverage of the science section in the AWL, Ward (2009) proposed a word list for foundation engineers with a low proficiency of English which could help them do academic reading and writing to all engineering disciplines. As for medicine disciplines, Chen (2007) accused that as for the unbalance in light of subject discipline, the AWL is far from represent the high-frequent academic words in medical research articles. And thereafter, it is in urgent need to establish a medical academic word list (MAWL) for ESP learners who have difficulties using proficient academic vocabulary in their medical research articles. Acknowledge that there is a relatively limited number of studies examining the role of application of the AWL for upper-intermediate to advanced language learners who are in their Mphil/PhD stages in the school of science, the present article on preliminary findings from a questionnaire-based research involving Putong Hua-speaking learners of English^[2].

2. Research Question

At two key comprehensive universities in Hong Kong and mainland China, the present research explored whether the AWL is suitable for ESP students in science-related majors, focusing on the perspective of the students, especially advanced ESP learners in their Mphil/Phd stages. For this purpose, the following research questions were formulated:

Is the AWL adequate for students in science-related

majors to be used in their academic writing?

Is the meaning of words in the AWL normally equal to the usage in their academic writing?

Do participants think acquiring academic vocabulary will help them write better in their academic assignment? Do participants think knowing the AWL will help them write better in their academic writing assignment?

Study was designed to answer questions. Regarding (1), if the AWL inadequate for students in their academic writing, the words in wordlist chosen from the AWL will seldom or never contained in their academic writing^[3]. I predict that participants would distinguish these words as they are regarded as advanced learners in their domains. However, these words cannot guarantee academic writing assignments in their domains, and the meanings of these words contained in the AWL may not in frequent use in their academic writing. Hyland and Tse (2007) argued that the meaning of words in the AWL would be differentiated when it comes to different research domain or subject area. That is to say, meanings covered in the AWL may not be the same as the meaning in participants' academic writing. As for (2), it is predicted that knowing and acquiring academic vocabulary underpins participants' academic writing while the AWL may not help them response or write academic assignments considering the relative limited coverage of words in the AWL in their domains^[4].

3. Methodology

3.1 Participants

The participants in this study were 18 Mphils/Phds in the research-oriented postgraduate programs in School of Science who had already published one or more than one academic paper and now are doing research either in Hong Kong University of Science and Technology (HKUST) or Harbin Institute of Technology (HIT). 8 of them were from Mathematics programs, 6 of them were from Physics programs (3 in physics and 3 in Nano Science & Technology), 4 of them were from Chemistry programs. Participants whose first language (L1) is Putong Hua had never gone to abroad for study or had previously been in an English-speaking country for more than two weeks before. Their proficiency level was upper-intermediate to advanced based on IELTS/TOEFL/ELPA proficiency test scores^[5].

3.2 Instruments

For collecting the data, research instrument here is a questionnaire contained one construct measured by 10 items, which was chiefly based on Coxhead (2000, 2011).

Participants were asked to response the Questionnaire by choosing the most appropriate option of each question in their own understanding and experiences. In Questionnaire, I chose 30 words from the AWL based on the criteria 10+n/ 20+n/ 30+n (n=sublist1-10, sublist 10=0)^[6]. In order to meet the demand of randomness, the words would be selected in positive sequence when it comes to the odd number's sublists, while even number in inverted order.

In addition, interview would be added if participants halt between two opinions for some distinctive questions in Questionnaire. Interview was used to obtain a more comprehensive insider view of their true opinion about the role and application of academic vocabulary in their domains. Participants who cannot participate in the face-to-face interview would have access to online interview and videos or transcripts would be stored as well. Most interviews would take place in Mandarin as it was easier for the them to express themselves in this language as English perhaps was used infrequently for some of the participants.

3.3 Procedure

Began with questionnaire, participants will be asked to fill the form in five minutes. After questionnaire, they will be obligated to interview if needed, which is related to their own experiences or understanding. During the interview, I will ask some related questions based on the questionnaire^[7].

3.4 Data Analysis

Interviews will be stored as video materials or transcripts. After transcribed, I will check the results according to the materials, and the results are subject to a thematic content analysis. The primary purpose is to analysis whether the AWL is a necessity for students in science-related majors rather than an ESP wordlist based on specific genres.

4. Results

Questionnaire illustrated that due to participants' proficiency level, most of participants in their stage haven't had problems in distinguishing the selected words. As I mentioned in Methodology part, words here are in random selection. Hence, participants in this study would not encounter the problem when they read their academic materials. Regarding research question (1), students in science-related majors may be disadvantaged considering the relatively limited coverage of academic vocabulary in science discipline. For nearly 88.9% participants contended that they did not often bump into

these 30 words in their domain, and 72.2% participants told at most 50% of these words that they would read in academic researchers in their domain, which provide further evidence to the claim that the coverage of word occurrence in the AWL exists a momentous inequality in different faculties (Chen, 2007)^[8]. Furthermore, I selected two words "globe" and "layer", which is widely used in arts, commerce and science, in these 30 words with utterly different technical term meaning hinged on different genres in disparate faculties. Data did not express obvious clues about the word "layer", but when it comes to the word "globe", approximately 83.3% participants choose the meaning offbeat from the general meaning in the AWL and in daily communication. That is to say, the lack of the familiarity of the AWL words with technical sense perhaps would bring about more difficulties for students studied in School of Science. Therefore, stood on the findings in Questionnaire, I conclude that the AWL would inadequate for students in science-related majors to be used in their academic writing, and the meaning of words in the AWL may not equal to the usage in their research papers. In light of research question (2), 100% participants in this study totally agreed that acquiring academic words play an indispensable part in their stage. Meanwhile, 77.7% participants supported that they would deliberately focus on and accumulate vocabulary those which are able to be used in their academic writing. Accordingly, I extol the indispensable assistance of acquiring academic words for students in upper-intermediate to advanced level to achieve their academic purpose. In view of the proficiency level of participants in this study that students who had already published one or more than more academic writing would be selected as our participants, I affirm that this result is reasonable for me to arrive at a conclusion. The last three questions in Questionnaire concentrate on the application of the AWL for students in science-related majors. As for the common use of these words in their research assignment, 50.0% participants insist a comparatively low frequency (being inferior to 30%) of these words using in their academic assignments, while other participants profess 50.0% to 80.0% usage of these words in their writing. In order to gain a better understanding of participants' thoughts, I interviewed that are these words only used less than 5 times in your writing or in high-frequent usage. 88% admitted that these words were not in common usage in their academic writing before, and they guessed that they won't use these words frequently in future. Considering the limited sample size of words and limited number of participants, we cannot observe an obvious result for whether the imbalance frequency of word occurrence would lead to imbalance

scientific payoffs in different disciplines. Notwithstanding, as Hyland and Tse (2007) challenged the effectiveness of the AWL in ESP courses and accentuated the significance of contextual environments for learning of academic vocabulary, I speculate words contained in the AWL enjoying high academic status, but students in science-related disciplines may at a disadvantage when it comes to the specific meaning and usage of words in different genres. Though participants applauded the importance of acquiring academic vocabulary, most of them deny that they would gain great profits for knowing the AWL because of the imbalance of distributions, coverage and frequency.

5. Conclusion

As the results from the answers of participants, this research reveals that due to the lowest frequency in the AWL, students in science-related majors may be disadvantaged than other majors' students. Therefore, they may not gain benefits in their academic writing from the AWL. As for the solution to this dilemma, Zhang (2013) proposed that combined with subject-oriented corpus, language teachers and learners are available to enhance awareness at micro-level of acquiring academic vocabulary for target linguistic features. Chen and Ge (2007) also applauded a wordlist which built on text's rhetoric and offered useful words to construct science argument. To sum up, a wordlist screened out from science-related corpus perhaps more suitable for ESP students.

Conclusions that can be drawn on the basis of this must be a tentative research, as this experimental study is limited in the sample size and the number of participants. This research only contains the Questionnaire as the main research method, as we could see former researches on the role and application of the AWL primarily used corpus-based method to illustrate their findings. In addition, the proficiency level of the learners was upper-intermediate to advanced, so they would not own large amount of problems about academic vocabulary than other proficiency levels. Therefore, future researches are supposed to testify whether the AWL would be beneficial to learners in contrasting proficiency levels in divergent faculties. As Coxhead (2011) mentioned that one of the use of AWL is for test. Hence, future researches have abilities to determining the appropriate role for AWL in EAP/ESP courses. That is to say, EAP/ESP students would at an advantage whether the AWL as a method of teaching or as a method of testing.

Regarding implications for pedagogy, Coxhead (2011) praised subject-specific vocabulary list using AWL as a base list and pedagogically oriented work using AWL as

a testing method. Meanwhile, Nation (2011) stated that the comprehensive use of AWL benefit from the resources within touch at your fingertips for AWL has already available in diverse range of formats for free. Our results suggest that AWL is an effective method for learners who want to achieve general academic purpose, which would appropriate for EAP students whose proficiency level are upper- elementary to low-intermediate, since their academic purpose chiefly around reading research articles rather than academic writing. In consideration of learners who want to achieve academic purpose like academic writing assignments and research articles, I congratulate a genre-based wordlist or a discipline-based wordlist. For ESP teachers, it is worthwhile to cater for students' need of major-based English, and the AWL, as a role of reference, would aid language learning or acquisition.

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Appendix

Questionnaire

Wordlist

constitute/ establish/ indicate reside/ perceive/ impact
core/ exclude/ layer
professional/ occupy/ implement draft/ facilitate/
mental

neutral/ initiate/ fee differentiate/ globe/ isolate
predominate/ infrastructures/ drama odd/ enormous/
adjacent

1. Do you KNOW these 30 words?
 - A. 0
 - B. 1-10
 - C. 11-20
 - D. 21-30
2. Do you OFTEN read these words in your domain?
 - A. 80%-100%
 - B. 70%-80%
 - C. 50%-70%
 - D. 30%-50%
 - E. 0-30%
3. Do you think you can use these words accurately in your writing work?
 - A. always
 - B. usually
 - C. sometimes
 - D. seldom
 - E. never
4. Do you think acquiring some academic words are important for your academic writing in your major?
 - A. Yes
 - B. No
 - C. I am not sure.
5. Will you deliberately focus on and accumulate vocabulary that can be used in academic writing in your domain?
 - A. always
 - B. usually
 - C. sometimes
 - D. seldom

6. What is the frequent usage of the meaning of “layer” in your domain?

- A. thickness of some material laid on or spread over a surface.
- B. The protocol(s) operating at a particular level within a protocol suite.
- C. I don’t know

7. What is the frequent usage of the meaning of “globe” in your domain?

- A. Relating to the whole world; worldwide.
- B. Pertaining to an entire document, file, or program rather than to a restricted segment of it.

8. Do you ever use these words (30 words) in your academic writing?

- A. 100% (=30)
- B. 80% (≥ 24)
- C. 50% (≥ 15)
- D. 30% (≥ 9) E. 0-29% (< 9)

9. Are these words (30 words) necessary in your academic writing? A. 80%-100%

- B. 70%-80%
- C. 50%-70%
- D. 30%-50%
- E. 0-30%

10. After studying these words (30 words), do you think it would help you a lot in your academic writing?

- A. 80%-100%
- B. 70%-80%
- C. 50%-70%
- D. 30%-50%
- E. 0-30%



ARTICLE

On the Art Science of Film and Interaction Design

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ABSTRACT

As one of the most important contemporary art forms, film is a medium to present stories with multi-dimensional stimulation. It seems that movies and interaction design are two unrelated majors, but in fact there are many contents and forms of existence in movies which take interaction design as the design method. In other words, movies and interaction design actually have a lot in common. This paper will analyze and find the interweaving points from the perspective of interaction design and film respectively. Also through some specific interaction or film cases to further explain the relationship between the two.

1. Introduction

Film is a series of personal utility and emotional stimuli that interact between enjoyment and pleasure (Eliashberg & Sawhney, 1994) as well as the use of visual and auditory stimuli^[1], a story theme or a narrative structure that highly influences the delivery of surprise and pleasure from the film. Interaction design is also a process guided by designers that enables the audience to explore novel products and surprises through certain means and media, especially vision, hearing and touch.

2. Interaction Design

Interaction design can be interpreted in simple (but not simplified) terms: it is the design of interaction between the user and the product. The goal of interaction design is

to create products that enable users to best achieve their goals. The film is the interaction between the audience and the plot. The purpose of the film is to present the content created by the director to bring a series of thoughts to the audience, so as to achieve the goal of the director/film. So interaction design and film seem to have nothing to do with each other, but because they are both creative arts, there are many surprising similarities.

The first and most direct example is the emergence of INTERACTIVE MOVIE, a concept in the entertainment media industry, which has been formed as early as more than ten years ago. The basic meaning of INTERACTIVE MOVIE is that participants can become the characters in the MOVIE, get involved in the MOVIE environment, and generate continuous interaction. The essence of the so-called interactive film is actually a film that is really decided by the audience. The production process (subject

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matter, script, director and actor selection, etc.) of this film will be determined by interactive means such as online voting, which is a subversion of the traditional film production method ^[2]. But one of the biggest problems is that interactive movies, although called movies, are primarily a game concept. So the current form is still mainly in the game. However, lumiere brothers defined film as the narrative art of active film in the form of film. Under this definition, contemporary interactive films cannot be called real interactive films in a complete sense. So in addition to the example that most directly connects film and interaction design, how can we find the relationship between film and interaction -- interweaving points?

3. Watching Movies from the Perspective of Interaction Design

First of all, from the perspective of interaction design, we will focus on three key points (text, visual expression and time) to see some of the important relationship between interaction and film.

3.1 Text

For interaction design — text — especially text used in interaction, such as button labels, etc. — should be meaningful and easy to understand, simple and appealing to the user, convey meaningful and accurate information to the user, and let the user grasp the core quickly through text information. Similarly, language plays an important role in movies. A good movie, every line of dialogue, every word, even every punctuation mark is useful. They play different roles in revealing character expression, character emotion, explaining character relationship and background, linking plot, explaining lens content and promoting plot evolution.

3.2 Visual Expression

This involves graphic elements, symbol, color, shape, etc., these are particularly important in the interaction of visual expression, whether the user in the first place can be interactive products attract you, whether the user in the process of interaction using product through visual stimulation to achieve aesthetic experience optimization, so the visual in interaction is used to attract users, and to optimize the user experience and added words convey information to users. Then in the film and television art, the first principle of visual communication is to make the work look pleasing to the eye and attract the audience. This is also the aesthetic meaning reflected in the communication of film and television art. In film and

television art works, visual expression content should not only be attractive and distinctive, but also meet the aesthetic needs of the public to achieve twice the result with half the effort ^[3]. Therefore, visual expression plays a similar role both in interaction and in movies. It guides the audience's visual thinking through visual transmission, thus leading the audience into the movie (interactive) world better.

3.3 Time

Although this dimension sounds abstract, in interaction design it refers primarily to media (animation, video, sound) that change over time. Movement and sound in the interaction for the user to provide visual and auditory feedback plays an important role, at the same time, the time here is also refers to the user in the use of products or experience the time rhythm in the process of interaction, the media as the user's experience in a specific time each user was formed by a unique rhythm of time line, the image can be to look for the tracks of audio, each user has its own interactive experience "audio". And time for movies, according to The Russian writer Tolstoy, the only thing that can penetrate the mysteries of motion, time and space, is movies. In this sense, all of the standard in the movie is about space and time, and all the films are in the final analysis is pointing at the "time" the basic proposition - not least because everything occurred in a specific space, is not because things are only the arrow of time, but also because of the film to the audience psychological impact is a process by looking for the feeling of the time as a result of the cause, this is the essence of the movie pleasant ^[4]. Therefore, although there are different interpretations of time for interaction and film, they all indicate that time, as a necessary factor influencing the audience's experience, brings the audience absolutely different feelings.

4. Interaction Design from the Perspective of Movies

Next, we will turn to the film from its features, methods, contents and forms to further explain the commonality between film and interaction. Hirschman & Holbrook(1982) believed that the subjective feature of a film is a non-verbal stimulus, so the communication with the audience depends on semantic content rather than syntactic content. This feature means that the film mainly interacts with the audience through five senses, while the audience's visual perception interacts with the audience through visual senses with biological signals from the senses ^[5]. Interaction design is also a process of

“visualizing” content, requiring you to present (visual presentation/visual stimulation) rather than inform. Robert McKee, author of *Story*, a scriptwriter’s bible, once said: Stories don’t directly communicate emotions to the audience. They tell the audience what’s good or bad. The protagonist, for example, is a man in pursuit of wealth. That is, the change of the protagonist’s wealth from less to more will naturally give the audience a positive emotional experience. According to Jon Boerstein, the movie’s seemingly inexhaustible “freshness” comes from precisely satisfying the audience’s latent “needs”: the audience’s desire to see the unseen in the pictures, to experience the daily difficult emotions in the plot, and to feel the excitement beyond the ordinary life. All these explain the extraordinary significance of film, that is, as a medium, all its exploration and value can be finally embodied only when it finally ACTS on “people”.^[6]

Same interaction, interaction is not let people glazed and fiddling with your work according to the requirement, also can’t simply will you write on the screen told the audience, the purpose of interaction to the audience through different technologies into stylist designed a good plot, plot by the guidance of visual stimulation to the interactive experience real role in the process. Fuse * digital creative studio’s interactive work, called *Ljos*, for example, works by turning potential elements from dreams into visual objects. The dancer’s body is a medium to explore the connections between light, sound and movement, leading the audience to a virtual, thin and lost space. The dance movements of the dancers and the design of the timeline in the presentation are designed by the interaction designer in order to drive the audience to be more immersed in the interaction process and to let the audience explore the views they want to express on their own initiative. Therefore, to some extent, some interactive works are like pulling the plot of the film from the 2d screen to the 3d reality, breaking the boundary between the audience and the technical media and leading the audience into the author’s world more vividly and intuitively. For example, in the design of financial app, users often choose to give experience money as a gift to let them feel the pleasure of getting income. E-commerce design also often emphasizes the importance of new users’ first order. This is to bring users into the “story”, so that users can feel the emotions we need to express, such as sense of accomplishment, trust, pleasure and so on. Users often believe not what you tell them, but what they discover. Here interaction design is a science and more like an art.

In the same way, Akira Kurosawa once said: ‘If you really want to make a film, write a script. You just need paper and pen.’ Only by writing a screenplay can you learn

the details of the film’s structure and the nature of the film. What interaction design needs most is pen and paper. Only by constantly outputting ideas from your mind can you find out what’s wrong with you. It’s a creation in itself, and you want to imagine that the user is your reader, that you’re telling them a story, not writing a diary to yourself. Robert McKee gives some examples of the way to write a story. In this case, the creation of a film requires the previous writer to think a lot about the script and write every event in the story in simple language. “After weeks or months, the writer finally finds the climax of his story.” The author then asks a friend to tell the story in a cafe for ten minutes to see his reaction, to see if he is attracted to certain parts of the story and not interested in certain parts. Once you’ve done that, don’t start formal writing.”^[7] similarly, interaction design also need our designers in the first place in large quantities by the research method to collect as much information as possible, such as through observation method, questionnaire method, etc. to check people’s opinions and views, in the process of interaction design works, the designer will also need to do our utmost to various scenarios, considering comprehensively to want more thought and totally different scheme, racking their brains which may appear problem, go to the end. As Robert McKee says, “A good writer must create more material than he can use and then destroy it. He might sketch out a scene in dozens of different ways and then throw the whole idea of the scene out of the outline. He might destroy some sequences and whole scenes. A truly gifted writer knows there are no limits to his creativity, so he throws away everything he thinks is less than ideal in favor of a pearled story.”^[7] What we need to do is the same thing, to abandon all the unsatisfactory, to pursue to find the “story” that can make users heartthrob most.

In content, is a good movie to actor’s exquisite performance, into the heart of the plot, clever shots and JingBie and suitable with the music and so on to get a good movie content presented to the audience, in interaction design, your scene, material, light, color, icon style and so on as an indispensable part of movie, think about how you want to put your “actor”, “drama” perfectly presented to your users. Just as an actor’s performance affects the user’s emotions, different shapes, colors, and animations also have different psychological implications. For example, an Apple laptop will show a light when it enters the “sleep” state, and the flashing frequency of the light is consistent with the adult breathing rate, about 12 to 20 times per minute.

Formally, first of all, it is necessary to elaborate once more on the concept of interaction design: “Interaction design is the process of designing and defining the be-

havior of artifacts, environments, and systems, as well as the physical elements and interaction processes that convey this behavior. By summarizing the most popular ways of interaction design in recent years, such as voice interaction, touch interaction, wearable device interaction, VR interaction, etc., it is not difficult to see that interaction design has an absolute influence on the development of future technology. So what are some similar forms of interaction in movies? The most typical example is what people immediately think of when they think of interaction design—science fiction movies. The interactive forms in science fiction movies are mostly reflected in the dazzling interactive scenes, cool interface, and pleasing special effects in science fiction movies. Specifically, we can find that there have been interaction modes represented by voice control, fingerprint recognition, identity recognition, virtual reality, augmented reality, natural interactive interface, gesture operation, eye tracking, holographic projection and motion capture in science fiction movies. And these interactions aren't just in movies. Some of them have even been implemented in real life. Very tasks such as virtual reality interface in the film appeared, in which actors Keanu Reeves plays the role of agents, he wore a virtual reality helmet, access to information is a 3D virtual Internet world, in the process, he has to wear a helmet on the goggles to casting some ICONS and text messages. From the current research results, the achievements in this field have been applied in reality. For example, the tablet computer Surface launched by Microsoft and the special effects in the movie *The Sixth Sense* are all realistic expressions of the above research results^[8]. So the new way of human-computer interaction has been the science fiction film and dazzling bright spots, Hollywood sci-fi invested a lot of money and effort to film in the details of the design, such as Tom Cruise minority report, senior team invited HCI scientists involved in filmmaking, the film's visual designers have visited MIT media lab, watched all kinds of gesture recognition at the forefront of technology. Spielberg has convinced John Underkoffler (famous gesture recognition experts) and Jaron Lanier (the creator of the word "Virtual Reality") to join the team, formed a think tank, mind the wind burst with man-machine interface in 2048. Through these efforts, the film presents a variety of novel ways of human-computer in-

teraction. Therefore, not only is interaction design directly reflected to the audience in the form of science fiction movies and plot screens, but science fiction movies also flourish more because of the natural connection between future technology means in the form of interaction design and the development of film plots.

5. Conclusion

In general, there are similarities and interweavings between film and interaction design in form, content, elements and other aspects, which lay an important foundation for the relationship between these two seemingly unrelated disciplines ("interaction design" and "film"). On this basis, can we further explore the relationship between film and design, especially interaction design, which is not only the superficial common connection described in this paper, but also find a new way to conduct a dialogue between the two disciplines by understanding their common aesthetics?

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ARTICLE

Analysis on the Advantages and Disadvantages of Using Multimedia Courseware in Chinese Folk Dance Classes

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ABSTRACT

The development of technology will affect the development of traditional dance classes. The teaching method is no longer a singular course of teaching and learning. Multimedia courseware is a commonly used course technology, based on computer and projection technology, to convey rich knowledge to students. This paper discusses the use of multimedia courseware in dance classes, then, combined with the majors the author have studied, creatively discusses the influence of multimedia courseware on Chinese folk dance courses.

1. Introduction

Technology and dance are regarded as two different disciplines. However, the development of technology will affect the development of traditional dance classes. The teaching method is no longer a singular course of teaching and learning. Like other art disciplines. Dance now incorporates technical elements in teaching, performance and choreography^[1]. With the advent of the Internet, advances in software and tools, and significant improvements in accessibility, people are exploring and integrating technology not only in the creation and performance of dances. According to Huddy^[2], the use of interactive technologies in dance can

now be broadly categorised in three areas: as teaching and learning aids, ranging from self-learning software and practice partners to instructors and students connecting apps outside the studio; for allowing creative collaboration in the traditional communication platform that takes place outside the walkthrough; and to show techniques through various methods that contribute to the creative process itself. Multimedia courseware is a commonly used course technology, based on computer and projection technology, to convey rich knowledge to students. The most common software now is Microsoft PowerPoint, and other software including Prezi, Google Slides, Camtasia, and Keynote are also used in the classrooms^[3]. These technologies can incorporate a lot of content, such as text, music, and

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video and so on. According to Baker, et al., (2018), some studies have shown that PowerPoint teaching is beneficial to students' perception and cognitive learning compared to traditional teaching. Students can study the content outside the classroom through multimedia courseware, and this can stimulate their interest and prepare them with more detail about "what am I going to learn?", rather than just learning dance movements alone. Interactive digital video and computer-based technologies, with just a click of a mouse, allow you to observe the precise moments in dance, which opens up new opportunities for presenting pedagogy in a specifically created and controlled technical environment ^[4]. This essay aims to discuss the use of multimedia courseware in dance classes, then, combined with the majors I have studied, creatively discuss the influence of multimedia courseware on Chinese folk dance courses.

2. The Advantages of Multimedia Courseware

Multimedia courseware is an addition to the teachers' 'toolbox' of instructional aides ^[5]. Since the multimedia courseware has three major characteristics (rich expressiveness, good interactivity, great sharing), multimedia courseware can not only represent the colorful audiovisual world more naturally and realistically, it can also simulate macro and micro things, vivid and intuitive representations of abstract and intangible things, simplified reproduction of complex processes, and so on. In this way, the originally complex teaching activities are full of charm. Apart from that, multimedia courseware can not only provide good interactive control in the learning and use of content, but also can use appropriate teaching strategies to guide students in learning and better reflect the individualised teaching based on aptitude ^[5]. The development of network technology and the free transmission of multimedia information has made it possible for education to be exchanged and shared throughout the world. The multimedia courseware based on the network provides the sharing of teaching resources. The use of multimedia courseware in teaching improves the expressiveness and interactivity of teaching media, promotes the overall optimisation of classroom teaching content, teaching methods, and teaching processes, and improves teaching results. According to Clemons (2000), multimedia courseware has many benefits for both students and teachers. It can be used as an independent teaching tool to challenge students who have difficulties in a particular unit of study, or to explain details to students who have difficulties. Courseware can also be used as a self-paced teaching tool. Students learn and develop at different rates. Multimedia courseware allows students

who prefer alternative learning styles to learn at their own pace. In addition, courseware can be used as an advanced learning tool, so students can review materials before class, and then prepare class discussions and reports instead of just taking notes.

3. Multimedia Courseware in Chinese Folk Dance

Using multimedia courseware has many advantages for Chinese folk dance teaching. Making the learning experience immersive is one of the benefits brought by multimedia courseware, and this is referred to as situational teaching ^[6]. There are 56 ethnic groups in China. In different regions, different ethnic groups have different regional characteristics, cultural characteristics, and aesthetic expressions. Corresponding ethnic dances also have significantly different artistic styles. In the training of Chinese folk dance, the characteristics can be observed as several distinct elements: elements of physical characteristics, elements of quality and ability, elements of exertion methods, elements of operating consciousness, and elements of rhythm. These elements are important contents of national dance training ^[7]. One of the very important aspects of the charm of Chinese national dance, the ultimate purpose of dance, is to express the inner emotion of the dancer, represented in the perfect fit of inner emotions and physical movements. According to Zongnan (2019), every move of the Chinese national folk dance is full of the deep emotions of the dancers and expresses the national life customs. Only dances that express emotions are truly good dances. For a teacher of Chinese folk dance, how to enable students to master the ethnic dances in these different regions has become the challenge. The development of technology has given me a better means to address these challenges. Because of the limitations of dance classrooms, we can't let students experience the prairie in Inner Mongolia or the small bridges in Yunnan in real life. Multimedia courseware has helped teachers at this moment. Teachers can display rich photos, video, and audio material through multimedia courseware, so that students can appreciate the style characteristics of a certain area, to help them better use their imagination and let them be people in the classroom, while their hearts are far away. Emotional teaching should be integrated into folk dance teaching, so that the inner emotions of dancers flow naturally through body language ^[7]. Multimedia courseware is also an auxiliary tool to stimulate students' emotions. Watching videos and listening to national music can strengthen students' perception and grasp of the inner

emotions of dance. In addition to dance practice classes. In many schools in China, the folk dance studies include theoretical courses to understand the cultural history, movement elements, and teaching methods of the nation. The most important method in teaching dance theory, its purpose is to improve students' interest in learning, and to encourage active rather than passive learning. Interest is the greatest motivation for learning^[3]. To improve students' study interest, this puts forward higher requirements for dance teachers. Only when students are interested in dance can they mobilise their initiative and learn, consolidate and consciously improve. Students' attention will be focused on the use of modern teaching methods and various other forms of teaching methods, especially the use of multimedia teaching methods, which can enhance cohesion and influence, and enable students to seek knowledge desire and learning motivation. Dance is a non-verbal culture. It is difficult to clearly express the movements, postures, skills, and techniques of dance. The introduction of the multimedia teaching mode in the unified mode is really appropriate. The use of images, text, and video combined with the teaching courseware immediately enlivens the boring classroom through the multi-level and multi-angle presentation of teaching content to students.

Apart from that, in addition to the teacher's guidance in the dance course, students can also spend time on autonomous learning using multimedia courseware. Not only in the study of folk dance, but in the case of all dance types, is practice very important^[8]. The teaching of folk dance includes style training, performance skills training, and prop training. In dance learning, students will inevitably encounter some more complicated movements. For example, the Chinese folk dance of the Han culture entails a wide variety of patterns and forms. The differences in the style of Han dance in each region involve different methods of physical exertion, physical operation, breath operation, and key training parts. The differences in these fundamental factors makes the training of students completely different. Some strengthen the upper body, some highlight the feet, some emphasise the sudden force, and some pay attention to the tremor flow. One of the Han dances is called Jiaozhou Yangge. The most prominent feature of Jiaozhou Yangge is twisting, so it is called "twisting Yangge". That is, it involves the three bends twisting out, moving in different directions in the same beat rhythm, thus showing a strong, soft and smooth, and graceful dance posture. Reflecting the variety of Jiaozhou Yangge's postures, dancers make continuous movements from different directions, different angles, and organised with different body parts. It is a dance

form with overall characteristics. The most prominent artistic style of Jiaozhou Yangge lies in the flexibility and stretching of the dancing posture, which reflects the delicate emotions of the dancers. Therefore, the classroom training of Jiaozhou Yangge should guide the students to use the heel rolling and the force of the soles as the support of the action; that is, the rolling and twisting of the foot movements to achieve the extension of the lower right upward force of the body, and the waist movement is driven by the foot movements. This is a folk dance that requires great strength and attention to detail. Using multimedia courseware, students can repeatedly review the important and difficult points marked by the teacher, and can see videos of standard actions. This exercise is relatively effective. What's more, the students' abilities are different. Some students who are slow to accept cannot immediately understand what the teacher is saying or asking and they cannot correct themselves during the dance class. When they watch online, they have a better understanding of the action, since students can slow down the video. According to the research of Li & Teo, (2018), for those students who use the video to study, they began to analyse their dance more critically. They started to learn in a student-centered manner^[9]. Constructivism focuses on student-centered teaching. Students are the subject of information processing and the active builders of meaning. The teacher is a helper and facilitator, rather than an inculcator of meaning construction for the students^[10]. Students pay attention to specific steps, movements, jumps or breathing exercises while in the dance studio. At the same time, by watching other dancers, they can better distinguish what is good performance and what is not.

By using multimedia courseware, students can gain greater flexibility in their studies. For students who are absent from the classroom due to special circumstances, multimedia courseware is a valuable tool. Because the teacher can send the content of the lesson to the class group, the absent student can make up for the knowledge missed in this lesson. However, this does not mean that students can only learn with multimedia courseware. Dance is an art of the body, so the important role of teachers in the classroom cannot be replaced. The reality of computer-aided education is based on regarding computers as medium. "Assistance" is its core character, namely, assisting teachers, rather than replacing teachers. Only "Man" can have the ability to be the host of thinking^[11]. It can be used as a supportive method to ensure that students will not completely deviate from the track in the next course, because in the Chinese folk dance class, the content of each individual course is likely to

be different from the content of the next course because of the rich movement elements. Multimedia courseware can be viewed not only on the computer, but also on mobile devices. Its portability enables students to view videos, texts and images anywhere, thus linking them to classroom learning. In addition, students have the freedom and flexibility to choose when and where to interact with classroom materials. The accessibility of courseware promotes harmony with their lifestyle and other ways of learning^[5]. This is a more visual and intuitive interactive environment, using multimedia-courseware thought network-assisted teaching. The entire teaching process is an integrated process of teacher-student interaction, group teaching of student interaction, and organic combination of individual teaching of human-computer interaction. Restrict communication with each other, communicate with others, and enable them to learn from each other and make progress together.

The video content in multimedia courseware has also greatly helped students' learning, especially in terms of creativity^[12]. From observations, it was found that the students initially imitated the actions shown in the video. However, after the video showed more complex types of dance movements and added some changes, the students began to develop their own dance creations. Malarsih Malarsih's^[12] survey showed that at the end of classroom sessions, teachers asked students to provide feedback on the strengths and weaknesses of classroom teaching media implementation. The results show that students feel the advantages of media implementation, as it can stimulate students' creativity in creating dance. In short, it is apparent that the media can be successfully implemented in the classroom to help students create dances. The results of dance creation vary. Some students prefer to create solo dances, while others choose to create partner and group dances. Related to this, student creativity successfully brings diversity to the classroom, which means that the goal of creative teaching is achieved. This is a very important issue in dance pedagogy. Research by Farrer^[13] shows that those dancers who leave higher education to enter the industry, especially those who have less chance to perform, are more likely to become teachers or independent dance artists. As more and more dancers graduate while the number of performance contracts declines, it is imperative to strike a balance between performance and skills and the development of creativity and dance skills, as well as knowledge of how to promote and cultivate the creativity of others. Multimedia courseware is an apt way for students to develop their own creativity.

4. Some Disadvantages of Using Multimedia Courseware in Dance Course

Multimedia-assisted dance teaching has unparalleled advantages over traditional teaching methods, but also has some disadvantages^[14]. Among them, the most important point is that the use of multimedia courseware, a new type of teaching^[15], will bring severe tests to the classroom. Because computer-assisted instruction can realize large-capacity and high-density information exchange, teachers are inclined to excessively increase the amount of classroom information, so that computers may replace teachers mechanically, instill knowledge to students step by step, and this has become a new type of injection teaching. Although the use of teaching courseware saves a lot of time and allows students to understand the characteristics of dance styles, it is easy for teachers to ignore the thinking intensity and rhythm of students when they use the courseware to teach, because the excessive input of information and the formation of teaching affects the teaching quality^[15]. For example, if the courseware moves as fast as the TV and movie menus without considering the level and speed of students' thinking, then students will not have enough thinking time, which will be opposite to the desired teaching effect. Therefore, in the course of teaching courseware, students should be given ample thinking time to ensure that they understand and absorb the information. Teaching speed and course content should be considered repeatedly.

There needs to be an improvement in teachers' ability to use multimedia courseware to assist dance teaching. In China, many dance teachers have not undergone systematic training in the use of these tools, so there will be some problems when devising multimedia courseware. For example, if the courseware is too fancy it will be a distraction for students and impair their cognition and memory. Diversified and colorful presentation of courseware content is a major advantage of multimedia teaching. However, if the content of the courseware is not selected properly, with regards to the color, pattern, sound, etc. of the courseware, it will distract students, reduce their attention to learning, and affect their knowledge and understanding, which ultimately impairs the actual effect of teaching^[15]. According to Nian, (2012), teachers are an important consideration when making multimedia courseware, in regards to the following matters:

- (1) Selecting topics
- (2) Analysis of teaching materials
- (3) Teaching design
- (4) Collection of materials
- (5) Manuscript design

(6) Synthesis of courseware

These links are very important. A very good example is given by Nian, (2012): we take the course “History of Chinese and Foreign Dance” as an example and start planning the course according to the above links.

(1) Topic selection: Music and Dance in the Tang Dynasty;

(2) Analysis of teaching materials: The main content of the teaching is the four parts of the history of music and dance in the Tang Dynasty, the classification of music and dance, the establishment of music and dance institutions, and the introduction of famous music and dance. Introduce the teaching of this topic, then the courseware is divided into five sections: teaching content, data analysis, classroom discussion, knowledge quiz, and homework;

(3) Collecting materials: Collecting pictures, music, and dance videos related to this topic;

(4) Manuscript design: Refining the manuscripts in textbooks, concise language, highlighting keywords, it is not required to present all the text on the courseware as this part can be supplemented by the teacher orally;

(5) Courseware synthesis: Select a suitable courseware template, and synthesize and produce all the graphic materials in accordance with the instructional design process. In order to make the courseware page conversion more novel, you can match different transition methods and sound effects. Such a multimedia teaching courseware combining graphics, text and shading. Because there are many complicated processes to make suitable multimedia courseware, it takes a lot of time and manpower to make multimedia courseware, which will also waste resources to a certain extent.

5. A Creatical Thinking

Although the use of multimedia courseware has some disadvantages in Chinese folk dance classrooms, such as the quality of courseware being difficult to judge, it is generally regarded that the benefits outweigh the disadvantages^[6]. In the current situation, there are also some obstacles to the popularisation of multimedia courseware in dance classes, because in China, many traditional dance classrooms have insufficient electronic equipment. For the use of multimedia aids in practical lessons, the first thing to solve is the hardware problem, and multimedia equipment must be installed in the dance studio, including computer consoles, projectors, cameras, audio equipment, etc.^[16] Each link of multimedia-assisted dance teaching is not isolated, but also interconnected and mutually reinforcing. Although multimedia equipment has not yet reached full popularity in dance classrooms, now more and more schools have strengthened the hardware

facilities of dance studios, so multimedia-assisted teaching will also be used more widely in the future. As a teaching form and teaching method, multimedia courseware technology can allow full exploration of the teaching content, and has intuitive, real, specific, vivid, accurate, reasonable and many other advantages. It stimulates students' enthusiasm for physical exercise and is conducive to changing traditional dance education methods and means to improve teaching quality and master dance skills. The application of multimedia courseware technology in college dance teaching can enrich the teaching content, change the learning style of students, enhance the enthusiasm of teachers and students, broaden the knowledge horizon of teachers and students, and establish a sense of dance awareness. This imbues students with a sense of innovation^[14].

6. Conclusion

Multimedia courseware-assisted teaching has been very popular in the field of liberal arts and science teaching around the world^[6]. However, the research and practical application in the arts, especially dance teaching, is still lagging behind, and needs to be actively studied and applied by our dance teaching professionals. With the continuous introduction of modern technology assisted teaching methods into the classroom, it has greatly promoted the improvement of teaching efficiency and teaching quality. At the same time, it must also have a huge impact on the knowledge transfer mode, educational goals, courses, teachers and students in education. This is normal, because new systems break the balance of the existing teaching order, and at the same time a new teaching balance is being established^[17]. The imbalance is only temporary. With the establishment of a new teaching order, multimedia will play a greater role. A dance teacher must remember that combining technology is not an end in itself, but a means to improve the quality of dance teaching. The physical aspects of dance training, such as the role of a teacher, can never be replaced by technology and its possibilities. However, technology is an important tool to promote active learning, critical thinking, and inclusive culture across disciplines including dance^[18]. The application of multimedia courseware technology in the classroom provides more choices for dance teachers, and also presents challenges. In future education and teaching activities, the use of multimedia technology is an inevitable trend^[19]. The dance classroom should actively integrate multimedia teaching with traditional teaching, give play to the teacher's leading role in the classroom, pay attention to the subjectivity of students in the classroom, and allow multimedia technology to maximize

its advantages in the course of teaching, and realize teaching methods and teaching by constant innovation of means. In this essay, the author analyses the advantages and disadvantages of using multimedia courseware in Chinese folk dance classes^[20]. The development of science and technology has been moving forward. As educators, we should accept the challenges that science and technology bring to the traditional dance classroom, and then better integrate the teaching methods with technology, developing teaching methods that are more suitable for this era, and then cultivating better dancers.

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ARTICLE

To Give Full Scope to Labor Quality Evaluation of Youth of the New Era as the Baton

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ABSTRACT

Labor quality evaluation, an important part for carrying out labor education, plays the role as “baton” for labor education. This paper will figure out the reasons for labor quality evaluation from its importance. The paper will also classify key evaluation indicators for labor qualities as cognition, emotion, ability and qualities of labor, dividing dynamic indicators to figure out “what to evaluate”. Meanwhile, the author will solve the problem of “how to evaluate” and “who will evaluate” by promoting evaluation subjects diversities and innovating evaluation methods. When labor quality evaluation, the “baton”, guides the direction and strategy, attention should be paid to integrated education to cultivate labor quality in an all-round way. The “baton” will also guide characteristic education with collaborative innovation of labor education, professional education and vocational education. Moreover, labor quality evaluation guides the optimization of resources to create integrated labor qualities and lead innovation education to nurture innovative talents.

1. Introduction

Productive labor is the ideological basis of Marxism. Labor, which creates human society, is the basic means for human to develop the society. In the new era, the goal of labor education is to improve students' labor qualities comprehensively and realize people's development. In September 2018, during National Education Conference, General Secretary Xi Jinping clearly pointed out that “we should advocate spirit of labor among students and guide students to advocate and respect labor as well as believing that labor is the most glorious, the most sublime, the greatest and the most beautiful

activity, so they can work hard, honestly and creatively when they grow up.” On March 26, 2020, the Central Committee of the Communist Party of China and the State Council unveiled *The Guideline on Comprehensively Strengthening Labor Education among Students in Universities, Secondary and Primary Schools in the New Era* (hereafter referred to as *The Guideline*), stressing that “we should improve labor quality evaluation system by integrating labor qualities into students' comprehensive qualities evaluation system, formulating evaluation standards and establishing incentive mechanism”. General Secretary Xi Jinping delivered important speeches on

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labor education many times, considering labor education as the important content of personnel training. The core purpose of labor education is to improve students' labor qualities and nurture new people who are able to work, willing to work and good at working.^[1] An objective and comprehensive evaluation for young students' labor qualities is the premise and an important part of developing labor education, which directly determines the direction for labor education and students. Specifically, in order to play the "baton" role of labor quality evaluation, special attention should be paid to the following points:

2. Comprehensively Understanding Labor Quality Evaluation in Order to Answer the Question "Why We Should Evaluate"

2.1 The Connotation of Youth Labor Quality Evaluation

The concept of "quality" literally refers to daily accomplishment. Namely, it is the quality developed from life and study. Labor quality, which is formed in life and study, refers to the quality related to labor. In the narrow sense, labor quality refers to labor ability, including the cognition of labor knowledge and the mastery of labor skills. In a broad sense, labor quality includes correct understanding of labor and good qualities associated with labor.^[2] The labor quality in this paper refers to the broad sense of it, including the cognition, attitude, ability, and quality of labor.

2.2 Cognitive Function: Focusing on Comprehensive Labor Qualities Rather Than Limiting to Labor Skills

At present, college students have some misunderstandings for labor quality. Most of them have a one-sided understanding for labor quality. The survey found that 78.2% of the students chose skills and technology as one of the labor qualities. 64.8% of the students chose labor knowledge and professional knowledge and 48.1% chose habits of labor. 43.5% of the students chose attitude and view toward labor. Only about 21.2% of the students classified the cultivation of labor emotion as a part of labor qualities. It can be seen that students have different understandings of labor quality, which are one-sided and limited. Most of the students equate labor quality with labor skills, but have less cognition of emotion for labor, attitude towards labor and other spiritual aspects. From the connotation of labor quality evaluation, it can be seen that labor quality is a comprehensive concept, including cognition, attitude, ability and quality. We

can help students to pay attention to all aspects of labor quality and comprehensively understand the connotation of labor quality by systematically sorting out labor quality evaluation indicators.

2.3 Guiding Role: Establishing Correct Labor Values

Youth labor quality evaluation is vividly compares to "baton". It means that labor quality evaluation for youth can positively guide students to set up correct outlook on labor, develop work habits and improve labor capacity. To some extent, it can popularize and deepen labor education in colleges and universities by urging the reasonable allocation of labor courses and thematic education. It can also nurture new talents with labor quality by boosting the formation of outlook on labor. General Secretary Xi Jinping has pointed out that the whole society "must firmly set up the concept that labor is the most glorious, the noblest, the greatest and the most beautiful activity." Labor education, as an important way to strengthen moral education and cultivate people in colleges and universities, is centered on building correct values of labor. However, the value of utilitarianism and materialization is relatively obvious in college students. This phenomenon, which is inconsistent with the value that "labor is the most glorious and the noblest activity", is mainly manifested in three aspects. First, labor values with a clear tendency toward individualism exist. In the survey, 45.3 % of the students think making money and developing career are the top values of labor. Only 18.8 % of the students think the value of labor is "for social development and national rejuvenation." Second, some students take labor as a means of obtaining "paid and beneficial" interests or evaluation. When there is voluntary service arrangement, the first consideration of students is not the meaning of voluntary service itself and its help to other people and the society, but whether it can add comprehensive evaluation score or help with getting awards. Third, unearned motivation exists. Graduates elude jobs that need grassroots work and pursue "stable, comfortable and easy" jobs. The key point of evaluating students' labor quality is to make colleges and universities face up to the deviation of young students' outlook on labor and strengthen the leading role of ideology.

2.4 Corrective Function: Correct the Phenomenon of Weakening Labor Education

At present, there are problems of weakening, blurring and marginalizing the labor education, which are mainly reflected in the following three aspects. First, the

proportion of labor education in colleges and universities is low. Specialized labor education courses carried out in colleges and universities are not enough. Labor education which is integrated in political and professional courses are not enough, either. In integrated education, labor education is easy to be weakened. For example, in the integrated education of professional and labor education, the proportion of credits related to labor education is relatively low. The content of labor education is also reduced. Second, the misunderstandings which consider labor as a kind of punishment exist in labor education. In the school activities of the past, if the student made mistakes, the teacher often use physical labor such as cleaning the classroom and copying blackboard newspapers as punishment. It is easy to mislead student, and the student will consider labor as a disgraceful activity. This is opposite to the view that labor is the most glorious and the noblest activity. Comprehensive understanding of labor quality evaluation can correct the misunderstandings and errors of weakening, blurring and marginalizing labor education.

3. Classifying Key Evaluation Indicators for Labor Qualities to Figure Out “What to Evaluate”

On the basis of clarifying connotation, the classification for college students’ labor quality are continuously improved. TAN Chuanbao divides the labor quality into four aspects: correct labor values and spirit, certain labor knowledge and skills, creative labor potential and good working habits.^[2] The *Chinese Students’ Core Quality Development* published by Beijing Normal University summarizes labor quality into four points: Positive labor attitude, certain labor skills, innovative work methods, and recognition of labor value.^[3] The *Guideline* issued by the State Council points out that the goal of labor quality is to “build the concept that labor is glorious and beautiful, cultivate spirit of diligence, thrift, struggle, innovation and dedication, and develop basic working ability and good working habits”. This shows that the evaluation dimension of labor quality should contain the characteristics of the new era as well as the basic characteristics.

Labor quality is a relatively dynamic concept. Different majors, periods and social environments have different requirements on workers’ quality, which are reflected as the different standards in labor quality evaluation. There is a “one-size-fits-all” phenomenon in the current labor quality evaluation. Classifying and setting up labor quality evaluation indicators based on different industries and majors is the basic requirement of innovating labor

quality evaluation mechanism. The basic indicators of labor quality evaluation are relatively fixed, which can be constructed from four aspects: cognition and emotion of labor, abilities for labor and qualities of labor. The labor quality evaluation indicators with characteristics of the times is relatively dynamic. The formation of outlook on labor, the cultivation of specialized labor skills and the ability to innovate in labor should be highlighted.

Cognition of labor is the premise to cultivate emotion, ability, and quality of labor. Correct cognition can guide students to build up positive labor values, respect labor, love labor, as well as correctly understand the personal value and social value of labor education. It can also help students to realize the correlation between labor education and their own growth, forming the concept that labor creates better lives and that labor is the source of all happiness and wealth. Cognition affects emotional development. Emotion of labor can be divided into two secondary dimensions: attitudes toward labor and interests for labor. It means that students can overcome negative emotions and develop positive emotions in the working process as well as actively participate in work and enjoy working. Abilities for labor, which is inseparable from continuous learning and hands-on practice, can be divided into two secondary dimensions as knowledge and skills for labor. Knowledge for labor includes the comprehensive and the specialized labor knowledge as well as the ability to apply them in practice. Skills for labor include the ability to cooperate, to practice, to solve problems, to innovate and to continually improve skills. Qualities of labor, referring to the spirit and habit of labor, is the aggregation of cognition, emotion of labor and abilities for labor. Laborers embody the elegant demeanour in living, working and learning process. They also form excellent labor habits, including five kinds of labor spirits, which namely are professional dedication, honesty, spirit of craftsman, perseverance and devotion, as well as the active and diligent working habits.^[4]

Table 1. Key evaluation indicators

Cognition of Labor	Value of Labor	Understanding the correlation between labor education and self-development, realizing that labor creates better lives and that labor is the source of all happiness and wealth (personal value)
		Realizing one’s social value, contributing to others, the society and the country (social value)
	Status of Labor	Recognizing that labor is glorious and indolence is shameful; advocating and respecting labor

Emotion of Labor	Interests for Labor	Loving labor, obtaining happiness from labor, and believing that labor is a kind of enjoyment instead of punishment
		Participating and exploring interesting labor activities
		Obtaining something from labor and being able to conduct labor continuously
	Attitudes toward Labor	Being able to conduct labor actively
		Facing difficulties directly, being optimistic and realizing that labor needs striving
Abilities for Labor	Knowledge for Labor	Actively participating in basic labor courses, learning laws and norms of labor and other knowledge (different majors have different focuses)
		Actively participating in professional practice, professional training and other courses (Different types of major have different practices. For instance, arts, science, engineering and art are different majors, respectively requiring professional practice such as research, practice, experiment, design, etc.)
		Ability of learning for practical applying and applying practically for learning (dynamic)
	Skills for Labor	Being able to integrate into the group, obey arrangements, and conduct teamwork
		Hands-on ability (dynamic)
		Being able to discover and solve problems (dynamic)
		Having the spirits of innovating and pioneering, being able to adapt to new forms of business and creating new labor in the new industrial environment (dynamic)
		Being able to improve skills continuously
Qualities of Labor	Spirits of Labor	Professional dedication
		Honesty
		Spirit of Craftsman (spirit of assiduous study) (dynamic)
		Perseverance
		Devotion
	Habits of Labor	Consciousness habits: having active consciousness, being able to take the initiative to labor
		Behavior habits: developing good habits for labor, being able to practice immediately, and sticking to good habits throughout daily life and study

Establishing key evaluation indicators of college students' labor quality is to provide a reference for the construction of evaluation indicator system. It is also necessary to evaluate each indicator and judge the proportion through empirical research in practice and monitoring. Particularly, dynamic labor quality evaluation indicators should be determined according to different majors and different education stages. Dynamic labor quality evaluation indicators are mainly reflected in new requirements with characteristics of the times. In particular, to nurture talents in the new era to undertake the great task of national rejuvenation, there are three key points of indicators which should be highlighted.

First, talents need to grasp the ability and methods to cope with the problems and challenges in the new era. Second, indicators should be combined with professional knowledge to cultivate specialized labor skills. Third, the spirit and ability for forging ahead and innovation should be taken into consideration.^[5] Given the extensiveness of majors, the author only analyzed and set up key points of immobilized labor quality evaluation indicators. Every major and university can supplement and improve them according to their own requirements.

4. Solving the Problem of “Who Will Evaluate” by Promoting the Diversification of Evaluation Subjects

The process of college students' labor quality evaluation is actually a process in which the evaluation standard is applied to college students by evaluation subject. Even if unified labor quality evaluation standard is adopted, different evaluation subjects may get completely different results due to different standpoints, thinking pattern and values. Therefore, to promote labor education, it is necessary to introduce diversified evaluation subjects and carry out labor quality evaluation for college students from different perspectives. The existing student quality evaluation mainly focus on the evaluation of teacher in charge of classes and students themselves. However, labor quality itself is life-oriented and professional. For indicators such as the development of labor skills, labor knowledge, work habits in life and labor quality are difficult to be accurately judged if the teacher in charge of classes doesn't notice or manage well. College students' labor quality itself is a comprehensive concept. Hence, we should explore a three-dimensional evaluation subject network and reasonably define the evaluation boundary of each subject according to the evaluation indicators, so as to form all-round evaluation subjects dominated by the school with participation of teacher in charge of classes, professional teacher, counselor, social organization and family.

5. Solving the Problem of “How to Evaluate” by Innovating Evaluation Methods

The evaluation method, which has a direct impact on the evaluation results, is a part with the biggest innovation potential in quality evaluation. Just as the evaluation content is divided into immobilized and non-immobilized types, the evaluation should also follow the combination of regular evaluation and special evaluation to carry out labor quality evaluation regularly. For immobilized evaluation indicators, regular evaluation

can be used to highlight the rigid fairness of evaluation. For non-immobilized major as well as innovative and entrepreneurial evaluation indicators, special evaluation can be implemented in a relatively flexible and specific way to avoid “one size fits all” evaluation. Regular evaluation is used to periodically evaluate students’ labor quality, which needs time to cultivate and cannot be accomplished overnight. Therefore, the evaluation period can be appropriately extended to prevent the phenomenon of improving labor quality with “eager for quick success and quick profit”.

6. Labor Quality Evaluation “Baton” Guides the Direction and Strategy

6.1 Guiding the Integrated Education and Nurturing Labor Qualities in All-round Way

The significance of carrying out labor quality evaluation is to finish the task of “nurturing people with moral integrity” in colleges and universities, as well as training socialist builders and successors with all-round ability in areas such as morals, intelligence, physical fitness, work and aesthetics. The Guideline unveiled by the Central Committee of the CPC and the State Council pointed out that labor education has the comprehensive educational value of “building virtue, enhancing intelligence, strengthening physical fitness, cultivating aesthetic ability and promoting innovation”. In 2019, the Ministry of Education proposed that one of the main tasks of deepening education reform is to “promote the close combination of ideological and political education, professional education, physical education, aesthetic education and labor education to create the ‘five-education platform’”. Cultivating students’ labor quality requires the grasp of embodiment and path of the labor quality cultivation in other four education dimensions, so we should guide labor education integrate into them. When establishing evaluation indicators, we should combine students’ evaluation of labor education with evaluation of social practice, ideological and political education, innovation and entrepreneurship education and voluntary service organically. Particularly, to set up “concentric” labor quality evaluation system, labor quality evaluation in life such as in the dormitory and family, as well as labor quality evaluation in society such as in social practice, internship and start-ups should be included.

6.2 Guiding Characteristic Education with Collaborative Innovation of Labor Education, Professional Education and Vocational Education

Universities and majors should be guided to develop

distinctive and specialized labor education according to their own characteristics. Higher education itself is a profession-guided education process, which leads labor education to be integrated into the professional talents nurturing plan and enables students to form a relatively complete and systematic labor quality nurturing system based on the process from basic theoretical knowledge of freshman year to the practice on campus and then to the outside-campus practice. We should blend in guidance of labor values in the cognitive integration of professional education. Moreover, we should stress the training of practical operation in the theoretical learning stage and blend in professional cognitive education in the process of practice education. We should guide exploration of cooperative innovation mechanism of labor education, professional education and vocational education in colleges and universities. For one thing, we should establish university-enterprise cooperation between labor education and professional education with selected enterprises, welcoming outstanding entrepreneurs, model workers, industry pioneers to teach professional working knowledge in life and promote spirits of craftsman and model workers. For another, we should build cooperative education base of labor education and professional education, so that explicit classroom education, practical activities and the second classroom can be integrated and carried out in centralized places.

6.3 Guiding the Optimization of Resources and Developing Integrated Labor Qualities

Nurturing students’ labor qualities requires linkage of the whole school as well as the integrated and optimized resource management. We can build students’ integrated labor qualities from two aspects. For one thing, in the organization of departments, we can build innovative education management mode of participation of teaching and research departments, student affair teams and teacher development departments with school’s organization and guidance. In the design of students’ labor quality evaluation subjects, the teacher in charge of classes, counselor, and professional teacher should be included. For another, to perfect integrated teacher’s troop, we should improve labor qualities of teachers. For professional teachers, we should strengthen study and comprehensive knowledge training led by labor values. For counselors and teachers in charge of classes, we should introduce professional contents of major, and organize labor education training combined with professional knowledge. In short, the goal is to build a team of teachers with professional knowledge, innovation capacity and work abilities.

6.4 Guiding Innovation Education and Nurturing Innovative Talents

The Guideline put forward the basic principle of “reflecting characteristics of the times” for students’ labor qualities in order to adapt to the scientific and technological development as well as industrial structure adjustment in the new era. So there are new requirements and changes for students’ labor qualities. In the new era, new technology revolution has come and will continue to impact people’s life, production and ideas profoundly. Technology breakthroughs such as big data, artificial intelligence, biological engineering and 5G promote new industries’ emergence and new forms of business, so there are urging needs for specialized innovative labor personnel with strong practice abilities. In the background of “business start-ups and innovation”, innovative labor ability is an important evaluation indicator of labor quality. Some students’ low evaluation of labor quality is not reflected in their outlook on labor or indolence, but mainly in their low labor qualities of adapting to the times and lack of innovation ability and challenging spirit. Therefore, the design of labor quality evaluation indicators should follow characteristics of the times, comply with new requirements of new industries and emphasize innovation abilities. Therefore, in the new form, the direction of labor evaluation and the required labor qualities of the times will not be disjointed.

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ARTICLE

Remaking “Women” and Contemporary Chinese Feminism——Based on *The Question of Women in Chinese Feminism*

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ABSTRACT

The Question of Women in Chinese Feminism gives an historical retrospective of China in the past 100 years with a 20th century global perspective, probes about in-depth and multi-level Chinese women and contemporary social problems by tracing the evolution of the left-wing ideological context, and elaborates on the remaking of “women” creatively by virtue of the historical heritage of socialism. It is of great significance in responding to new changes and new issues taking place in contemporary Chinese feminism. For instance, in today’s China, while analyzing gender equality, people have to focus not only on the relationship between the sexes, but on development within women’s groups and on relations among class/strata also. Therefore, remaking “women” and how to remake “women”, in the Chinese context today, are important issues to feminists, as they will tell, to a certain extent, if gender studies can effectively respond to social issues in contemporary China.

1. The Concept of Remaking “Women”

The Chinese version of *The Question of Women in Chinese Feminism* by Tani E. Barlow has been published. It is both a historical book and a masterpiece of Chinese women’s studies. It is also, to me, a monograph on the history of Chinese thought: an unique contemporary Western left-wing thinker looks back on 100 years of Chinese history with a 20th century global perspective, probes and responds to the issues of contemporary Chinese women and social problems by tracing the evolution of left-wing ideological context multi-levelly and diversely.

Reading carefully between the lines, I notice that the author applies a contemporary concept referring not

only to time but to space. As it keeps moving on, the concept might refer to a social context in a certain specific historical period. It is apparent that while elaborating on Chinese issues in the 20th century the author always puts her analysis and discussions on women’s issues of each period into their corresponding social contexts whilst paying attention to the historical associations between them and pointing simultaneously toward the “future” in the so-called “past” or the “present” at the moment of confronting the society. Cruising among the time-space concept of chains and fields, the author has straightened out detailed historical factors and sequences of Chinese feminism, created a series of words of wisdom such as “catachreses” and “future anterior” used and emphasized

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here and there in her book. In the last two chapters, Socialist Modernization and the Market Feminism of Li Xiaojiang (Chapter 6) and Dai Jinhua, Globalization and 1990s Post Structuralist Feminism (Chapter 7), the author discusses issues with the perspective and approach of the “future anterior”, opening to the new century and pointing toward something. What does it truly point to? I see it as pointing to the Chinese society of the 21st century.

Over 30 years since the 1980s and in particular over a decade or so since the beginning of the 21st century China’s changes have been taking place at a bewildering rate with growth expanding rapidly. China’s academic theories and research have been keeping pace with the progressive times, as has Women’s Studies. Chinese society and women have experienced great changes in many aspects ever since the start of the new century. The growing gap between the rich and the poor, the salience of social stratification, the changes in viewpoint on marriage, the increasing weight of housing in marriage, the greater employment pressure on women, the higher frequency of women’s marriage in late age.

The “future anterior”, as a time-spatial concept, a way of thinking and a research approach the author develops in the book is of great significance and runs in tandem to the research on feminism today.

However, what impressed me most is Chapter 2. Theorizing “Women”, which the author elaborates on the evolutions of terms for women (*funü*) and their rules of play in the mainstream gender theory projects dominated by the Confucians between the 18th- and the early 20th-century cultural revolutions, during the formation of Chinese Marxist women’s concepts and theories from the 1920s-1930s in the 20th century and in the dawning of the golden era of Chinese communist familism in the 1950s. This evolution reflected the interaction and mutual formation between the “catachreses” in the development of the different “women” concepts and contemporary social life, resulting in an important creative concept of remaking “women”. This has become not only a way of academic thinking and research but an important path of practice.

In *The Second Sex*, published in 1949 in France, “Beauvoir proved, with a great deal of evidences of philosophy, psychology, anthropology, history, literature and anecdotes, that the obstacles to women’s freedom are not brought about by their biological conditions but by political and legal constraints. Her well-known saying is ‘One is not born, but rather becomes, a woman.’”^[1] That is to say, “woman” is “produced” or “made”, and

is constantly “remade” by different subjects in different historical periods, under different social contexts and to meet different needs. In Chapter 2 of *The Question of Women in Chinese Feminism*, the author declares that “Between the eighteenth- and the early twentieth-century cultural revolutions, the dominant, formulaic historical catachresis in mainstream Confucian regulative gender theory projects was *funü*. *Funü* signified the collectivity of kinswomen in the semiotics of Confucian family doctrine”^[2]. “Early in the twentieth century the Chinese Communist Party took over responsibility for the organized women’s movement,” and gradually “an alternative, massified, politicized subject known in CCP diction as *funü* eventually superseded both the Confucian protocols of *funü* and the eroticized subject *mixing*.” Thus, “under the Maoist state’s centralizing discourses, *funü* was resituated, first within the *guojia* (state) and then, secondarily, through the magic of revolutionary social praxis and ideological metonymy, in the modern *jiating* (family)”^[2]. In broad outline, the evolution of terms for “female” in the Chinese history of the 20th century can be traced from “*nüren*” in the Confucian doctrine to “*nüxing*” in colonial modernity and then to “*funü*” in Marxist discourse. However, the latest evolution is not the one to “re-produce women/female” in general meaning, but to “remake women” in the class discourse: working women, especially rural women, began to appear on the scene. In other words, remaking “women” then was a new “catachresis” that occurred in the Marxist and Chinese context throughout the 20th century, and in the history of Chinese left-wing thought from its early modern period to the modern era, with a distinct class attribute.

2. The Relationship between Feminism and Left-Wing Thought

The year 1840 stands as an important watershed year in Chinese history. From then on in the new century China was undergoing a capitalist expansionism. As Yang Du said in his *Economic Imperialism* published in 1907, “Today, though what China faces up to are all civilized nations, it has, unfortunately, to put up with an uncivilized world.”^[3] And, at that time, the relationship between China and the Western powers was just as Liang Qichao stated in his *New Citizen*, “What is National Imperialism? They are arrogant and overbearing with their national power, engaging in aggression and expansion abroad and looking down upon China as the weakest country in the world”^[4].

China was then forced and hastily rushed into a

semi-colonial and semi-feudal society with an unequal structure. Modern thought in the early modern period had to twist its way naturally through a squeezed, oppressed and colonized context and this experience, full of tensions, defiance, the pursuit of ideals of freedom, equality and liberty at its birth, had a left-wing orientation all its way forward. Due to the impact of Confucian concepts of class and gender “men are superior to women”, women at large in semi-feudal and semi-colonial society had no other choice but to become “the direct slaves of slaves”^[2].

However, women were awakening and began to fight back because they were aroused by early modern thought and inspired by the Revolution of 1911. Their rebellion was quite different from the resistance of educated women rising from the urban society of the late Ming and early Qing dynasties, since women at large who were involved then were from all classes and all areas. The “coupling interaction” between women’s liberation and left-wing thought became a significant feature highlighting this historical moment. Chinese feminism from very early in the 20th century co-existed and associated with left-wing thought in the context of a semi-colonial and semi-feudal society, endowing the history of Chinese feminist thought with a left-wing tendency. To be more exact, the issue of women in Chinese feminism was then not only inevitable in the history of Chinese feminist thought but also important in the history of Chinese left-wing thought. It was just because of this “coupling interaction” that the historical and ideological foundation and probability for re-making “women” in a Marxist viewpoint were activated.

From the emergence of Chinese early modern thought with left-wing orientation during the 19th century to the introduction and dissemination of Marxist thought in China later in the 20th century, Chinese feminism initiated a practice of re-making “women” at such time that it was connected with left-wing early modern thought and based on each of their interactions.

During these times, the two sides shared consistency in their pursuit of the ultimate goals of equality, democracy and emancipation. The important issues of national independence and liberation on which left-wing thought focused were partly women’s liberation and women’s participation in the establishment and development of a new nation. The human equality and liberation that left-wing thought showed concern for involved the women “half” and rural women in particular, as they mattered greatly to the success or failure of left-wing political practice. The people living at the bottom or on the edge of

society about whom left-wing thought cared were mostly women.

As mentioned above, the author’s ideas and approaches in her studies might refer to the future, and so might the issue of remaking “women”. In other words, the term “women” is a floating signifier that has different implications in different historical periods and fields, and can be constantly “catachresis”, meaning “re-making”. The book fascinates its readers with openness. Due to certain limitations of the time when the book was written and access to historical data, the discussions hold their steps at the chapters on “Market Feminism” and “Post Structuralist Feminism”. It is evident to the eye that, in the decade since then, Chinese feminism kept developing. Feminist thought in China was progressing and women’s issues renewed their connotation with great changes. Re-making “women” in Chinese society, in the spatial-temporal frame for open discussions initiated by the author in the book, continued without interruption or cessation. However we have to ask in the Chinese context: How are “women” “re-made”? Who is “remaking” “women”? What type of “re-making” is it?

Looking back to Chinese history since China adopted a strategy of opening-up and reform, we notice that Chinese feminism in the 1980s as Lin Chun, Liu Bohong and Jin Yihong described in their Study on the School of Chinese Feminism, was experiencing, a “separation movement” with three orientations: First, to separate women’s liberation from social-class liberation; Second, to separate Women’s Studies from the traditional theory of Marxism and Knowledge Production; Third, to separate the Women’s Movement from the pattern shaped and controlled by the state. Undoubtedly, the “separation movement” aimed to produce the independence of women, women’s issues, and women’s studies, thus turning “women” into an independent discourse parallel with “class”, so that women’s liberation would be distinguished from or even beyond social-class liberation^[5]. Under these circumstances, this was of positive significance, as people were keen to restore what was destroyed by the “Cultural Revolution” in academic research and the women’s movement a new field, ‘Women’s Studies’ opens. In the mid-1990s, a “break” occurred in the history of Chinese feminist thought which has been understood as a farewell to the 1980s, with objectives of de-history and de-politics. In a certain sense, this “separation movement” and “break” have been taken as two of the processes in “remaking women”.

3. Contemporary Society Need “Remaking Women”

In the first decade of the 21st century, Chinese feminism appeared with an orientation destination or ideological footing in mind. Instead, accompanying it was a public clamor: from being “feminists” to “stay-at-home moms and wives” from “leftover ladies” (meaning “3S ladies”= remain Single, born in Seventies, Stuck in finding spouses) or “SAS ladies” (Single, Attractive, Successful) to “rural left-behind women”. Also, the “white-collar, key member/backbone elites” to “white, rich, and pretty girls”. These all-embracing and endlessly appearing new words, social phenomenon and the social practice of the “Occupy Men’s Toilet Movement” occurred recently as representative, no matter what forms they took in individual protests or through mass movements but stating that dramatic changes are taking place in the society while a multi-faceted prism is mirroring the current China. That contemporary Chinese feminism, to a certain extent, has been chased into a dead-end of “post-modernism because the power used by people to possess in the face of women and women’s issues has been dispersed, the goals have become fuzzy, and the value has disappeared. Thus, the seriousness of social practices relating to women and gender has been replaced by entertainment, the wider road is actually leading people towards a more narrow direction; all the issues mixed in those social phenomena are becoming more complicated with blurred definitions. Unquestionably, by now new perspectives and approaches have to be found in order to analyze well these seemingly ill-defined, rapidly changed and intertwined issues of today. With regard to issues such as gender equality and gender justice, it is nowhere near good enough if they are analyzed only within the theoretical framework of feminism or simply in the perspective of social class^[6]. These issues can neither be simply analyzed from the political perspective, nor from the economic viewpoint, nor from the perspectives of culture and differences. Let us look at the so-called “leftover women” for example. This issue exposes political and economic reasons that are responsible for their situation and also its cultural influence. The term is overly simple as it seems to shift the political and economic responsibility of the society, it sounds somewhat amusing due to the media’s attitude. Last but not least, the term has to be analyzed in the perspective of multiclass and strata other than of gender. The term as we know it reveals a kind of discrimination, in actual fact the “leftovers” include both women and

men, though it has different implications depending on classes and locations. “Rural left-behind women” refers to another kind of “leftover” which should be examined not only from political and economic aspects but from a cultural perspective; not only from the angle of gender but of multiclass and strata. The term includes a rural female group who are living at the bottom of society, vulnerable and weak; even though they have had an inextricable relationship with the city throughout the economic changes and development. For years, they have been kept voiceless, seldom uttering their own political, economic and cultural appeals. In an “atomized” society, people put more weight on personal interest, personality and selfhood and prefer to boundary themselves with nothing beyond the immediate family. It is hard to rally and unite them as one to overcome difficulties together, since the tradition of mutual assistance and trust among neighbors has been broken. Although the discussion above as of now seems rather rough and shallow, we progress and come across more problems that seem terribly entangled. Like the two cases mentioned above, these problems are intertwined with each other: “There is something of each in the other”. To get them straightened out, we have to arm ourselves with “prism-like” knowledge, vision and approach. It follows that the current Chinese political and economic structure and social system have “re-produced” women in the social life. Women in this context are quite different from previous generations of women in economic conditions, social status, political nature, identity and cultural attribution, which results in changes in Chinese feminism and brings about new challenges for gender studies.

Facing the complicated and changeable contemporary situation, what shall we do and think? In other words, how does the intellectual community “re-make” women in its field of vision, in its theory of knowledge and research methods? We have to look for new resources and rethink them if we cannot rid ourselves of these new issues and difficulties; but where do we look and how do we approach the problems.

Generally speaking, when we take into account the phenomena and issues of contemporary Chinese feminism, we can easily pick out two “big terms”: feminism and left-wing thought. The former has had problems in history and reality; for instance, it did not take much time to reflect on or see in retrospect the harm to Chinese feminism brought about by the “Cultural Revolution” it so cruelly and absolutely abandoned the historic heritage of the socialist women’s movement and women’s liberation

that had lasted for 17 years (since 1949 to 1966). What's worse, Western feminism has not been well localized during the 1980s when it was introduced into China. It rashly and carelessly gave up the pioneering achievements gained in the field of Women's Studies of the 1980s. The latter has been to a certain extent empty talk, a tendency or possibility toward nationalism, some shrinking or withdrawal in practices, and a certain ignorance of or indifference toward the underclass in its field of vision, etc. The issues of the two sides have swept over the world accompanied with New Liberalism and struck deep roots among all aspects of Chinese society; thus, contemporary feminism has, to some extent, almost totally thrown itself into the lap of New Liberalism. Simultaneously, when feminism abandoned the tradition of left-wing thought, left-wing thought brushed aside feminism, causing the two sides to "break up" from their coupling interaction. All these problems and factors developed a joint force that resulted in a crisis for contemporary feminism, that is to say, leading it to "a dead-end of post-modernism," as was mentioned above. However, to seek and tap out new historical resources is usually taken as one of the effective ways to tackle or break through the crisis. These two "big terms" cannot be sidestepped in the Chinese local and historical context that has taken shape since 1840. It seems that contemporary society should not completely deconstruct the coupling interaction between feminism and left-wing thought even though it appeared both historically and dramatically in Chinese history of the 20th century. Since historically feminism and left-wing thought were not completely segregated from each other nor should contemporary feminism turn its back upon the left-wing tradition that had escorted it for more than a century. Therefore, to break through the crisis, we must bring vigor into academic ideology and social practice. It is essential to seriously draw on the experience and theory of remaking "women" from the history of Chinese feminist thought of the 20th century, to draw on the resources of socialist feminism that have been forgotten and to reconstruct the tradition of feminism and left-wing thought as a matter of course. True women's liberation could never do without social liberation nor without the social ideal pursued by left-wing thought of democracy, equality and non-oppression.

At this point let us go back to the discussion above. In current society, as we know, remaking "women" is not only a serious realistic problem but a complex academic one. With regard to the latter, the more important action is to get feminism sucked into the "vortex" of

the social space-time structure, rethinking about its historic association with left-wing thought, and then re-historicizing and re-politicalizing it. That is to say, we have to put together contemporary women issues and relevant social problems into a "system" which covers multi-fields including politics, economics, culture, history and geography, re-activating those ideas shared by both feminism and the left-wing thought about independence, equality and emancipation; analyzing gender phenomenon, and addressing women's issues in multi-angles of class, stratum and gender. This must be the appropriate and effective approach and method for research on feminism in China today. Undoubtedly, it is one of the important guidelines that the article 'Question of Women in Chinese Feminism' draws for us; and, fortunately, in current academia people have begun to initiate similar studies and practices. For example, while studying social stratification scholars would bring in gender perspective, combining gender issues with social stratification. Conversely, they could take into account the differences in class when doing research on gender issues. In discussing family issues, "full-time housewives can be classified as housewives of working-class families and of new middle-class families, and so on" ^[7]. In discussing current social issues, gender, class and market are brought together into studies, so that we can understand that during times of social transformation the "labor market has become an important power in forming gender stratification" ^[8]. The expanding labor market today has constantly produced inequality between the sexes and among women themselves, widening the income gap among different social groups, which almost doubled compared to the past as the growth becomes geometric. These discussions on gender issues have been done with interdisciplinary perspectives instead of from a single angle; the gender research paradigm has become a new critique scope which has developed after "women", academically speaking, have been "remade", re-politicalized and re-socialized under the new historical circumstances. This critical scope has surpassed the "separation" and "break" not only associating with history and tradition but also keeping pace with the contemporary. Then we next maintain and enrich this new critical scope or research paradigm, making it more flexible and energetic. When this happens contemporary Chinese feminism will be steered in the right direction; Gender/Women's Studies will be helped out of the "bottleneck"; and social issues in China today will be well tackled.

Notes

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ARTICLE

A Functional Stylistic Analysis of “Do not Go Gentle into That Good Night”

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ABSTRACT

As two main approaches to analyzing literary discourses, literary criticism and stylistic analysis have been employed for a long period of time. With the application of the theories of Functional Grammar, this paper is written for the purpose of being helpful for the readers of Dylan Thomas' poem “Do not Go Gentle into That Good Night” to understand the poem's theme better as well as appreciate the artistic adaptation of language. Furthermore, because the poem is analyzed with the application of Functional Grammar, it helps the readers to appreciate “Do not Go Gentle into That Good Night” from a new perspective.

1. Introduction

Poetry is a rhythmic composition, especially an organization of words in prose; sometimes it is a rhymed organization of which could express facts, emotions, or ideas in a more focused imaginative style, and it is more powerful than that of usual speech, some poems are in free verse and some poems are in meter.

Generally speaking, Dylan Thomas is regarded as a modern poet, but what kind of poetry he wrote were not agreed about by many literary critics. Being described as a surrealist, a primitive, a Welsh scop, and a metaphysical poet, Dylan Thomas has been generally considered as a twentieth-century Romanticist because of the death and the afterlife after death appealed to him. However, during the process of his growing up, death did not surround Dylan Thomas. On the contrary, being spoiled and pretty, he was regarded as the favorite child of the family. As

far as love and attention are concerned, he seems to have lacked nothing.^[3] Being the second child and the only son of his family, Dylan Thomas was born on October 27, 1914 in Swansea, Wales. And he experienced his childhood in Wales, and his desire to enjoy his happy younger years was given back in his later works. The retrospective of his childhood was included in his poems and gone with his innocence. However, themes of death and life pervade in most of Dylan Thomas' early writings.

2. Formal analysis on the poem

The poem “Do Not Go Gentle into That Good Night”, is described about dying as well as death. Death develops a distinct and sharply private notion for Dylan Thomas: The poem was considered as his own farewell; something was mentioned in that poem, including his own denial to reveal his declining health condition and exhaustion of his

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inner peace^[7]. In the year 1945, D. J. Thomas, the father of Dylan Thomas, was fighting against cancer. “Do Not Go Gentle into That Good Night” was conceived while however, this poem was not published until his father’s death on December 16, 1952. In four of the six stanzas of this poem, there are various kinds of men who are close to their death.

For the four kinds of men, the first kind is the “wise men”. We can regard the wise men as scholars or intellectuals. Dylan Thomas says, “Because their words had forked no lightning / Do not go gentle into that good night,” that indicates because they did not complete all the life they wanted, that they would not surrender if they did not fight (lines 5-6).

In the four stanzas, for the second stanza, Dylan Thomas believes that good people like those wise people, fail to give full play to their lives and still are to have achievements. Dylan Thomas said, crying how bright/ their deeds might have danced in a green bay/Rage, rage against at the death of the light (lines 7-9). This line means that at the end of his life, a good person should finally show enthusiasm and finally get others’ attention. Dylan Thomas believed that the good men’s behaviors could not stand out. His idea is that, rather than die without being noticed by this world, they should do something.

In those four stanzas, the third stanza is stated as for the “wild men”. Those people are quite distinguished from the people which were mentioned in the previous stanzas. The wild people have lived a fulfilling life, unlike those people similar to them. Wild people who catch and sing the sun in flight, / And learn, too late, they grieved it on the way, the meaning of this stanza is that these men’s lifestyle in this poem is without any reservation but they do not realize that they would soon become older and pass away (lines 10-11). When facing death, they do not give a wink because they have accomplished everything that they desired to do with their lives.

The final kind of people that Dylan Thomas mentions in this poem are the “grave men”. Dylan Thomas describes the grave people saying, Grave people, near death, who see with blinding sight/ Blind eyes could blaze like meteors and be gay (lines 13-14). That sentence means that although being blind, those grave people cannot see by their own eyes, they hold the idea that death is near better than men with sight. Dylan Thomas is holding the opinion that even if they know what will happen later to them, they should be still happy. In the last sentence Dylan Thomas is having a direct conversation with his

father who is close to death. Dylan Thomas suggested that father is to pray now with your fierce tears, Curse and bless me, I / Do not go gentle into that good night/ Rage, rage against the dying of the light (lines 17-19). As for those preceding poem stanzas, Dylan Thomas intends that until his father’s breathe ceases, he would not go into death without any difficulty but to struggle with death

Being separated into five paragraphs with three stanzas, this poem has a sixth paragraph with four stanzas that closes the poem. The musicality that the poet plays with caused the repetition of a sentence, the repetition of two different sentences in this poem; in this poem the first one: Do not go gentle into that good night, this is also the title of the poem. It occurs in lines: 1, 6, 12, and 18. It begins paragraph 1 and it concludes paragraph 2, paragraph 4 and paragraph 6. And the second one is: Rage, rage against the dying of the light. It occurs in sentences 3, 9, 15 and 19 and it concludes paragraph 1, paragraph 3, paragraph 5 and paragraph 6. There is a rhyme in two stanzas and two similar words are used to conclude the stanza: Night and Light, it only changes the first letters of the words: N -- L. The rhyme is A-B-A / A-B-A / A-B-A / A-B-A / A-B-A / A-B-A-A.

3. Context in Systemic Functional Linguistics: Halliday’s View

The estimate of style has a close relation with context, because the appropriateness of style is in accordance with the acceptability of the context. Just as a fact having long since been accepted by the semantics, the meaning is influenced by the linguistic context and the situational context. Therefore, to do stylistic analysis to Dylan Thomas’s poem cannot break away from the study of context.

Halliday (2001) provided the concept of context in still more abstract terms. The context of situation is not perceived of as specific situation but as situation type, which could be called as a social framework. Thus, it is a socio-semiotic frame in the sense that it is a sequence of connotations evolving from the semiotic system that composes the culture^[5]. According to Halliday, context is a higher-level semiotic system in which language is ‘embedded’. More explicitly, language is embedded in a context of culture or social system and any exemplum of language as text is embedded in its own context of situation^[4]. The context of situation consists of three variables: field, tenor and mode. These three variables are neither kinds of language use nor merely components of

the speech framework; preferably, they provide an abstract structure that could represent the semiotic setting, people could interchange meanings in this setting.

Field is the total event functioning in the text. Together with deliberate activity of the writer or speaker ^[6]. In a word, it is connected with what's happening — the social courses and the realms of subject matter which was created by language in the accomplishment of these social courses. Tenor is connected with whose taking part, that is, the social roles and relationships of those participating in the intercommunication and the roles of speech and relations produced in the fulfillment of these social relations and roles by language. The former roles or relationships are steady while the latter is odd relationships of a kind or another ^[7]. Mode involves what role and in what situation language is playing, suggesting the symbolic arrangement, the status and the semiotic function of the discourse in a context. The symbolic organization involves both the medium in which the discourse is encoded: phonic/spoken or graphic/written, and the channel by which the text is communicated: visual or aural. The semiotic function of the discourse in the context, according to Halliday ^[5-7], is realized in its rhetorical mode or genre: expository, didactic, persuasive, descriptive, illustrative, argumentative and so on. When it comes to the status of the discourse in the context, it involves the relationship between text and the social event: the discourse is either auxiliary or constitutive.

Halliday and Hasan once narrated, Field, mode and tenor are applied together to outline the context of situation of a discourse ^[7]. Therefore, as for systemic functional linguists, context of situation is a conceptual construct to explore functions of language through these three variables. They are collectively called register. Register, simply stated as “variety according to use” ^[7], is an important notion to define the influence of the immediate context of situation's dimensions of a language case on the way of language application ^[2].

Since Dylan Thomas' works are usually fertile in images and transmit complicated and diversified themes. Context is an essential element in understanding his poems.

3.1 A Study of the Context of Situation of This Poem

In the poem “Do Not Go Gentle into That Good Night”; the analyses of context of situation are as follows:

Field:

1) Theme: attitude toward how an individual lives in the face of imminent death.

2) Thesis: an entreaty to his father, an appeal for him to die with anger not humbleness, by regulating different attitudes of four kinds of people towards death.

Tenor:

1) Poet and readers/reciters: poet as an artist convinces the readers to face death with a tough attitude.

2) Character and character: father and son. The son tries to comfort his father not to bend to death but to confront it bravely.

Mode:

1) Text as “self-reliant”.

2) Written medium: to be read either silently as a private act or vocally as a talk to the poet's father. The former one is through visual channel while the latter through aural one.

After reading the first stanza, the poem's theme will be clearly shown to us, because the readers could easily manage to find out the referent of “good night”. Afterwards, the image of “good night” is followed by a series of relevant images such as “old age”, “end of day” and “dying and death of the light”, and so on.

All of these help the readers make sure about the symbolic meaning of “the good night” -- death. While the verbs combined together with these nouns are “burn”, “rave”, and “rage”, which imply the determined attitude of the poet towards death. So assuredly the whole poem is about the attitudes of man in the face of death. Then, about the tenor of the poem. Looking through the whole discourse, we may be deeply impressed by the imperative mood fulfilled by the verb forms of “Do not go gentle into that good night”, “Rage and rage against the dying of the light”, and “Curse, bless me” and so on. Via these expressions, the poet's earnest expectation and sincere appeal to his father are transmitted keenly and vividly to a great degree. Besides this, the relation between the poet and his father is embodied in the Biblical implications to Dylan Thomas's asking in line 17, as he required a final blessing or curse; the male heads extended such departing messages to their sons.

Since in many Biblical proses, curses and blessings are combined together with their parallel structure. “I pray” part emphasizes pictures of Bible; nevertheless, the prayer is forwarded not to God, but to his father who is an atheist. What's more, the exalted religious symbolism of the Father and the Son, signaled in “I pray” part, is also interpreted in the imagery of “the sad height” part. It is

the Father who is near his death, looks down from the sad height to the son, rather than the dying Son who looks up on the Cross from this sad height to the Father.

For the mode of this poem, it is worthy of mentioning the language applied in this poem which is full of contrast and paradox. The first stanza states a good example for us:

*L1 Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.*

This part not only presents the theme of the poem but also proposes the two recurrent melodies that end alternating parts. Despite these two sentences, the first sentence and the third sentence, both the two sentences state Dylan Thomas's basic theme about opposing death, they are different from each other in a few ways. Each of the prominent words in line one finds its opposite in line three. "Gentle" is combined with "rage", "good" with "dying", and "night" with "light". The tone of the two lines is also quite different. Line one is diminished; the verbs are deliberately simple, vague. Dylan Thomas uses the predicate adjective "gentle", shifting it to refer to the personality of the individual, rather than the more obvious choice "gently", an adverb which would only describe the action of the verb. "Good night" when it describes dying becomes a paradox for Thomas, meaning a good death. Though this line may be an urging to resist death, its tone is gentle. If this is compared to the beginning of line 3 where the word "rage" is repeated twice, the poet urges an extremely fierce resistance to death.

Now let's take a look at the last stanza given below:

*L16 And you, my father, there on the sad height,
Curse, bless me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage, rage against the dying of the light.*

As an exhortation and an appeal to his father, the poet does not appeal in an unfriendly manner, but clarifies his viewpoints and ideas with four types of people's attitudes towards death. To his father, a man who is in the face of pressing death, it is much comfortable to accept this kind of strain. The method of contrasting can also be found in this stanza, which is illustrated in the image of "fierce tears": the tears recognize the inevitable death, while the use of "fierce" demonstrates resistance until the end. Through this sort of external contrast, the theme of the poem is increased and expanded.

3.2 A Study of Context of Culture of This Poem

After that study of "context of situation" on the above

poem, we would like to go on with the study of "context of culture" of Dylan Thomas's poem. This poet develops the "context of situation" for us to comprehend and picture, and then appreciate. But when we experience these processes by ourselves, we are more often not conscious of doing so. In the meantime, as for a better and absolute understanding of his poem, "context of culture" in them should be studied.

The adoption of context of culture can find good evidence in Dylan Thomas's poems, especially Thomas's religious beliefs and his Welsh heritage, life, and thought. Therefore, for the sake of understanding Dylan Thomas's poem, we ought to comprehend the context in which this poem is created.

Dylan Thomas went through two world wars. He was born in October 1914, the year the First World War broke out, and therefore war deeply rooted in his heart and greatly impressed young Thomas' inner world. Then Thomas himself witnessed the cruelty of war and the weakness of life during World War II. Therefore, his poems are always covered in the shadow of war.

In addition to those external factors, his health had a control over his works. Dylan Thomas suffered physical weakness during his whole life. His family members all tended to his health. This leads to his living in constant anxiety and fear of death. As a result, the themes of his poems often hang over life and death, creation and destruction. The effect of personal experience on the choice of themes is obvious.

While we talk about the context of culture, Thomas's religious belief cannot be neglected. Just as what Karl Shapiro states, if we want to know what Dylan Thomas's thoughts are reflecting on and from where those thoughts are coming, it is important for us to recognize Dylan Thomas's religious beliefs.^[1] From this we can notice that it is religion rather than anything else from which Dylan Thomas could have got inspiration when his poems were written.

All in all, context of culture is a powerful and forceful function in revealing the potential themes of literary works.

4. Conclusion

Stylistic analysis is a potent and convincing tool for literary criticism. It promises to offer useful understandings into literary criticism with its precise aims and effective techniques and discusses the relationship between style, themes and aesthetic effects, in other words, how the

author uses language devices to transmit the themes and aesthetic appeals. Functional stylistic analysis can present a firm base and scientific evidence for the interpretation of a literary discourse; thus, it is more objective and sensible.

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ARTICLE

The Rise of Youth under the Epidemic

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ABSTRACT

The leaders of the Party have always attached great importance to youth education, fully affirming the important position of youth in the revolutionary war and modernization, and fighting against the epidemic of the new crown virus. The unique mode of action interprets the ideals, beliefs, missions, national feelings and hard work of the young people in the new era, and proves to the people of the world that they are a responsible and capable young generation. It is China's future and hope.

1. Introduction

Since its establishment, the Communist Party of China has always attached great importance to youth education and fully affirmed the important position of youth in various historical periods. In March 2020, General Secretary Xi Jinping talked about the post-90s and post-00s during his inspection in Wuhan. He said with deep feelings: "In the past, some people said that they were the Jiaodidi generation, but now they see that they have become the main force in the field of anti-epidemic, Not afraid of hardships or sacrifices. The frontline of the epidemic resistance can test people better

than other places." The general secretary highly praised the performance of the post-90s and post-00s on the frontline of the anti-epidemic, which inspired the young generation. In this people's war, total war, and blocking war of epidemic prevention and control, a group of post-90s and post-00s used actual actions to compose a touching song against "epidemic", and they interpreted the new era with their own unique ways of action. The ideals, convictions, missions, national feelings and hard work of the hardcore youths are young steel warriors in the epidemic, and they are a lovely, respectable and promising generation.

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2. The Chinese Communist Party's in-depth exploration of youth education

From the strategic height of the country, the Party leaders fully affirmed the important position of youth in revolutionary wars and modernization, and carried out serious criticism and objective analysis in a timely manner for the phenomenon of confusion, ideal confusion, and belief confusion among some young people. In combination with the great practice of building and developing socialism with Chinese characteristics and the challenges posed to young people by the complicated situation at home and abroad at that time, he calmly observed and calmly considered the healthy growth of young people and the training of successors.

2.1 Youth Is the New Force for the Cause of Socialist Modernization and the Country's Future

Our Party fully affirms the status of the youth society in a consistent manner. Comrade Mao Zedong analyzed the important role of youth in different historical periods. As early as 1939, at the conference commemorating the 20th anniversary of the May 4th Movement, he pointed out: "What role has the Chinese youth played since the 'May 4th Movement'?" It is taking the lead and standing in front of the revolutionary ranks."^[1] During the three major transformation periods, Mao Zedong pointed out: "No matter the revolutionary cause of factories, rural areas, the army, and schools, there can be no victory without youth."^[2] During the socialist period, he pointed out: "Youth is part of the entire social force the most active and most active force."^[2] Comrade Deng Xiaoping also fully affirmed the historical status of youth. He pointed out: "Youth-is our future, heir to all our undertakings."^[3] At the Third National Congress of the Communist Youth League, he enthusiastically praised the Chinese youth as "the pioneers of China's socialist construction, the creator of the happy life of the people." Comrade Jiang Zemin fully affirmed the important role of nurturing and educating the young generation from the strategic height of the great rejuvenation of the Chinese nation. In July 1991, he pointed out in a speech at the conference celebrating the 70th anniversary of the founding of the Communist Party of China: "The prospect of the socialist cause in China depends largely on the situation of the Chinese young generation."^[4] On June 1998, He also pointed out in a discussion with the new leadership members of the Central Committee of the Communist Youth League and most of the representatives of the 14th Youth League: "In a certain sense, youth prospers the country, youth is strong and the country is strong, youth has hope, and future

development will have Hope."^[4] Comrade Hu Jintao also repeatedly affirmed the important historical position of youth in the new period. In February 2005, Comrade Hu Jintao sent a letter to the students of the Macao Labor Children School: "You are in the age of magnificence. On you, there is the hope of the country and the nation."^[5] In November 2006, Hu Jintao said in his message Youth in India and India: "Youth is full of vitality and ideals, is the hope of the country and the future of humanity."^[6] General Secretary Xi Jinping pointed out in the new era: "The realization of the Chinese dream of the great rejuvenation of the Chinese nation requires successive generations of aspiring young people. Young people are full of vitality and are the most dynamic and creative groups in the whole society. High expectations are given."^[7] From the height of national strategy, the leaders of the Party fully affirmed the historical position and important mission of youth in modernization. Young people are the successors of the cause of socialist modernization. Their ideological and moral outlook and the correctness of their values directly determine whether there will be successors to our socialist cause. Therefore, we must insist on educating youth on socialist core values.

2.2 Young People Have Weaknesses in Various Periods and Need to Educate the Socialist Core Values

While recognizing the important historical position of youth, the leaders of the Party also objectively analyzed the shortcomings and deficiencies of youth in various periods. Mao Zedong pointed out that youth "the natural shortcoming is lack of experience, so young people need to learn more than adults, to learn many things that adults have learned."^[2] In the 1950s, Deng Xiaoping analyzed the smooth environment after the victory of the revolution the characteristics of the young people of the growing generation pointed out: "They are full of vitality, but also have weaknesses. This is that many of them often see things very easily, often afraid of difficulties, unwilling to endure hardships or work hard, or are improving physical conditions. Regarding excessive and urgent demands^[8] "Youth also have weaknesses that lack practical training and political experience"^[4]. While fully affirming the strengths and advantages of youth, Jiang Zemin seriously pointed out the many weaknesses and shortcomings of youth: "Young people are not deeply involved in the world, have little practical experience, and are not very familiar with China's national conditions and the history of the Chinese people's struggle", "Lack of practical exercise and political experience", "Easy to be proud when smooth, and easily discouraged when faced with

setbacks”^[4], “The main deficiencies and weaknesses of young cadres are the lack of systematic study of Marxist theory and the lack of Party In-depth understanding of the history and fine traditions of the country, most of them have not been tempered by strict inner-Party life, hard environment and grassroots work.”^[4] Hu Jintao pointed out in his speech at the Fourth Plenary Session of the 14th Central Committee of the Communist Youth League: “Contemporary college students’ ideas the mainstream of the political situation is positive, healthy, and upward... Some college students have confused political beliefs, ambiguous ideals and beliefs, distorted value orientations, weak sense of integrity, lack of social responsibility, weakened spirit of hard work, poor concepts of solidarity and cooperation, and psychological qualities. Problems such as suboptimal.”^[9] Xi Jinping pointed out: “Youth’s value orientation determines the value orientation of the whole society in the future, and youth are in the period of value formation and establishment. It is very important to grasp the value development in this period.”^[18] The leadership of the Party’s exposition of youth’s own weaknesses guides educators to not relax the education of youth’s core values of socialism during the period of socialist transformation.

2.3 Various Social Thoughts Seriously Affect the Youth of Our Country and Need to Educate the Youth on Socialist Core Values

Regarding the negative impact of various social thoughts on youth, the leaders of the Party all keep a clear head. After the founding of the People’s Republic of China, Mao Zedong noticed that the bourgeois camp was constantly fighting for youth through “peaceful evolution.” During the period of reform and opening up, Deng Xiaoping had a sober understanding of the negative impact of the bourgeois liberalization thoughts and the decay of western bourgeois thoughts on some young people in our country: “Imperialism pursues peaceful evolution and places hope on future generations of us Body... Therefore, we must educate our army, our dictatorship, Party members, and the people and youth.”^[10] Jiang Zemin objectively analyzes the negative impact of the social environment on young people from the domestic and international perspectives, pointing out that the “Westernization” and “differentiation” of international hostile forces are endless, and the money worship, hedonism, and individualism that nurture young people; “Feudalism” Ugly phenomena such as superstition activities and pornographic gambling have emerged; fake and shoddy and fraudulent activities have become public hazards; cultural undertakings have been severely impacted by negative factors, and things that

endanger the health of young people have been banned repeatedly; corruption has spread in some places. Party style and political style suffered a lot of damage: some people have a weak conception of the country, and they are confused and shaken about the future of socialism.”^[11] Hu Jintao also pointed out: “Western hostile forces have adopted various strategies to implement ‘Westernization’ and ‘Differentiation’ strategic plans against China.”^[12] Xi Jinping requires young people to “establish a correct world outlook, outlook on life, and values, master this master key, and then take a look at the omnipresent society, life course, all right and wrong, right and wrong, primary and secondary, all true and false, good and evil, beautiful and ugly, Naturally, if you look at the fire and are clear and clear, you will be able to make correct judgments and make correct choices. It is the so-called “Thousands of thousands of people who have worked hard to blow up the sand until they reach gold”^[7]. At present, under the complicated international situation and the reform and opening up situation, various social thoughts have seriously affected young people. It is necessary to use socialist core values to guide social thoughts and create a good ideological and political environment and atmosphere. The education of the value system enables them to strengthen socialist ideals and beliefs in various social thoughts and correctly judge right and wrong.

3. Group Mirroring of Youth in the Epidemic

The post-90s and post-00s became a beautiful landscape in the fight against the new crown virus pneumonia. They were not afraid of sacrifice, came forward, and dared to take responsibility. They showed the new weather and new look of young people in the new era during the war.

3.1 Young People in the New Era Have Firm Ideals and Beliefs

General Secretary Xi Jinping pointed out: “For thousands of years, the Chinese nation has experienced hardships, but no single suffering can defeat us, and finally promoted the sublimation of our national spirit, will, and strength.” The Chinese nation has extremely strong cohesion and Firm ideals and beliefs. “The regiment has a call, the youth has action” “The state has war, the call will return, and the war will win” “The country has difficulties, everyone is responsible, I am a youth, and I have to blame.” One by one, the oath of youth, the oath of oath resounded through the sky. Youth’s faith in Marxism, communism and socialism, and loyalty to the Party and the people. The young nurses have the professional beliefs of the benevolence of the doctors, the rescue of the wounded

and the wounded, the PLA soldiers abide by the belief of serving the country, the grassroots workers adhere to the original intention of serving the people wholeheartedly, and the young volunteers uphold the volunteer spirit of “dedication, friendship, mutual assistance and progress”. Ideals and beliefs are the source of the youth’s strength against the “epidemic disease” and a powerful spiritual drive for the youth to never back down in the face of the “epidemic disease.” There is sunshine in my heart and strength under my feet. Young people who fight against the epidemic always keep in mind General Secretary Xi Jinping’s request to “put the safety and health of the people first”. The miraculous miracle, as the Director General of the World Health Organization Tan Desai commented: “The speed and scale of China’s actions are rare in the world.”

3.2 Young People in the New Era Have a Strong Mission

The younger generation resonates with the same frequency of the times and has the courage to take on the mission given by the times. Faced with the sudden outbreak, the group of post-90s and post-00s did not choose to “hide into small buildings to unify”. Instead, they came forward, retrograde, and charged forward in times of crisis. They submitted a letter of appeal, press the next handprints went to the forefront of the “epidemic” battle, and built a strong youth wall against the “epidemic” with the young shoulders. According to the statistics of the Central Anti-epidemic Guidance Group, among the army of medical personnel supporting Hubei and Wuhan, there are 12,000 people in the post-90s and post-00s, accounting for nearly one-third of the entire team. The children in the eyes of this group of adults took the initiative Fight the banner of “epidemic disease”, “You protect 90s during SARS, and it is 90’s turn to protect everyone this time” “Put on protective clothing, I am not a child”, These simple words reflect the fearlessness and responsibility of young people in the new era. In addition, in the construction sites of Huoshen Mountain and Raytheon Mountain, in the workshop for resuming production, in the laboratory of scientific research, at the grassroots of the community, on the roads and other anti-epidemic battlefields, you can see many young Faces and figures. After 90s, Hua Yuchen, a music teacher at Ganghua Primary School in Qingshan District, Wuhan. Since the closure of Wuhan, she has joined the volunteer team without her parents’ registration. In terms of body temperature, loading and unloading and handling of materials, and announcers in shelter cabin hospitals, she took the initiative to become a screw and appeared wherever she needed it. She said: “After the

outbreak, as ordinary Wuhan people, especially young people, I especially wanted to Stand up and do your best.” The advanced examples of volunteers like Hua Yuchen are just a microcosm of millions of young volunteers across the country. The ordinary and ordinary post-90s and post-00s form the heroes of the “epidemic” group. In light of the group mirror image of young people in the new era, the children in the eyes of their parents yesterday have become the backbone of the new era republic.

3.3 Young People in the New Era Have a Profound Feeling of Home and Country

Patriotic is the deepest and lasting emotion in the world, and it is the source of a person’s virtue and merit. Since the outbreak of the epidemic, the post-90s and post-00s have kept in mind the future of the country, the fate of the nation and the safety of the people, integrating the ego into the ego of the motherland and the people, keeping pace with the times and sharing the fate with the people. “Whether the country is alive and dead, how can it be avoided because of disasters?”, this group of Internet aborigines and Internet aborigines consciously incorporated patriotism, national records, and powerful nations into the war epidemic in a unique way. The network volunteers composed of post-90s and post-00s are unprecedented new forces in the epidemic of this war. They forwarded rescue information on the network, organized fundraising, and contacted love donations; After the 90s video blogger Lin Chen closed the city in Wuhan, he used his own lens to continuously record the live situation of Wuhan and people’s living conditions under the epidemic, and provided precious materials for free use in the news of the entire network, causing a strong response in the global network; Shenzhen The female students used the English anti-epidemic video clang to effectively fight back the untrue statements and malicious reports of the “Wall Street Journal”. Control, emergency R&D, and expert interpretation provide wisdom and suggestions, and write scientific papers on the motherland. The post-90s and post-00s held a hot and scorching deficit heart, ignoring personal gains and losses, and devoted themselves to fighting the “epidemic”, writing “capital youth”.

3.4 Young People Have the Courage to Work Hard in the New Era

Struggle is the brightest background of youth. “Empty talks mislead the country and work hard to rejuvenate the country.” General Secretary Xi Jinping pointed out: “Struggle is not just a loud slogan, but a spirit of doing

every little thing, completing every task, and performing every duty.” After 90s and after 00s, they joined the battlefield of medical saviors and various fronts for epidemic prevention and control, and became endeavors and devotees of the epidemic. They are based on their duties and dedicate themselves. Tens of thousands of young medical workers are working day and night in the front line of medical treatment, emergency protection, and scientific research, dedicating their unrepentant youth and even precious life. The post-90s pharmacist Song Yingjie, the post-90s doctors Xia Sisi and Peng Yinhua are touching Deep advanced examples are the true portrayal of the hard work of young people in the new era. They start from their side, start from small things, pass on love and warmth. Young Party members and volunteers actively sink to the streets and communities, check mobile vehicles, measure body temperature, register information, distribute masks, prevent and control propaganda, and pay for shopping. They really serve the masses and greatly solve their worries. . At present, the country’s prevention and control situation has undergone positive and positive changes, and important achievements have been achieved. This positive situation and periodic success are inseparable from the hard work and selfless efforts of young people on all fronts.

General Secretary Xi Jinping pointed out: “The young generation must have ideals, skills, and responsibilities, the country has a future, and the nation has hope.” Each generation of youth has its own opportunities and opportunities. The sudden outbreak has become the touchstone for testing the young generation. This group of post-90s and post-00s have lived up to the times and have become the main force in the field of anti-epidemics. They have fully demonstrated the ideals and responsibilities of young people in the new era, patriotism and dedication, courage and peace. Being strong, vigorous and energetic is a young generation who can do great things and be able to do great things. Their youthful appearance in the “epidemic” war has shown the people of the world China’s future and hope.

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ARTICLE

Railway Engineering Experimental Teaching Research Based on the Combination of Field Experiment and Virtual Reality (VR) Technology——Taking Central South University as an Example

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ABSTRACT

At present, rail transit is developing rapidly in the world, and this means new and changing requirements for the training of talents in railway engineering experiments. Given the current problems of limited laboratory/field instruments for railway engineering experiments and the safety/administrative difficulties of going to the frontline of railway lines to teach railway engineering experiments in the field, the Department of Railway Engineering of Central South University tried to introduce virtual reality (VR) technology to teach students experiments in the field of railway engineering. Through the virtualized experimental methods, students can carry out railway engineering experiments such as; vehicle wheel pair off-axis experiments, track geometry and position detection, etc. by immersive means. It was observed that after performing virtual simulation experiments, students appeared conversant in subsequent field experiments. Thus, VR greatly improves the teaching efficiency of railway engineering experiments.

1. Introduction

The Field/laboratory experiment is an important process for students to realize the theoretical knowledge, and enable students to fully understand the specific content that they cannot master in the classroom. The Railway Engineering experiments course for students of Railway Engineering in Central South University (CSU), China is arranged after the third grade. Since the professional courses such as “Railway Engineering” have been completed at this stage, the students’ are presumed to have an overall understanding

of railway engineering knowledge and have formed the professional thinking of railway engineering system, thus, it is necessary to carry out railway engineering-related experiments at this time, to achieve the consolidation of knowledge^[1].

Through railway engineering experiments, students can integrate theory with practice, combine book knowledge with practical application on the field, diligently investigate and carry out field studies as well as, cultivate students’ ability to analyze and solve problems; have the basic qualities of engineering and technical personnel^[2]. At the same time, because the students’ first impression

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will play a decisive role in the later understanding and learning process, a good railway engineering experiment process can also further improve the enthusiasm of railway engineering students to learn.

At present, VR technology is widely used in teaching and training in various types of rail transportation network.

In order to cope with the lack of work experience and practical skills of newly recruited railway employees in the Nanjing East Depot of the Shanghai Railway Bureau, virtual reality technology was proposed for integration into relevant on-the-job training, so that the maintenance work of related rolling stock can be immersed in virtual reality. The successful application in the distributed environment solved the time and space limitations of the new employee training and achieved good results. The practical operation ability of the employees who have been trained in virtual reality showed significant improvement.

During the construction of the Shanghai Metro Line, the project virtual simulation system developed by Tongji University played an important role in the training of construction workers. It was found that the technical level of related operators does not only greatly improved, but also, effective cooperation with the daily management staff was achieved.

Zhang Jiali, Department of Electrical Engineering, Tongji University also introduced VR simulation technology into the training of subway train maintenance focusing on virtual reality simulation of train equipment failure maintenance. The aim was to equip relevant personnel with knowledge of train failures and corresponding solutions.

Jiangsu Normal University has established a virtual simulation center for rail traffic signal and control which is mainly aimed at computer interlocking, electric multiple units simulation driving, fault diagnosis, vehicle overhaul, traction power supply dynamic simulation and fault analysis, high-speed rail comprehensive scheduling, Virtual simulation experiments and special practice Training.

Hunan High-Speed Railway Times Digital Technology Co., Ltd. has carried out virtual simulation research on rail transit passengers, signals, vehicles, power supply and other aspects.

To enhance students understanding of the railway engineering system and consider the comprehensive conditions of various aspects, we chose a virtual railway engineering experiment as the experimental background. The experimental background involves the knowledge of railway tracks, fasteners and tunnel structures. These

experiments will enable students to fully understand the operation process of railway engineering experiments, the composition of track structures and disease detection methods, and the process of railway and rail traffic vibration test experiments. However, the teaching the experiments in situ on the railway line is very feasible due to difficulties in obtaining administrative approvals. At the same time, if the experiments are only carried out through the teacher's explanation, the entire experiment will be relatively simple and boring, resulting in low student enthusiasm^[3]. Therefore, VR (Virtual Reality) technology can be introduced to allow students to intuitively understand the composition of each structure. Herein, we discuss the feasibility of using VR technology in teaching railway engineering experiments by describing the advantages and development process of VR technology, in addition to the characteristics of the operation and implementation of railway engineering experiments.

2. The Advantages and Development Process of VR Technology

VR technology is an advanced simulation technology that serves as an interface device to connect the real world and the virtual world. It mainly uses the computer's graphics system to make the users of VR devices immersive, thereby, providing users with visual, auditory, and even tactile sensory simulation^[4].

2.1 The Advantages of VR Technology

Interactivity, immersion and imagination are the three major characteristics of VR technology, as well as its three major advantages. The interactivity of VR technology is achieved through sensor devices. Through sensor devices, users can experience sensory simulation in a virtual environment. For example, when a user touches an object in the virtual environment, there will be a real tactile sensation, and even a feel of the specific outline of the item. Because VR technology creates a virtual environment for users through the computer's three-dimensional graphics system, users will experience VR products as if they are in the real objective world, which is the immersive embodiment of VR technology. The imagination of VR technology is that when users experience VR products, they can not only improve their rational knowledge but also enhance their perceptual knowledge, which can stimulate users' new associations and exercise of creative mind^[5].

2.2 The Development of VR Technology

The development process of VR technology is mainly

divided into three stages, namely the initial stage, technology accumulation stage and technology promotion stage. VR technology first originated in 1960. Due to the limitation of technological level and technology, most of the VR equipment at the initial stage was huge. The technology accumulation stage of VR technology was from 1980 to 1990 and at this time, computer technology has made great progress. Consequently, display technology was improved, that promoted the production of VR glasses and VR helmets and other convenient devices to improve the user's experience. From 2013 to the present stage of the promotion of VR technology, due to the improvement of computer 3D modeling capabilities, advances in various aspects of technology such as display resolution improvements have gradually made VR devices more convenient, refined, and lightweight, thus, VR technology has been widely used in various industries.

3. VR Application Feasibility Analysis of Railway Engineering Experiments

Railway engineering is a major with complex composition, involving multiple majors and strong technical requirements. Due to the relatively weak professional knowledge base of students participating in railway engineering experiments and different levels of knowledge, students' interest in basic railway knowledge is not sufficient, and this results in a difference in the degree of mastery of course ^[6]. To solve this problem by means of increasing students' participation and enthusiasm in the experiment, the introduction of VR technology is undoubtedly a good choice.

First of all, the closed-display mode of VR technology can reduce the impact of the external environment such as; the effects of external light, noisy sounds, etc., on the viewing experiences so that VR product users can better substitute for the virtual environment to create a deeper immersive experience. Secondly, VR technology has a much higher degree of simulation than other multimedia technologies, and 3D surround stereoscopic images provide users with a more realistic experience. Again, when VR technology is used in teaching, it can provide users with more observation angles, and can also add some interesting items to the VR product to increase the fun of the teaching process. Finally, VR technology is also targeted and operable. In experimental teaching, Corresponding operation items can be set according to the knowledge points that the students want to master so that the students can carry out targeted learning. Also, because the operation is relatively simple when applying VR products, students can easily perform operations that are

very difficult in real life. So, VR technology has strong operability. Figure 1 shows a virtual simulation laboratory scene of our university's rail transportation.



Figure 1. Virtual simulation experiment of rail vehicle collision and crashworthiness of Central South University

In summary, the application of VR technology in railway engineering experiments will result in the following; firstly, this innovative teaching method will arouse students' interest in learning and enhance students' enthusiasm for learning. Secondly, with VR student experience 360-degree panoramic images, and can be immersive in the process through the sound, and overall impact feeling atmosphere, so that the students' sense of substitution and participation are stronger. Finally, the high-dimensional performance of VR technology will allow students to receive more information and make them master knowledge. Also, students of deficiency in knowledge can quickly bridge the knowledge gap. After the completion of the virtual experiments, the students are brought into the real experimental scene as shown in Figure 2, which can make the students deepen their understanding of basic knowledge, Figure 2 is the drop weight impact test site of our university's railway engineering laboratory.



Figure 2. The site of the drop hammer impact test at the Railway Engineering Laboratory of Central South University

4. Design of VR Technology Application Scheme for Railway Engineering Experiment

4.1 Features of Railway Engineering Experiment

The railway engineering major is mainly focused on training high-quality talents engaged in railway engineering design, construction, management and scientific research. In recent years, China's railway construction has been progressing rapidly, and the demand for railway engineering professionals by railway units is also relatively high. The job market requires graduates to have engineering experiment application capabilities and corresponding engineering qualities in the railway engineering industry^[7].

Relying on virtual simulation technology, carrying out innovative experiments can enable students to fully experience and understand the engineering-related problem-solving process, which is conducive to inspiring students' ability to find and solve problems. It also helps to fully realize the innovative ability and personalized training goals.

The railway engineering major is one of the backbone majors in the transportation engineering discipline. Railway engineering experiments have the following characteristics.

4.1.1 Wide Range of Knowledge

Generally speaking, railway engineering mainly refers to various civil engineering facilities on the railway, and also refers to the technology used in the construction of the railway at various stages (survey design, construction, maintenance, and reconstruction). Railway engineering initially included civil engineering (tracks, subgrades, bridges, tunnels, and stations), machinery (locomotives, vehicles) and signals related to railways. With the development of construction and the further division of technology, some of these projects have gradually become independent disciplines, such as locomotive engineering, vehicle engineering, and signal engineering. Other projects are gradually included in their respective disciplines, such as bridge engineering and tunnel engineering. The term railway engineering narrowly refers to railway route selection, railway tracks, subgrades and railway stations and hubs.

4.1.2 High Degree of Integration with Engineering Experiments

The construction, operation and management of high-speed railway, heavy-duty transportation and urban rail transit engineering are all closely related to railway

engineering, so engineering-oriented experiment is the training goal of railway engineering. The selection of railway engineering experiment was sorted out based on the combined considerations of the current background of China's railway development, and real life/actual projects. In recent years, the railway engineering experimental projects sponsors of Central South University are subway design institutes, subway operating companies, China Railway Engineering Bureau, fastener manufacturers and other first-line railway departments. Students can participate in the analysis and experiment to understand specific engineering problems, which deepens students' professional recognition, cultivate students' comprehensive coordination ability, experimental ability and knowledge, comprehensive application ability, and engineering thinking.

4.1.3 New Structures and Technologies Are Updated Quickly

Since the founding of New China, China has attached great importance to the development of railway construction, especially since the beginning of this century making China's railway have achieve leapfrog development. Railway engineering technology is constantly updated with the development of railway construction. From the perspective of design methods, since the 1990s, major design units have successively implemented computer-aided design. After years of development, we have developed unique design software systems, and the degree of automation of the design process is becoming more and more precise. At the same time, foreign advanced survey and design integration systems have also been continuously applied, and the design methods have become more abundant. Currently, the design system is developing in the direction of intelligence and networking.

From the perspective of engineering structure, to meet the transportation needs of high-speed and heavy-load railways, the service performance of line structural components has been continuously improved^[8]. From the perspective of track structure, in recent years, China has continuously developed CRTS I, CRTS II, and CRTS III slab ballastless tracks to meet the needs of high-speed railways. To meet the requirements of vibration and noise reduction of urban rail transit, new types of vibration damping rails such as steel spring floating slab rails, vibration damping floating slab rails, and trapezoidal sleepers have been widely adopted. With the continuous development of railway technology, we can foresee that engineering structures with superior performance will continue to emerge. Railway engineering experiments

should focus on the integration of new structures and new technologies in the current project, strive to advance with the times, and improve the competitiveness of students in future work or research work [9].

4.2 Implementation Process of the Railway Virtualization Experiment

Combining the expertise of railway engineering and the characteristics of railway engineering experiments, through the data acquisition, 3D virtual environment modeling, real-time 3D graphics generation technology and stereoscopic display and sensor technology, a scientific and interesting VR product was produced. Railway engineering experiment VR products mainly realize the following processes:

(1) Use of railway track geometry detection equipment. The instruments include rail rulers, square rulers, rail wear testers, electronic straightness meters and other commonly used instruments in railway maintenance and repair. Students need to have a better grasp of their operating steps and details. Through VR technology, students can observe the railway track geometry and position detection instruments from multiple angles and use precautions, so that they can have a more vivid understanding of the railway track geometry and position detection instruments.

(2) Demonstration of the experiment process of track crawling, falling axis and falling hammer impact. In the virtual experiment, students need to paste concrete strain gauges and install displacement sensors as shown in the layout of the measuring points according to the system prompt, and connect them to the dynamic acquisition system. To finish the mission in the VR atmosphere, they should install jacks and force sensors according to the layout of the loading device. The strain gauges, displacement sensor and force sensor should be cleared

after the load is applied to achieve preload so that all parts of the instrument are closely fitted. Also, they need to debug the instrument and check whether the strain gauge is in good condition, before using the calibration device to calibrate the vertical force of the wheel-rail, and then clear the strain gauge, displacement sensor and the force sensor before the formal loading test begins as shown in Figure 3. During loading, the double stiffening beam is used for static stiffness test, and then the acceleration sensor is arranged as shown in the arrangement diagram of the acceleration measuring point. With the VR technology, students can use the impact performance test of the track slab or the fastener to carry out the off-axis testing, simulate the manual switch and observe the working process of the switch in the VR video. Additionally, calculate the various mechanical performance indicators of the rails, sleepers, and ground under different fasteners as shown in Table 1. Students need to use the data obtained by the VR platform to evaluate the experimental results, and the specific values are generated by random numbers.



Figure 3. Demonstration of the experiment process of crawling and off-axis impact of large-scale turnouts in subway

Table 1. Dropping hammer impact test and analysis results of ordinary split fasteners and vibration-absorbing fasteners

Sample serial number	Rail acceleration (g)	Sleeper acceleration (g)	Ground acceleration (g)	Ground vertical vibration Z vibration level VL_z (dB)	Damping effect (dB)
Ordinary fastener1#	428.85	19.84	12.8	129.27	8.30
Damping fastener1#	374.57	8.57	9.44	120.97	
Ordinary fastener2#	454.03	20.64	13.24	130.65	9.63
Damping fastener2#	380.24	8.57	9.77	121.02	
Ordinary fastener3#	432.27	19	12.36	128.2	7.11
Damping fastener3#	365.6	8.68	10.47	121.09	
Z vibration level VL_z average value of vibration reduction effect (dB)					8.35

(3) The scene of the vibration test experiment in subway shield tunnel. Because the vibration test of subway shield tunnels is often in the early hours of the night, the corresponding experimental scenarios cannot be provided during the normal teaching process. In the VR video, students can choose the layout of the sensors and visit in the shield tunnel. The video will simulate the layout of the displacement sensors and acceleration sensors of the rails, track slabs, tunnel walls. At the same time, students can set the vibration data when the train passes, and choose to redo or export the data, to enable them understand the the vibration test experiment in subway shield tunnel more visually.

4.3 Advantages of Applying VR Technology

(1) Make up for the lack of experimental teaching conditions. VR technology can simulate the experimental environment. To achieve the simulation effect, one only need to build a virtual instrument and a virtual experimental platform on the computer. The teaching cost of using VR technology to simulate the experimental processes is low and can achieve good teaching outputs/outcomes. In the virtual world, the same effect as those in real/actual life can be obtained, and network level teaching can also be achieved.

(2) Teaching experiment with complex operation, high risk or high cost can be conducted. There may be some projects with complicated operations, high risks, or high costs in railway engineering experimental teaching. These projects are difficult to meet the teaching requirements of a large number of students in real life, but the application of VR technology can solve this problem well. Through VR technology, students can simulate all kinds of track detection instruments, use sensors to complete the test of various performance indicators, and experience the process of manually operating the equipment. At the same time, in VR products, students can also realize the process of vibration test in the shield tunnel, and the experiment process in the shield tunnel can be experienced through a simple operation.

(3) Repeated experimental teaching can be realized. In virtual reality, teaching can be repeatedly organized without limitation, and this process is not limited by time and space. At the same time, in VR teaching, experimental content in different periods can be displayed from multiple angles to achieve repeated experience. Because the experimental environment established by VR technology is virtual, when it needs to be updated to a new experimental base, it only needs to be regenerated in the virtual reality computer software and hardware environment, to ensure that the experimental teaching

can keep up with the needs of the course teaching and technological development.

5. Conclusion

Theoretical and experimental teachings are two important aspects of talent training in colleges and universities, and the two complement each other. Railway engineering experiment is an important process for students to realize theoretical connections with experiments. Through railway engineering experiment, students can effectively and systematically obtain the required knowledge/expertise of railway engineering. At the same time, good railway engineering experiment experience will improve student's enthusiasm for studying railway engineering. Through comprehensive consideration of various prevailing conditions and in order to reform a single viable teaching model, VR technology was introduced as a new teaching method for railway engineering experiments.

VR technology is a new technology with far-reaching potential applications. The use of "software is the experimental base" to efficiently build a virtual reality experimental teaching platform. This innovative experimental teaching model is the only way for the reform of the railway engineering experimental course teaching.

By analyzing the advantages of VR technology and its advantages in the application of railway engineering professional experiments, it can be concluded that; it improves the sense of substitution and participation of students in the learning process, arouse students' interest in learning, and can make up for the lack of experimental teaching conditions, and ultimately, VR technology is feasible in the railway engineering experimental teaching field.

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ARTICLE

Narrowing the Attainment Gap through Parental Engagement

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ABSTRACT

Based on the selected policy of Scotland Delivering Excellence and Equity in Scottish Education (2016a) with its context in related concepts and literature support. This essay will focus on the engagement of parents as a part of narrowing the attainment gap with socio- economic and political factors and what is provided by schools to promote social commitment and achieving equity during the Scottish education process. Critically analysis and reflection of the policy implementation and the way to look forward. As for the main part, the author explains what attainment and attainment gap is, the aim of the policy and discusses the reasonable of the policy through offered evidence. Following the interpretation of “policy as discourse” approach, and whereby how will the Scottish Government and Education Scotland support children and families to closing the attainment gap in this policy. The theory of the forms of social justice will be addressed in this policy. For example, equity, redistribution, recognition, capabilities. After that, the challenges and struggles of the policy implementation will be indicated. Connecting with the practitioner's current situation and concentrates on the relevant skills that will be improved, applied as a practitioner for professional development and the way to cooperate with children's parents in the context of early years setting. That is why this policy was chosen by the author. Finally, a conclusion with the critical points of the significance of parental involvement during the process of closing the attainment gap will be offered.

1. Introduction

Based on the selected policy of Scotland Delivering Excellence and Equity in Scottish Education (2016a) with its context in related concepts and literature support. This essay will focus on the engagement of parents as a part of narrowing the attainment gap with socio- economic and political factors and what is provided by schools to promote social commitment and achieving equity during the Scottish education process. Critically analysis and reflection of the

policy implementation and the way to look forward^[1-3]. As for the main part, the author explains what attainment and attainment gap is, the aim of the policy and discusses the reasonable of the policy through offered evidence. Following the interpretation of “policy as discourse” approach, and whereby how will the Scottish Government and Education Scotland support children and families to closing the attainment gap in this policy. The theory of the forms of social justice will be addressed in this policy. For example, equity, redistribution, recognition, capabilities. After that, the challenges and struggles of

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the policy implementation will be indicated. Connecting with the practitioner's current situation and concentrates on the relevant skills that will be improved, applied as a practitioner for professional development and the way to cooperate with children's parents in the context of early years setting. That is why this policy was chosen by the author^[4-7]. Finally, a conclusion with the critical points of the significance of parental involvement during the process of closing the attainment gap will be offered.

According to Scottish Parliament Information Centre (SPICe) (2016a), Scotland began to focus on expanding educational opportunities and achievements for all as early as the 18th century, despite the gender, socio-economic disadvantage and cultural difference. Individual achievement differences are concerned in Scotland, especially the socio-economic background mattered more, which includes family circumstance and family economic standard (OECD, 2007a). Therefore, here provides a context in which Scotland depends on the equity and the impact of its schools with children and families.

One of the visions of the framework ensuring every child achieves equity through closing the poverty attainment gap, the core action aims at strengthening practitioners, parents, schools communicate to deliver multi-agency working^[8-10]. Particularly the critical and equal role of parents and families of narrowing the attainment gap (The Scottish Government, 2016b). Here, linked with the policy as discourse, the Scottish government has the framework, the right to define.

Policy as discourse is created by writers to determine who has power and how constraints limit progressive change (Bacchi, 2000)^[11]. Policies exercise power by generating "truth" and "knowledge". Policy aims to control what is a fact, what can be thought, said and heard and who has the authority does it (Bianco, 2005; Levinson et al, 2009; Ball, 2015)^[12-15]. However, the policy here also included priorities by highlighting the school leader, professional teacher and parent responsibility these key drivers of the National Improvement Framework areas require progress for all learners (The Scottish Government, 2019). Meanwhile, in order to achieve diversity and take care of different communities, the emphasis needs to be placed on the curriculum that has long-term educational value and shows the potential of children (OECD, 2012). Therefore, reflecting the differential power here of what is appropriate to display, and critically, who is allowed to ask and answer all of these questions and how dominance is reproduced and transformed in this society. To improve policy justice, efforts can be made to establish context-

sensitive governments, a diversity of actors, more active citizenship, and the particularity of public affairs and all these aspects require progress for all learners (UNESCO, 2015)^[16-19].

The Scottish education system is effective for most children to make real progress in their studies (OECD, 2007a; The Scottish Government, 2016b; SPICe, 2016a). Nevertheless, many children living in poorest communities in Scotland perform much worse at all levels of the education system than children in the richest communities. According to the National Improvement Framework (2019), there is still an attainment gap between the progress made by people living in the least and most deprived parts of Scotland (The Scottish Government, 2019)^[20]. It is not simply income poverty. However, it can be a lack of access to adequate education, skills and training, health care, housing and basic services (The Scottish Government, 2015). This means that children in the situation should be given more attention. For example, the health of the nation and individual, social commitment rather than merely economic growth and employers' perceived needs. This is associated with Fraser's (1988) point of view that social interests, different class as redistribution and recognition justice both (Gale & Molla, 2015). Accordingly, Adaptive aspirations theory indicates that resources are given according to the different needs of each child; hence vulnerable children need more support. However, providing resources for children is not the most important thing. The more important is the skills that are delivered to children (Fraser, 1988; Gale & Molla, 2015)^[21]. Likewise, families with different education levels and cultural backgrounds need to be distinguished from different types of support practice.

The policy states that narrowing the achievement gap must move beyond the classroom and across the community and the wider public service from early learning to schools and to colleges, universities and other areas. Family learning as a method which is put first in the parent engagement part to support the improved academic performance in the policy, the pursuit of excellence and equity, and its impact provides lasting impact and improved results (The Scottish Government, 2016c). Family learning is an early intervention and prevention method for the most vulnerable communities. Family learning can help to block the achievement gap by breaking the intergenerational cycle of poverty and low attainment, and can bring positive results for both children and adults (Education Scotland, 2018). However, the manipulation of the execution process needs to be

reflected. How to determine whether children's learning outcomes have improved by participating in family learning. The extent to which parents feel inclusive and effective ways for parents to participate in early years settings or schools. It is more relevant that the family learns whether the plan formulated matches the demands of the child and the family to the greatest extent compared with the target (The Scottish Government, 2016c)^[22].

Especially for disadvantaged children, such as English as Additional Language (EAL) children need more attention from practitioners and caregivers (Strickland, 2006; Pinkney, 2013). The parents of these children are multilingual who share different languages and cultural background. Early years settings should encourage children to speak English while fully affirming children's right to express their willingness in the mother tongue or home language (UNICEF, 2010). This is because the children's home language environment encourages children to use their mother tongue in a nursery. Here can further reflect a freedom-based rather than a resource-based approach, that is, the real opportunity and freedom that people need to accomplish their lives (Gale & Molla, 2015). Strengthening human agency is the opposite of human capital formation, which indicates rising the development of children's autonomy and the decision-making ability in later life, rather than solely giving children with the basic learning resources (Walker & Unterhalter, 2007; Deprez & Wood 2013). Furthermore, the behaviour that children speak English spontaneously when returning home from the nursery should not be allowed or controlled (Leung, 2001; The Scottish Government, 2016b). Practitioners should respect children's free use of language while parents should actively cooperate with practitioners to improve their children's language and literacy development and release more possibilities of children (Pinkney, 2013)^[23]. This is additionally an effective action to reduce the achievement gap through the shared participation of families with early years settings or schools.

In addition, parents are concerned about their children's progress and achievement during class. Here, ParentZone as transparent online support including a series of key indicators, such as the rates of attendance, children's learning progress and school inspection performance system came into being (Education Scotland, 2018)^[24-25]. Moreover, the Scottish education community lacks a national evidence-based to understand how evidence is used and what professional development is. This will support practitioners distinguish between validated,

promising and unproven methods and choose the appropriate curriculum plan, resource allocation, and methods to monitor and evaluate that affect practice (Ellis, 2014). Additionally, effective parent participation programs focus on parents being helped to adopt suitable approaches to promote children's learning at home reasonably and making progress, rather than parents simply seeking the requirements and expectations of their children's education (Kirk, 2011; Sosu & Ellis, 2014). Although there are multiple educational policy and political concerns about social justice, a lot of programs that support parental involvement to narrow the achievement gap have been introduced, the ultimate goal is to make it functional and practical.

Practitioners and caregivers were part of the team in the early years environment. The policy here mentioned a lot of approaches to encourage parents to engage. National campaigns and gifting plans, for example, Bookbug, PlayTalkRead and Write, Count are aimed at assistant parents to support their children from the early stage. Beginning in November 2016, reading, writing, and counting procedures were donated to P2 and P3 households and expanded to P4-7, where deprivation is higher (The Scottish Government, 2016b). Teachers with multi-agency workers to secure transparent and constructive connections with children's parents. Therefore, every single role on the partners can be processed on the same page (Doherty, 2005)^[26]. In addition, it helps a lot when parents know they are not alone and have others trust that cares about children's wellbeing and success. Mutual understanding is a power, a positively reflective application, and a belief that every child is equally important (Scottish Government, 2019).

2. Conclusion

The Scottish education community is better at creating and sharing knowledge in a way that concentrates on the attainment of underprivileged children. Various interventions shared by The Scottish Government, Education Scotland, local authorities, schools and universities have narrowed the achievement gap (The Scottish Government, 2016b). Raising and sustaining a centre on equity needs targeted decisions and practices. More reliable assessments will support practitioners designing course and planning decisions to improve the outcomes of disadvantaged groups (Sosu, 2014).

A summary of research (Driessen & Smit, 2005; Kirk, 2011; Cheung & Pomerantz, 2012; Pinkney, 2013; Sosu & Ellis, 2014) stressed the significance of parental

engagement in closing attainment gap working. Parental engagement is achieved through parental involvement of children at home, at school, moreover in the wider community. Parents using what they have done to support children learning and offer a supportive home learning environment (Education Scotland, 2018). Family background, religion, ethnic origin, class, and gender should not be barriers to children's educational attainments, but sometimes these factors do hinder the attainments of children. In particular, children from nondominant families, such as those from immigrant families, whose parents have different cultural backgrounds often suffer from adverse educational impacts (Hyland, 2010). Communication and discussions between practitioners and parents support the parental association while the evidence is further needed to prove the way works most effective in Scotland (Ellis, 2014).

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