Review of Educational Theory

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CONTENTS

Research on the Reform of Teaching Management Emergency Mechanism in University Based on Big Data

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ABSTRACT

Sudden major public health events once again test the ability of the whole society to deal with emergencies. Universities are no exception. There are many kinds of management work in Colleges and universities, among which teaching management is the most important one, which is also one of the most affected in this epidemic situation. Therefore, in view of the problems of teaching management in Colleges and universities exposed in the epidemic, combined with the characteristics of independent colleges, starting from the aspects of teaching guarantee mechanism, teaching supervision mechanism, teaching process construction, teaching resources construction and so on, the advantages of big data technology, such as large amount of information, easy to communicate and easy to integrate, are fully used to put forward a set of open-minded, perfect mechanism and advanced technology teaching management emergency response mechanism.

1. Introduction

The epidemic of novel coronavirus pneumonia is spreading across the globe. Although the epidemic situation has been well controlled in China, it is still facing the pressure of external import and internal non-proliferation. Looking back on the past few months, sudden major public health events have once again tested the ability of the whole society to deal with emergencies. Universities, as one of them, can not stay out of it. There are many kinds of management work in Colleges and universities, among which teaching management is the most important one, which is also one of the most affected in this epidemic situation. At present, most colleges and universities have adopted various forms of online teaching, and teaching management departments have also adopted online arrangement, remote supervision, questionnaire survey and other methods to ensure the orderly and effective development of online teaching. However, restricted by various conditions, difficulties and problems that have never been encountered before will inevitably appear in the work.

With the wide application of the Internet, big data has

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a profound impact on the teaching management of colleges and universities, realizing reform and innovation. Public health emergencies in Colleges and universities are uncertain and complex, and the traditional information management technology is difficult to cope with. The big data technology can effectively improve the timeliness of early warning and control, and better cope with unknown challenges.

This paper proposes to apply big data technology to change the situation of imperfect and unreasonable emergency management mechanism in the past teaching management, change the situation of insufficient thinking in the teaching of Internet plus, and build a better teaching management system based on information, and establish a special information teaching management team.

2. The Current Situation of Teaching Emergency Management at China and Abroad

In China, according to the emergency response law of the people's Republic of China, which was implemented on November 1, 2007, emergency response is an important part of teaching management in Colleges and universities. At present, most colleges and universities have not set up a special public health management organization, or have no detailed and clear division of responsibilities, and lack of a more detailed and clear teaching management system of public health emergencies in Colleges and universities. At the same time, there is no more explanation and guidance for the application of modern technology to carry out teaching management.

In the United States, after the "911" incident in 2001, the emergency response center established by merging all disaster related agencies has spread to every city in the country. After years of operation, many colleges and universities in the United States have also established a relatively perfect crisis management system. By means of legalization, the system includes a complete crisis response plan, an efficient core coordination organization, a comprehensive crisis response network and a mature social response ability.

In Japan, which is prone to natural disasters, it has not only established a sound emergency information infrastructure, but also accumulated a wealth of experience in the long-term emergency practice by using modern information technology to achieve efficient emergency management. The construction of emergency informatization in Japanese Colleges and universities starts with the improvement of infrastructure construction and makes full use of modern information and communication technologies such as big data to build an efficient, rigorous and practical emergency information system.

To sum up, big data technology should be involved in teaching management, with teachers and students as the center, grid as the way, and app client as the carrier. According to the steps of risk assessment, information sharing, management measures and concept transformation, we can improve the level of teaching management in Colleges and universities, and achieve the two-way flow and flat management of information from teachers and students to managers.

3. Teaching Management Ideas and Methods Based on Big Data Technology

The management methods proposed in this paper are mainly from teaching guarantee mechanism, teaching supervision mechanism, teaching process construction and teaching resources construction. Then, we make full use of the advantages of big data technology, such as large amount of information, easy communication and easy integration, to put forward a set of open-minded, perfect mechanism and advanced technology teaching management emergency mechanism. Its composition is shown in Figure 1.
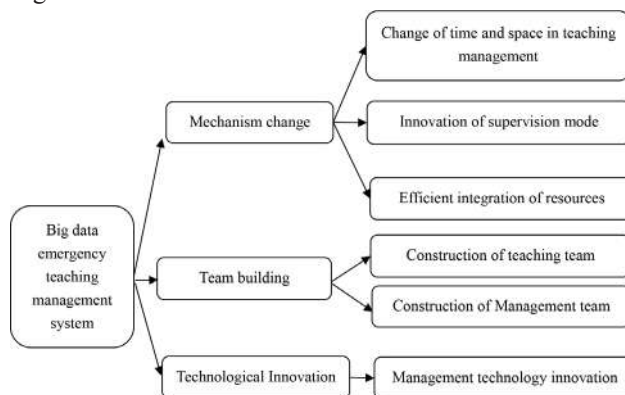
Figure 1. The framework of this project

3.1 The Change of Time and Space in Teaching Management

Compared with the traditional teaching management activities, the application of big data technology will highlight the flexibility of teaching management activities, mainly reflecting the time and space of management. Taking this epidemic as an example, teaching activities were forced to shift from offline to online. Using big data technology for "cross time and space" management is an effective method, which can not only arrange teaching in real time, but also provide teaching information and obtain feedback information for teachers and students. It makes the teaching management and information channels

blocked by emergencies recover in the new

3.2 Innovation of Teaching Process Supervision

The traditional teaching process supervision not only affects the teaching process, but also lacks objectivity, accuracy and real-time of evaluation. Therefore, the combination of big data technology and other information technology will effectively change this situation. It can make teaching management department exclude the influence of the participants in teaching activities, and also get the first-hand evaluation and management information at the first time, and make the teaching evaluation more objective and fair, more timely and comprehensive. In order to realize this new teaching process supervision, the technical means of teaching need to be innovated, and the specific supervision details and evaluation system need to be clear, which are closely related to the following points.

3.3 Efficient Integration of Teaching Resources

Traditional teaching resources, such as books, PPT and video, can achieve good results in field teaching. But when the epidemic comes, online teaching resources will be challenged. Most colleges and universities generally use the resources on a certain teaching platform to let students learn by themselves, or use social platform and other Internet tools to explain to students. But in these ways, teachers can't get feedback from students directly. Moreover, because the teacher can not demonstrate on site, students have difficulty in understanding more complex or abstract knowledge. At the same time, due to the suddenness, teaching material resources can not be fully established in the early stage, so the teaching resources that can be provided to students are also very limited.

Therefore, we should use big data technology to integrate all kinds of teaching resources and build a special curriculum resource library in advance. In this way, even in the normal offline teaching, it can also be used as an auxiliary way for students. The database includes not only the interpretation of various theoretical knowledge, but also practical application cases. From shallow to deep, from point to surface, it not only makes up for the defects of online teaching, but also realizes the diversification of teaching management.

3.4 New Ideas on the Construction of Teachers' Team

In the normal teaching process, teachers are usually less involved in teaching management. Therefore, in the construction of teachers' team, the requirements of teaching management ability and consciousness are often ignored. But in case of emergency, teachers, students and manage-

ment are separated. Teachers must participate in teaching management, not just rely on teaching management departments. In order to deal with emergencies, we should innovate the ideas of the construction of teachers. It is necessary to cultivate the awareness, ideas, methods and skills of teachers' participation in teaching management. This not only reduces the burden of full-time teaching managers, but also further urges teachers to examine the teaching process from a new perspective, so as to pay more attention to teaching quality, improve teaching methods and improve teaching level.

3.5 "Big Data" of Teaching Management Team

The teaching management team in Colleges and universities is the main force of teaching management, which undertakes the important daily teaching management work. At present, teaching management in Colleges and universities mainly depends on people and technology as auxiliary. And it is mainly for offline management, online as an auxiliary. Therefore, when an emergency occurs, it is usually difficult to deal with it. We should build a big data management team. It is necessary to innovate the thinking mode of management, clarify the "priority", and gradually upgrade the online management to the same level as the offline management. In addition, the management personnel should be trained so as to form a new management normalization and a forward-looking emergency treatment.

3.6 Further Improvement of Teaching Management Technology

After the new teaching management mode with big data technology as the core, how to realize the effective application of big data, Internet of things and other new technologies in teaching management still needs to be seriously studied. We should carefully analyze and increase research investment, such as equipment upgrading and professional software and hardware development, so that the technology can be applied in practice. In this way, a complete emergency management system with advanced management ideas and advanced technology platform can be formed.

4. Conclusion

The sudden epidemic has had a huge impact on the whole world. Colleges and universities must combine their own characteristics, boldly innovate in the teaching management work, start from many aspects, use the latest information technology such as big data, formulate emergency mechanism, make up for their own shortcomings, and

improve the management ability and level. The teaching management emergency mechanism of "people management and technology management are equally important, online and offline are parallel, new ideas are dominant and new technology is supported" has to be built. In this way, we can better guarantee the normal development of teaching work and achieve the goal of talent training.

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Education and Research on Animation Creation Based on Northeast Regional Culture

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ARTICLE INFO	ABSTRACT
	With the rapid development of the Internet era, the way people get information is also changing. The way to obtain information becomes more convenient and efficient, so the effective utilization of mobile digital terminals can spread information more widely and quickly. Using animation as a medium to express cultural information through the Internet has become an important means of regional cultural communication. As creators and producers of animation determine the quality of animation, how to cultivate such talents has become an issue worth thinking deeply in the process of animation education. Therefore, this paper attempts to explore how to create animation based on the northeast regional culture and in line with the current social aesthetic awareness and development trend in the process of animation education and teaching.

1. The Creation Trend of Cartoon Combined with Regional Culture Is Formed

Animation has a long history in China, but the industrialization of Chinese animation is only more than ten years. With the development of science and technology and the Internet, new media animation has typical characteristics of coss-industry, cross-field and cross-discipline[1]. Recently, animation in the international community, including animated feature films, short films, art films, creative advertising, more and more add regional ethnic elements. For example, we know the movie <Coco>, which was inspired by The Brazilian day of The dead, and The Irish Christian animated short film "The Secret of Kells>", etc. The expression forms of animated films are also diversified in style, and the expression content is based on the national culture of various places. It is also a kind of understanding and expression of regional culture, and the ideological connotation expressed is also more and more direct and close to life. This proves that the understanding and application of regional culture have been widely concerned and recognized. At the same time, more and more Chinese elements are applied in the international community. Chinese directors and Chinese-language films begin to appear, which proves that with the development of the world, more and more people have come to know Chinese culture, changed their original prejudice about China, and obtained international recogni-

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tion, which has far-reaching significance.

Throughout the development of Chinese history and culture, the national culture in northeast China has obvious regional characteristics and features. Development and research of northeast regional ethnic culture means such as how to use animation to express and spread is feasible, and the internal can increase the degree of the people's national self-confidence, impact on the national culture heritage protection, foreign can strengthen spreading Chinese excellent traditional culture in northeast China, including our spirit of craftsmen, our excellent handcrafts, etc[8]. Taking the Qing Dynasty established by the Manchu in China as an example, it contains many artistic contents such as clothing, costumes, handicrafts and folklore[2]. Therefore, taking the cultural study of northeast China as an example has extensive reference significance for cultural communication and expression by means of animation media.

2. The Transmission and Expression of Information and the Emotional Identity of the Audience

With the development of information technology, the new media with network technology as the core has gradually developed and expanded, and people's access to information has also changed in addition to the requirements of basic entertainment, animation quality has also gradually produced requirements[3].As a means of transmission with dynamic picture effect, animation can convey information to a certain extent even in the case of silent films. This can help people to shorten the time to receive information and increase the amount of information in the limited time. As a distributor of animation production, it is no doubt a way to gain higher income, so animation as a communication medium is widely used. Data show that from 2015 to 2019, the overall scale of China's online animation market is increasing year by year, with an annual growth rate of up to 149%. In 2019, the scale of China's online animation market is close to 2.68 billion yuan, with a year-on-year growth of 95.6% [4].This data shows that both the front end of animation production and distribution and the end of the audience have reached a consensus on the generation and acceptance of animation as a new medium.

In the case of the market demand for animation, we imagine that if we try to add the interpretation of traditional aesthetics in the animation production process, and add the embodiment of humanistic spirit into the story plot narration[5]. Visualized visual expression and indirect metaphor audience can better intuitively feel the

information conveyed through animation, thus generating corresponding emotional projection and identification. By using such means of communication as animation media, it achieves the function of intuitive information transmission, and at the same time continues the lyric characteristics of animation.

What we need to do is to deeply study the ethnic culture and intangible cultural heritage resources in northeast China. Identify appropriate expressions such as paper cutting, shadow puppetry and ink painting, and assist appropriate forms of expression such as 3D, 2D and hand-painted watercolor. Take the national culture as the core to establish the symbol characteristic and the symbolic mark which accords with the tradition. Taking <The Secret of Kells> as an example, it is a good reflection of religious culture. People who do not know this kind of culture can not only appreciate the animation, but also understand and be curious about The Irish culture so that they want to know more about The Irish culture, which is a good inheritance of national culture. Like this, in the form of animation creation in China is also in constant to try and explore, in the early days of the Chinese animation has emerged a lot of high quality animation, the national culture of China they had good symbolization of summary, in the face of these unique significance and depth of the movie, let people can not help but produce a lot of lenovo. Take Uproar in Heaven as an example. Whether or not Chinese people understand the unique symbolic meaning of uproar in Heaven, they can see the profound meaning of animation from different levels

3. How to Develop the Application of Animation to Northeast Regional Culture in Education and Teaching

As a product of the "Internet +" era, film is a more popular image art form. Different from the traditional image art, the research and analysis of its definition, classification, various popular elements, communication channels, ideal time and other aspects are relatively dependent on the big data base in the era of digital network[3]. Therefore, data analysis is needed before applying this idea to educational practice.

In The Annual Development Report of Chinese Cultural Industries in 2013, it has been pointed out that the state has launched the policy of strengthening the country with culture and encourages the integration of culture and science and technology. The integration of culture and science and technology has become the hot spot and highlight of the policy. The article mentioned the creativity,

appeal, and expression and communication power of art[6]. Therefore, the research on the use of animation to spread Northeast culture accords with both the industry development trend and the national policy orientation [7].

Therefore, more and more people find that animation technology and their own fields can be combined to achieve a higher transmission effect. For example, early childhood education, language teaching, historical process deduction, scientific experiment operation process display and so on can be used in education and teaching. In school animation professional development for the cultivation of the students don't want to get to just stay in the technical aspects of animation, it requires that we start thinking about how to in the process of animation teaching not only focus on the cultivation of the technical level, more should also be considered through the technique of expression to improve potential on the cultivation of students

A strong youth means a strong country. Strengthening the study of national culture in the youth period is the cornerstone for increasing cultural inheritance in China's future. Meanwhile, as animation majors, their understanding of culture and artistic expression will influence more people. If we want to teach a culture to students, it is better to say that a culture will subtly influence students. First of all, a project can be set up for students to conduct research on northeast culture in groups. What is culture and what is northeast culture, just clothes and ornaments or ancient stories handed down? We can guide students in a directional way to get their own answers in the process of research. Of course, all the answers obtained here can be correct. Therefore, the next and important part is the guidance of teachers. At this stage, more than one teacher with self-cultivation and experience is required to explain to students. Guide students to correctly look at and understand the questions they have investigated, and do more case analysis. Only in this stage of profound understanding of the true meaning of culture can we think how to express this feeling. Of course, this kind of literary accomplishment can not be seen in a short time, but we should realize that this form of cultivation has a subtle influence on students' future.

Therefore, in order to solve the problem of cultural communication in animation teaching, corresponding subjects should be set up and gradually solved in the process of the completion of the subject. The last thing to consider is how to express ideas when you have them. This requires animation related techniques to solve, including but not limited to, color, composition, lens, and many other technical factors. Similarly, learning a skill does not

mean mastering a skill[9]. No matter what kind of teaching methods or innovation we adopt, the essence should not be forgotten and the tradition should not be lost. To lay a good foundation and practice basic skills is the premise to go higher and further.

4. The Expectation of the Application of Animation Communication Culture in Teaching in Northeast China

In the future animation teaching process, how to improve students' aesthetic consciousness, artistic accomplishment and core technical competitiveness will be our key training direction and thinking. Faced with how to solve this problem, we are constantly trying different methods to improve teaching efficiency. For example, in the first grade to consolidate the basic knowledge, at the same time to enhance the students' literary cultivation and learn the research content of national culture. Students need to know that the creation of characters is not only about drawing images, but more about making characters tell stories. A character with a story is contagious. When students enter the second grade, they can try to create their own stories and characters, so as to find appropriate ways to express their own stories. It is also very important for them to personally experience the deeper expression beyond the picture. Through such training, students will finally find their own unique way of language expression, and at the same time, with their usual understanding of national culture research, they will be able to create their own era of characteristic animation[10].

It is hoped that through these efforts, more students with high-quality core competitiveness in animation and art industry can be cultivated in the future. Through their efforts from generation to generation, they will eventually inherit and carry forward the beautiful culture and spirit of China.

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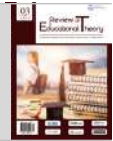
Reflection on College Education and Teaching Management under New Media

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ARTICLE INFO	ABSTRACT

Under the background of current social development, the role of media in the process of information dissemination is becoming more and more enlarged, the speed of information dissemination is greatly accelerated based on the platform built by the media. In the process of information dissemination, the related concepts of new media are derived based on the media platform. This is also the result of the continuous integration of information technology and network technology. Compared with the traditional media, the advantages of new media technology itself are more obvious both the source of information, but also the reporter and audience, so in the context of the development of new media art, the spread of various social hot issues is very fast, and the coverage is also wider. Under the background of the development of new media, colleges and universities themselves are greatly impacted by the information of new media, because people have higher acceptance of new media, so they receive all kinds of information from the outside world through mobile phones and computers, which leads to the challenge of education and teaching management in colleges and universities at present.

1. Introduction

In today's social development background, the development of various technologies are very fast, new media technology is based on this development characteristics derived from a new media technology and platform. Under the background of new media, the relevant information produced by various industries in society is transmitted through the new media platform, and the quality of the information itself is not restricted in the process of communication, so some good and bad information is spread quickly on the Internet platform, which has a great influence on the ideas of the information recipients. In the current colleges and universities, the acceptance degree of college students to new media technology is higher, so the acceptance degree of some information based on new media technology and platform is also the largest, these mixed information has a certain impact on the ideological concept of college students, resulting in the current education and teaching management work carried out in colleges and universities has been seriously hindered. Therefore, based on the current new media background of education and teaching management in colleges and

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universities, we should carry out comprehensive reform, adapt to the new media development situation, improve the quality of education and teaching management.

2. Content and Importance of University Education and Teaching Management

2.1 Management of University Education and Teaching

The management of education and teaching is to make the education and teaching work smoother and more high-quality by organizing and coordinating the current education team and giving full play to the human and financial resources and other information of the current teachers' team. For the education and teaching work carried out in colleges and universities, it is necessary not only to ensure the general principle of education management, that is, the principle of mutual coordination, but also to carry out it based on the actual situation of education and teaching in colleges and universities, so as to ensure that the management of education and teaching meets the actual needs and can achieve sustainable development. In the course of development in recent years, the scale of enrollment expansion in colleges and universities is increasing, so the difficulty of education and teaching management is also rising. In this case, the emergence of new media technology provides a new idea for the management of education and teaching in colleges and universities, and its advantages are also infinitely magnified, so that the current reform of education and teaching management in colleges and universities has more possibilities.

2.2 Importance of University Education and Teaching Management

Education and teaching management is an important part of the comprehensive management of colleges and universities, which can improve the comprehensive development level of colleges and universities. Through the effective management of education and teaching, the development of colleges and universities itself can be made more smooth, because in the process of development of many colleges and universities, they will face many difficulties and influencing factors, so they can also solve these existing problems well by improving the level of education and teaching management. And based on the requirements of the new curriculum reform, the reform of education and teaching in colleges and universities is in line with the requirements of the new curriculum reform, which is also the main reason for the reform of education and teaching

in colleges and universities. And for the development of colleges and universities itself, the development of educational and teaching management activities will also redistribute the resources of colleges and universities themselves, so that the allocation of teaching resources is more reasonable, and the actual value of educational resources can be played more significantly.

3. Current Situation of Education and Teaching Management in Universities

3.1 Implementation of Off-Site Learning

At present, the teaching technology application of new media is mainly based on the development and utilization of social communication technology, and is mainly respected by teaching units, such as online classroom, rain classroom, micro-classroom, reverse classroom and so on. These teaching modes formed by the use of PC and mobile terminals are carried out under the operation of computers or mobile phones such as Weibo, WeChat, mobile Internet, etc. In general, the application of new media technology in university teaching started with auxiliary teaching, improved teaching quality, developed to the point where the traditional teaching mode has been subverted, from the previous admission to a university to the study of a major to enjoy the teaching content and learning knowledge of the professional teacher, to the point where the students in Hainan can learn the professional knowledge taught by Peking University. People who have not been admitted to university can also study university courses, and university education has expanded from the field of high-quality talent education to a window to improve national skills and quality.

3.2 Incomplete Student Mastery

Application of new media in college classroom, or use during course teaching should be more targeted and purposeful teaching means. Compared with traditional passive acceptance teaching, the new media emphasizes interactivity, equality and freedom. The American Journal of Wired (Wired) defines new media in a broad sense: "All people spread to all." Modern education also has a huge impact on the new media. All kinds of information and knowledge are spread in the circle of friends and micro-blog. The fragmented knowledge is more popular. The mobile side represented by mobile phone has formed a state of rapid spread and rapid acceptance. It can be seen that the application of new media teaching during classroom teaching should pay more attention to the students'

actual teaching objectives and achievements, and the new media teaching means should be repeatedly confirmed in teaching practice to ensure that it is used again and again in accordance with the characteristics of their own schools and students.

3.3 Lack of A People-Centred Management Philosophy

For the management work, its core is to manage people, so in the actual management process, should fully reflect the principle of people-oriented and humanistic feelings. In the current education and teaching management in colleges and universities, the lack of humanistic feelings is a very serious problem, which leads to the current education and teaching management work more rigid. However, after analyzing the current situation of education and teaching management in some universities in our country, it is found that the implementation of relevant measures in the process of education and teaching management is mandatory and colorful, and in the process of actual management, in order to achieve a certain degree of goal, the actual work through various rigid educational management measures can be carried out to a large extent, the main position of the management object itself can not be respected enough.

3.4 The Construction of Talent Teams Is Lagging Behind

Because the management mechanism of education and teaching in many colleges and universities is rigid and backward, although some colleges and universities have innovated in management concept, but because they do not have excellent education and teaching management staff, ah, the education and teaching management work carried out in the end is still largely superficial, has not really been put into practice, and has not played a corresponding role. From the current situation of education and teaching, work management, because of the lack of professional education management talent support, so many management work implementation is very poor, and because colleges and universities themselves are not profit-making organizations, so the enthusiasm in professional talent training work is also relatively low, the corresponding incentive mechanism and measures formulated are not reasonable, so the phenomenon of brain drain in teaching management work in colleges and universities is very serious.

4. Innovation Strategy of University Education and Teaching Management New Media

4.1 Establishment of A Sound Basic System

Under the background of the development of the new media era, the management of education and teaching carried out by colleges and universities needs to be paid full attention to, and then on the basis of full attention, the innovative attempt of education management is made. Therefore, the establishment of the relevant management system for the education and teaching work in colleges and universities must be comprehensively perfected and determined, and the contents of the management system should be refined and implemented in combination with the actual needs of the education and teaching work in colleges and universities and the contents of the teaching work. The educational and teaching management system not only needs to embody the general principles of educational management, but also needs to determine the coverage and management objectives of educational and teaching management. Then in the actual management process to implement the responsibility of education management, the actual education and teaching management to carry out a comprehensive overall consideration, to avoid in the process of teaching management work blank. Through the establishment of the basic system, the education and teaching management in colleges and universities have reliable knowledge, which can solve the problems in the process of education and teaching management, and optimize the working environment of education and teaching management.

4.2 Classroom Space Paradigm Innovation

Class teaching system is Comenius' innovation of teaching space form, Herbart consolidated and strengthened the class teaching system, until Dewey began to criticize the class teaching system, Dewey proposed "students, activities, experience" three centers. The requirement of education and teaching is student-oriented, cultivating students' innovative spirit and practical ability, and changing the center of teaching and learning is not only the trend of teaching development, but also the requirement of the times. From the classroom time and space of the present era, it has not yet reflected the "three centers" proposed by Dewey, and it will take time to appear such a center. Because of the architectural design of teaching building and classroom, it is still the style of classroom center, teacher center and teaching material center. If it can not reflect the "center of learning ", it shows that classroom

space and time need to continue to improve. The change of behavior mode and communication mode brought by the progress of science and technology makes the communication mode of university classroom change obviously or change, and the change of communication behavior mode is bound to affect the interactive behavior of teaching and learning between teachers and students in class, and the way of knowledge information transmission. In class, it is time to consider and change whether the way of teachers' knowledge information transmission can change, what aspects should be changed, and how the position of teachers and students in classroom physical space should be arranged.

4.3 People-Centred Educational Management Measures

For the future development of education and teaching management, one of the important development direction is human-oriented management, that is to say, in the actual process of education and teaching management, we should pay attention to the embodiment of humanistic feelings. Therefore, based on the current education and teaching management work, the management of education and teaching in colleges and universities needs to eliminate the influencing factors and reduce the proportion of relevant measures affecting the management of education and teaching, so as to ensure that all measures can be truly implemented in the process of carrying out the management of education and teaching, and not through the way of tough completion. In view of the performance management appraisal work, the university may carry on the innovation to the current performance appraisal management work way, in carries on each kind of curriculum arrangement report and the performance appraisal, should ensure that the actual management measure does not affect the current teacher to carry on the corresponding teaching work, and must give the sufficient respect and the safeguard to the teacher's basic rights and interests. Therefore, to carry out education and teaching management based on the concept of people-oriented, it is necessary to obtain more recognition and support for the development of education and teaching management related activities in colleges and universities through flexible education and teaching management measures.

4.4 Strengthening the Construction of Highly Qualified Personnel

Under the background of the new media era, the requirements of education and teaching work itself are higher, and the forms in the process of actual work are more diversified, so the demand for education and teaching management talents and the requirements are also increasing. To carry out the management of education and teaching in colleges and universities under the background of new media, it is necessary for the personnel of education and teaching management to have a very good understanding of the characteristics of the new media era, and to be able to flexibly apply the relevant information technology under the background of new media. Therefore, colleges and universities in the construction of talent team, in addition to the current education and teaching management staff to carry out comprehensive quality improvement and skills enhancement training, but also to face the community to recruit and introduce outstanding talent. In the process of training and introducing new talents, we should improve the incentive mechanism and assessment mechanism established by colleges and universities, so that the internal management talents and the management talents recruited from colleges and universities can play a positive role of incentive mechanism, give full play to their own role and realize their own value, and reduce the turnover rate of management personnel.

5. Conclusion

To sum up, for the current education and teaching management work carried out in colleges and universities, based on the development of the new media era of education and teaching management work requirements are higher, so we should analyze the current situation of education and teaching management work carried out in the past, and summarize the reasons for the existing problems. On this basis, combining with the new media background to carry out the method of education and teaching innovation, at the same time strengthen the talent reserve, improve the overall quality of education and teaching management.

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On Formative Evaluation System of College English Grading Teaching

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ABSTRACT

To meet the requirements of college English teaching under the new situation and enhance the ability of college students to learn the English independently, modern information technology means is used to have a try and an experiment. English grading teaching is taken as the starting point, due to construct a mixed formative evaluation system, and provide a reference for improving the effects of college English teaching.

1. Introduction

The Outline of the National Plan for Medium- and Long-term Education Reform and Development (2010-2020) (hereinafter referred to as the Outline) requires that education should "adapt to the requirements of the country's economic development and social opening-up to the foreign world, and train a large number of international talented students with the international visions, the knowledge of international rules, and the ability to participate in international affairs and international competition"[1]. As an international common language, English is a tool for our current students to conversate and communicate in their study, the life and the work in their future, and its importance does not need to be proved by the evidences.

The Guide to College English Teaching (hereinafter referred to as *the Guide*) put forward that "College English teaching and high school English teaching should be linked and connected, and each university can determine the starting level independently according to the actual needs of the students, and the university can take the choice of teaching objectives by the own[2]." However, our actual situation of English teaching is not optimistic, because there are very serious problems for example the students have consumed a large sum of time, however the outputs of the learning is not efficient. In the confront of this dilemma, many of our experts and scholars have done a lot of useful work to explore and experiment in many aspects. One of the effective methods is to carry out grading teaching and formative evaluation during the teaching procedure. According to the existing level of the students, the grading teaching is implemented, such as

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the classified guidance, teaching methods according to their aptitude, strive to use flexible curriculum and open learning space to meet the students' personalized learning needs. We hope that through grading teaching and the implementation of formative evaluation, the way is not only to improve students' academic performance, but also to stimulate students' interests in learning and cultivate students' ability of autonomous learning.

2. Concept of English Grading Teaching

College English Curriculum Teaching Requirements (Trial) (hereinafter referred to as *Requirements*) pointed out that "China has vast territories and regions, therefore colleges and universities vary greatly, college English teaching should implement the principle of the classification of the guidance and teach the students according to their aptitudes, to meet the actual needs of personalized teaching[3]." This provides a policy basis for us to carry out English grading teaching. About the students in the grading teaching, we should fully reflect students' subjectivity, totally understand students' individual differences and learning levels, and try our best to make grading teaching reasonable and scientific.

According to *the Guide*, "College English teaching objectives are divided into three levels: foundation, improvement and development." In the three-level goal system, the foundational goal is to meet the basic needs of most non-English majors in English learning. The improvement goal is to meet the needs of the students with good English foundation and higher English demand."[2] English grading teaching should be flexible, mobile, not "lifelong system ", and it should be dynamic, be regular, be a quarter or a semester, and give students the opportunity to choose by themselves. Students can evaluate themselves according to their own actual learning level, which is combined with teacher's evaluation and classmates' evaluation. The English grading teaching can also allow students to have the rights to move and choose between the different levels.

The Outline also puts forward that our education should "adhere to people-oriented, follow the law of education, face the needs of society, optimize the structure and the layout, and improve the level of educational modernization."[1] To give students more respect and provide students more autonomy, English grading teaching should be implemented, which based on the actual level of English students, to express fully each level of the teaching contents and the teaching objectives, so that students who are on a voluntary basis can accurate self-positioning.

Scientific and reasonable grading teaching is an important joint in the implementation of English grading teaching, and it is the premise and foundation to do well in grading teaching. To make the grading teaching go smoothly, the freshmen must pass the grading test after entering the school, we should select the excellent students, and screen the students with poor foundation, so that the English level of each teaching class is close, which lays the foundation for the implementation of the grading teaching. The grading principle of graded teaching should adopt the principle of combining individual willing with unformal examination for grading and combining actual level with examination results. Here we should pay special attention to achieve unformal evaluation to get grading scientifically, and we need to have scientific grading test questions and grading standards. To enhance their autonomous learning ability and improve their comprehensive cultural quality[4]. English grading teaching can meet the needs of students at different levels of foreign language proficiency in knowledge, set up a better platform for them to display their English talents, and give full play to their respective advantages, and successfully complete the learning of the basic stage of English, so that the teaching of the basic stage of English and the teaching of professional English can be combined organically, thus improving the students' ability to use the language in an all-round way.

3. Construction of Formative Evaluation System

Evaluation is an essential part of teaching. *The Requirements* put forward clearly that "teaching evaluation should be divided into two types, which are the formative evaluation and the summative evaluation."[3] Summative evaluation of teaching and learning is generally based on the mid-term or semester examination results at the end of the term of the semester, however the number or the goal of the examining results shows the quality of the students' learning effects and the level of teaching effects. While the results cannot fully reflect the students' learning process, the learning attitude and the learning ability and other factors. As we know that the main body of evaluation is students, so we cannot ignore the subjective initiative of the students. Formative evaluation is to monitor and evaluate students' learning progress in the process of educational activities, that is, students' knowledge, skills and attitudes, to provide feedback to teachers and students, and to use the information collected in the evaluation to adjust the teaching method to meet students' needs and improve teaching quality[4]. Brown(199: 217) pointed out that evaluation is the core of systematic curriculum design, which runs through all elements of the curriculum and makes

curriculum tasks and duties be a meaningful activity. The formative evaluation should be adopted in our teaching evaluation, and the process and developmental evaluation should be carried out on the teaching process. [5]

Formative evaluation refers to the evaluation that is carried out during the operation of an activity to modify its own track for better effect. The main purpose is to make clear the existing problems and the direction of improvement in the operation of the activity, and to modify or adjust the activity plan in time, to obtain more ideal results. Formative evaluation is to record, inspect, evaluate and analyze students' daily learning activities, use systematic evaluation in the process of curriculum preparation, teaching and learning to improve any one of these three processes according to evaluation feedback. Formative evaluation emphasizes on the learning process and the timely improvement in the procedure. Compared with the summative evaluation, the formative evaluation can highlight students' main body status and is more conducive to students' individuality and overall development. At the same time, it can also help teachers effectively solve the problem of students' uneven progress and development. The content of evaluation is mainly to solve the problem of evaluation. The traditional summative evaluation mainly focuses on students' mastery of textbook knowledge.

The contents of formative evaluation are more diversified, such as students' ability to draw inferences from the knowledge they have learned, their study habits, their efforts, and their innovation ability. In formative evaluation, students, teachers, schools and some other institutions can be the subject of evaluation. This kind of diversified evaluation can not only accurately reflect the students' various qualities, so that students can have a more comprehensive understanding of themselves, but also provide favorable opportunities for students to learn from each other and learn from each other. In the process of mutual evaluation, students can expand or change their own cognitive structure, to achieve a good interaction. At the same time, it also gives teachers an opportunity to listen to students' ideas and reflect on their own teaching. These can make up for the lack of summative evaluation.

4. Formative Evaluation System of English Grading Teaching

"Formative assessment includes student self-assessment, student-to-student assessment, teacher-to-student assessment, and educational administration assessment of students," *the Requirements* said[3]. What the teachers and the administrator need to do is to encourage and promote the students to learn effectively through the records of class-room activities and extracurricular activities, online self-study records, learning records, and the records of interviews and discussions to observe, evaluate and supervise the learning process of students.

4.1 Combination of On-Line Teaching and Off-Line Teaching

China's Educational Modernization 2035 puts forward that "using modern technology to speed up the reform of talent training pattern and realize the organic combination of large-scale education and individualized training"[6]. Media integration and development of promoting traditional teaching is one of the directions of the development of the teaching means.

4.1.1 Learning Reflection

Learning reflection is an effective tool for students to monitor themselves and summarize their achievements. Students can use the teaching platform to record their learning, thinking, feeling, doing and achieving at any time, and hand a written report into the teaching platform to form a learning log. According to their own records, analysis and summary, the students can check their workpieces and find their defaults at the interval to detect timely problems, adjustment, adopt appropriate learning strategies. It also helps to develop students' critical thinking ability. Teachers should also read students' learning reflection regularly, understand students' learning situation and psychological changes in time, and guide students to study more pertinently and efficiently.

4.1.2 Internet Platform

The network platform should be made good use of, so that modern information technology and education and teaching methods and means can be deeply integrated, which can provide online open courses. students can learn the related content through the self-study, and teachers and students can answer questions and discuss online. Teachers can also use the network teaching platform to arrange homework, students must complete the relevant homework through previewing. Another advantage of the network platform is that teachers who teach the same courses can prepare lessons together, build and share the network resources jointly, realize the use of information technology to transform traditional teaching and improve teaching level[7].

4.1.3 Mobile Terminals

Using the convenience of mobile terminals such as mobile phones and taking the advantage of mobile terminals go-

ing and playing everywhere, students can make good use of fragmental time to learn, which can break the limit in the time and the space during English teaching, and stimulate students' initiative in learning. The mobile terminal can solve the problem that the introverted students are not willing to ask questions in class, so that the two-way communication and communication between teachers and students can be very good and timely, which can smooth the students' nervous mood and enhance their enthusiasm for learning.

4.2 Combination of In-Class and Out-of-Class

The current college English teaching is faced with the situation of reduced graduate credits and reduced school hours. In this way, we should not only make good use of the first class and make full use of the time in class, but also make good use of the second class, and try to make good use of the second class. It is also in line with the current requirements to "increase the burden" of college students, improve the difficulty, depth and breadth of their courses, and increase the challenge degree of schoolwork.

4.2.1 Classroom Performance

Classroom performance mainly refers to teachers in the classroom by observing the students' participation in learning activities and tasks of various manifestations. Teachers can use relevant assessment criteria to record and quantify students' classroom performance in a certain period. Teachers can speculate whether students have learned what should be learned and whether they have completed their homework by supervising their performance in class. It is also possible to speculate what kind of learning strategies that students use in the process of learning. This element is mainly used to find problems and lay the foundation for future analysis and problem solving. Although classroom performance is referred to the performance of students in the classroom, but it is related to students in extracurricular preview and other activities. If students have well prepared for the assignments after class, then their class performance will be excellent[8].

4.2.2 Teaching Plan

Clear and specific teaching plans are important as a basis for the formative assessment. Every teacher, according to the actual situation of students and learning needs, should make a teaching plan that meets the actual needs of students. In the concrete implemental process, we can also discuss with other teachers according to the relevant situation, refer to the students' opinions and make some adjustments. Of course, students can also, according to their own situation, make learning plan for themselves, submit to review by teachers, then put into practice, and adjust thinly in the implemental process. The object of teaching evaluation is students, but the subject of evaluation is not only students, but students can be introduced into the teaching procedure to evaluate, to increase their subjective initiative and reflect the main position of students.

4.2.3 Presentation of Results

According to the students' effect and English level, teachers can organize many kinds of programs in the form of English speech contest, English drama performance competition, English debate contest or English film dubbing contest, so that students can have the opportunity to practice the language at the same of learning the language. Through the language output, the aim is to promote the efficiency of the language input. This variety of work display activities can increase students' interests in English learning and strengthen students' abilities to use English. These activities can be arranged by teachers in class, who can put forward requirements, and then the students in extracurricular must complete the task in the autonomy or group cooperation way, which can break down the barriers between in-class teaching and out-of-class teaching.

Based on the evaluation methods and materials put forward by Carol Boston, and combined with the practice of college English grading teaching, this paper mainly discusses the aspects. Teaching assessment models that are applicable to all teachers, all students and all classes should not exist. Each teacher should actively explore in teaching practice, listen to the feedback of students, discuss with other teachers, and find a formative evaluation model that are suitable for themselves and the students.[9] However, there are some basic elements existing in the construction of formative evaluation system, which also should be the basis of formative evaluation construction.

5. Conclusion

Formative evaluation can not only be used to monitor students' learning process and check their learning effect. It can also be used to promote students' learning interests and cultivate students' ability of autonomous learning and cooperative learning. To achieve the goal that *the Guide* put forward, that "fully mobilize the enthusiasm and initiative of the students to learn, encourage students to study hard, enhance the sense of integrity, develop a good style of learning[2]."

As is known, formative evaluation effect is good and useful, but in practice some problems also are exposed. For example, when teachers evaluate students and stu-

dents go for mutual evaluating, the evaluation criteria are not unformal; even when teachers and students evaluate the same student, they are also affected by factors such as emotional likes and dislikes, so it is difficult to achieve absolute objective justice; when evaluating students or students for mutual evaluation, teachers tend to value students' inherent abilities or efforts, not based on students' achievements and levels achieved.

All in all, evaluation is an essential part of teaching. According to the actual situation of students, the teachers and the students should make full use of the grading teaching based on the principle of classified guidance and personalizing teaching according to their aptitude and then they can make good use of the formative evaluation system which can not only stimulate students' interest in learning, enhance their learning initiative, improve their learning efficiency, but also help teachers control the classroom, improve teaching methods and improve teaching quality.

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A Contrastive Study on the C-E Translation of the Verb of Perception *zhijian* from the Perspective of Subjective Consciousness and Objective Consciousness

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ABSTRACT

Verbs of perception include sight, hearing, smell, taste and touch, of which *zhijian* belongs to sight is very common in literary works, and its semantic meaning also begins to change with the development of time. Based on the original text and two translated versions of *the Water Margin*, this paper makes a comparative analysis of the translation strategies of *zhijian* on the basis that Chinese emphasizes subjective consciousness and the mixed consciousness of subjectivity and objectivity, while English stresses objective consciousness with a clear boundary between subjectivity and objectivity. According to previous studies, this paper regroups the appearance of *zhijian* and divides it into two categories, namely *zhijian* at the beginning of a sentence and at the beginning of a minor sentence. On the basis of the context and the changing function of *zhijian*, that is, the function of being a verb and being a discourse marker, it can be concluded that as the meaning of a verb, the real action, the meaning of *zhijian* is expressed by "seeing", so translators usually adopt literal translation; while as a discourse marker, it is no longer the main component of sentence structure, but to highlight the following information, translators will adopt deletion, conversion and retaining. It can be seen that translators often need to convert Chinese characterized by subjective consciousness into English dominated by objective consciousness, thus conforming to various meaning of *zhijian*.

1. Introduction

In this paper, the English versions of *the Water Margin* by Sidney Shapiro and Pearl S Buck are taken as the corpus. And *zhijian* has appeared 895 times in the original text, but its meaning is not all the same. Wang Yi (2015) examined the path and mechanism of the evolution of the function of *zhijian*, concluded that *zhijian* can evolve into verbs and adverbs, and further evolve into discourse markers, which have the functions of introducing new scenes, enhancing the sense of being at the place, highlighting the unexpected, enhancing interaction, etc. She divides *zhijian* into four meanings: 仅仅看见；只要、只是、只有；看见；话语标记. Wang Jianguo (2016) divides the processing and use of verbs of perception into corresponding conversion and non-correspond-

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ing conversion, and concludes that the main methods for translating these verbs are: deleting verbs of perception in the original text and adding other verbs of perception in the target text. Based on the previous classification, this paper divides *zhijian* into two categories: at the beginning of a sentence and at the beginning of a minor sentence. *The Water Margin* is a great literary treasure in Ming and Qing Dynasties, with the same word *zhijian* appearing so frequently but has different meanings. Therefore, it is of great significance to study its English translation.

This paper analyzes different translation strategies based on the function of *zhijian* as a verb and a discourse marker in *the Water Margin* from the difference between the subjective and objective consciousness, namely Chinese emphasizes subjective consciousness and the mixed consciousness of subjectivity and objectivity, while English stresses objective consciousness with a clear boundary between subjectivity and objectivity.

2. The Analysis of the Classification of *zhijian* and Its Translation

On the basis of the function, the classification of *zhijian* falls into two categories: *zhijian* at the beginning of a sentence and at the beginning of a minor sentence. The original function works as a verb, which can be seen as "witness/see". As time goes by, the function and meaning of *zhijian* is different from its original. At this time, *zhijian* begins to evolve further into discourse markers, which has no predicative function and is not a syntactic component. Its function is usually to emphasize a new topic in the following sentence.

2.1 *Zhijian* at the Beginning of A Sentence

Mostly, *zhijian* at the beginning of a sentence can be seen as a discourse marker without the specific agent, which only reflects the perspective of the narrator or the author to introduce a new scene or situation.

(1) 只见班部丛中，宰相赵哲、参政文彦博，出班奏曰：" 目今京师瘟疫盛行，伤损军民甚多。伏望陛下，释罪宽恩，省刑薄税。" (Kindle, P205)

Sidney Shapiro: Zhao Zhe, the Premier, and Wen Yan-bo, his deputy, advanced and said: "The plague is raging unabated in the capital. Victims among the soldiers and the people are many…." (P9)

Pearl S. Buck: Then from among all the officials was there a certain minister named Chao Che and there was a lesser one, When Yien Po, and they came forth and said, "Now is the plague heavy upon us here…." (P4)

There is no specific agent to produce the word *zhijian*,

and the main function is to stress and highlight a new scene. The focus of the sentence is placed after *zhijian*. We Chinese like to say something objective mixed with our feelings, with a strong subjectivity, while English pay attention to the objective things without mingling with personal feeling. Here, the verb of perception *zhijian* stressing the objective scene is seen by the narrator's view. Except for the function of introducing a new topic or a new situation, it can make the reader closely to the place and strengthen the interaction. And sometimes it's just a hint by the narrator.

Here, the mixed description of the scene with the subjective perspective *zhijian* shows the obscure boundary in Chinese, so two translators both deleted *zhijian* and just directly translated the scene, which makes readers focus more on the following information.

Sometimes, *zhijian* means what is seen by the outsider or those who are present, which is the original meaning. Here is an example.

(2) 那老叟直至宫中，抱着太子耳边低低说了八个字，太子便不啼哭。【金夹批：奇事奇文。】那老叟不言姓名，只见化阵清风而去。耳边道八个甚字？道是："文有文曲，武有武曲。" (kindle, P197)

Sidney Shapiro: The old man went in, picked up the baby, and whispered eight words into his ear. At once the prince stopped crying. The old man disappeared in a puff of air without even revealing his name. …(P9)

Pearl S. Buck: The old man entered straightway and he lifted up the babe and he whispered certain words into the babe's ear and the babe ceased its weeping. Now the old man would not tell his surname or his name, but who watched saw him change into a wind and vanish. …(P4)

Here, the story tells that Barefoot God from Heaven cried night and day when he was born on earth, and Heaven sent the god Taibai changing himself into an old man to come to earth to deal with that. The guard led him into the palace and there the Emperor commanded him to enter into the private palace and see the baby. So we can know that *zhijian* here was the perspective of the emperor, which does not function as a discourse marker of a new scene. The original sentence at first shows the action or the state of the old man, but the following sentence shifts the focus to what the emperor has seen, which highlights the mixed consciousness of subjectivity and objectivity in Chinese. Shapiro translated into "the old man disappeared in a puff of air" by deleting *zhijian* and just described the result of the old man's action. He used "the old man" as the subject followed by the action "disappear" meaning "passing from view", and directly described the objective

environment implicating that the old man and his disappearance are what the emperor has seen which indicates the objective consciousness of English.

Pearl S. Buck also used "the old man" as the subject but she explicitly points out who has seen by translating into "who watched saw him". As what I have mentioned before, it prefers objective consciousness in English. The addition of a new perspective "who watched" will interrupt the fluency of the old man's action, and obscure the boundary between subjectivity-oriented Chinese and objectivity-oriented English. All in all, Sidney Shapiro's translation better reflects the objective consciousness of English.

2.2 *zhijian* at the Beginning of the Minor Sentence

2.2.1 "看 ……+ 只 见 " (Look…+*zhijain*) as the Result/Object of Seeing

(3) 大头领看时，只见二头领红巾也没了，身上绿袍扯得粉碎，下得马，倒在厅前，口里说道："哥哥救我一救！．．．"只得一句。(Kindle, 2120)

Sidney Shapiro: The head bandit looked. His lieutenant had lost his red hat, his green robe was ripped and tattered. Number Two dismounted and collapsed in front of the hall. (P63)

Pearl S. Buck: Then the first chieftain looked and saw the second chieftain, his red turban gone and his green robe torn into tatters, and he was dismounting from his horse. He tumbled down before the house, crying, "Elder Brother, save me!" and he gave but this one cry. (P4)

The original sentence connects "looked" and *zhijian* as we Chinese like to repeat what we see from our perspective, or add a specific perspective to the environment, which reflects a strong sense of subjectivity or a mixed consciousness of subjectivity and objectivity. Wang Yi (2015) thinks that "见" is the result or object of "看" based on the semantic relation. As "看" in the previous sentence, so *zhijian* in the following sentence is redundant in its function. Therefore, "只见二头领红巾也没了，身上绿袍扯得粉碎…" is the result of "看". It's correct for Sidney Shapiro to delete zhijan by just translating "看" into "look", which it's concise to shape a focus chain. While Pearl S. Buck translated "看" and *zhijian* into "looked and saw" will cause redundancy because these two words are synonyms, and repeated the perspective of the character will strengthen the subjective consciousness instead.

2.2.2 Time Adverbs + *zhijian*

(4) 太尉又道：" 我正走不动，方欲再上山坡，只见松树傍边，转出一个道童，骑著一头黄牛，吹著管铁笛，正过山来。 (kindle, P309)

Sidney Shapiro: "By then I could hardly walk. Just as I was about to continue up the slope, a novice, sitting on a yellow ox and playing a metal flute, came riding over the rise. (P13)

Pearl S. Buck: Again the Commander said, "Truly had I no strength to walk, and even as I thought to climb higher up the ridge I saw come out from among the pines an acolyte flute. (P8)

Wang Yi thinks that some time adverbs such as "正""却待""方欲""忽然" (the first three imply intention, and the last one mean sudden) followed by *zhijian*, and the following sentence after *zhijian* leads to a sudden or unexpected scene. Here, the commander is talking about his feelings, and "我正走不动，方欲再上山坡" is what "I" think or what "I" want to do next, while mixing with what "I" see (只见松树傍边，转出一个道童，骑著一头黄牛，吹著管铁笛，正过山来), so the meaning of "方欲" meaning intention and of *zhijian* meaning what it's seen are disconnected. Such being the case, *zhijian* expressing the meaning of action which reflects the perspective of subject has changed into the perspective of the speaker. That is to say, *zhijian* has transformed from a verb to a discourse marker. Sidney Shapiro transformed *zhijian* from the meaning of action to directly describe the following information, that is, translating the objective things, "a novice, sitting on a yellow ox and playing a metal flute, came riding over the rise". In this way, the gradation of what "I" feel and what "I" see is rich and objective, not just only focus on "my" view any more. On the contrary, Pearl S. Buck's translation "even as I thought to climb higher up the ridge I saw…" by following the structure of the original sentence will cause some problems. On the one hand, the addition of "I saw" may cause redundancy as the following description is exactly what "I" saw. On the other hand, the translator confused the meaning of *zhijian* as a verb with it as a discourse marker so that the translation indicating mixed consciousness of objectivity and subjectivity can't comply with the characteristics of English focusing on objective consciousness.

2.2.3 Transforming *zhijian* into Other Verbs of Perception

(5) 太尉哪里肯听。众人只得把石板一齐扛起。看时，石板底下，却是一个万丈深浅地穴。只见穴内刮喇喇

一声响亮，那响非同小可。响亮过处，<u>只见一道黑气，直冲上半天里</u>，空中散作百十道金光，望四面八方去了。（kindle, P359）

Sidney Shapiro: When the men had removed the slab, a pit one hundred thousand feet deep was revealed. <u>A great ripping sound was heard</u>, <u>and a black cloud shot out of the pit</u>. It tore through half a corner of the roof and zoomed into the sky, where it split into more than a hundred golden rays which shimmered in every direction.

Pearl S. Buck: …The man could but lift up the great stone and when they looked beneath that stone was a pit well-nigh ten times ten

thousand feet deep. <u>There in that pit was heard a great clattering sound of thunder</u>, nor was it like common thunder either. <u>When the sound of the thunder was passed a black cloud was seen to come rolling up out of the pit</u> and it struck against the roof and split it in two and that cloud filled half the heavens.

Here, we can tell from "只见穴内刮喇喇一声响亮" that *zhijian* is not to introduce what is to be seen but what you hear. Actually, it describes all men's perception. "看时，石板底下，却是一个万丈深浅地穴" is what all men have seen, and "只见穴内刮喇喇一声响亮，那响非同小可" is what they have heard, the men as the subject and their perception form a mixed subjective and objective phenomenon. And the translators both noticed the difference and used "was heard" to transfer the meaning of *zhijian*, which can make readers focus on the description of men, and deliver more fluently by shaping focus chain. By the way, the passive voice can better reflect the objective consciousness of English.

"响亮过处，只见一道黑气，直冲上半天里" also shows the mixed phenomenon of hearing and seeing. It means the black cloud may produce from the sound according to the context. But two translators adopt different strategies. Sidney Shapiro deleted *zhijian* by just translating the situation, changing the subjective feeling into the background, which can make it more objective. What's more, "只见穴内刮喇喇一声响亮" and "只见一道黑气" were put together, which can show the action is happening at the same time so quickly. While Pearl S. Buck used two sentences which may interrupt the fluency of hearing and seeing.

(6) 惊得洪太尉目瞪口呆，罔知所措，面色如土。奔到廊下，<u>只见真人向前叫苦不迭。</u>（kindle, P359）

Sidney Shapiro: Marshal Hong goggled and gaped helplessly. His face was the color of earth. <u>He hurried out to the porch, where the abbot was lamenting.</u>

Pearl S. Buck: As for the Commander Hung, he was filled with such terror that he was speechless and he doubted what he had done and his face turned the color of clay. <u>He hastened into the veranda and there he saw the abbot crying bitterness without ceasing.</u>

We should be aware that not all words or phrases containing sound can be translated into "hear". The meaning of "叫苦不迭" can be sighing, ejaculating concerning the misery and complaining, some of which may contain sound, but mostly it is regarded as a state, not an action of uttering sound. It's different from the previous example, so the following information of *zhijian* should not be taken as what they hear. Such being the case, Sidney Shapiro just translated the objective environment by using "where" to connect his action and what he sees, which strengthens Marshal Hong's perspective without shifting the focus. As for Pearl S. Buck, she noticed the difference from the previous *zhijian* and translated into "he saw", which catches the right meaning of "叫苦不迭". But I think here Pearl S. Buck's translation is better because "saw" can stress the striking scene and create a totally different effect on visual image. While "where" treating as a background just like a plain statement which cannot fully deliver the feeling of the narrator.

2.2.4 *zhijian*+ Existential Sentence

(7) <u>只见一个小小茶坊正在路口。</u>（kindle, P991）

Sidney Shapiro: On a street corner he <u>saw</u> a small teahouse. (P34)

Pearl S. Buck: But then he <u>saw</u> a little teashop just at the mouth of the road. (P29)

(8) <u>只见血渌渌的两个死尸</u>，又吃一惊！（kindle, P17546）

Sidney Shapiro: <u>The sight of</u> those two bloody corpses really gave me a fright. (P471)

Pearl S. Buck: There, lying in blood, <u>I saw</u> two corpses! I gave a start of fear… (P440)

(9) <u>只见顶上有勒死伤痕一道。</u>(kindle, P17546)

Sidney Shapiro: His throat was cut. (P471)

Pearl S. Buck: <u>It could be seen that</u> the Taoist had been slashed across the throat. (P441)

(10) <u>只见厨桌上有些鸡毛和鸡骨头</u>，却去灶上看时，半锅肥汁。（P17769）

Sidney Shapiro: On the kitchen table he <u>saw</u> feathers and bones. A pot on the stove was half filled with greasy water. 480

Pearl S. Buck: Then he <u>saw</u> on the table in the kitchen there were the feathers and bones of a fowl. 448

There are the examples of "*zhijian* + existential sentence" which follows a structure that is used to express

that someone or something exists, appears, or disappears somewhere. From the translations above, two translators both translated *zhijian* into "see/ the sight of", so we can know that "*zhijian* + existential sentence" means what people see. Here, *zhijian* is not a discourse marker but a physical action. But "the sight of" and "it could be seen…" show a more objective consciousness because the noun phrase "the sight of" indicates a more well-define boundary than the verb "see", and the structure of "it could be seen" is a typical example showing the objectivity of the speaker when it comes to the description of an environment. However, Sidney Shapiro translated "只见顶上有勒死伤痕一道" into "His throat was cut" indicating *zhijian* can also be deleted if the translator see it as a hint to introduce new information. And deleting zhiijian and focusing on the new information can also centralize the attention of readers, so that the new information can be strengthened to show the objective consciousness of English. In the end, literary translation and omission can achieve the goal, that is to convert the subjective consciousness into objective consciousness.

2.2.5 "*zhijian*" as a Single Unit

(11) 军马到得栅门边望时，只见：尘土蔽日，杀气遮天；两路军兵投镇上，四条好汉下山来。(Kindle, 13000-13001)

Sidney Shapiro: <u>At the gate they saw</u> beneath a huge cloud of dust which blocked the sun an approaching host whose fierce aura obscured the heavens. Two columns of troops were closing in on the town. Four gallant men had come down from the mountain. (P347)

Pearl S. Buck: When they had come up to the city gate <u>they looked and</u> <u>they saw dust rising to the sky and the very heavens were filled with the fury of war. Two ranks of soldiers by the gates standing still, four goodly fellows riding down the hill.</u> (P322)

Here, the position of *zhijian* is different from the previous ones because it's like a single unit. Although I have mentioned "看……+只见"(look…+*zhijian*) indicating *zhijian* is redundant and the following sentence after it is the result of "看", here, "望……+只见" contains the same meaning with different degree. As a discourse marker, *zhijian* appears in the form of "只见：", a colon after *zhijian* which means it's relatively independent from the following sentence and it clearly shows the boundary between "my" action and "what" I see. And the pause between "军马到得栅门边望时" and "尘土蔽日，杀气遮天；两路军兵投镇上，四条好汉下山来" indicates the narrator deliberately draw a line between the

two parts in a way to hint or give readers a strong sense of as if they're being here. The isolated *zhijian* with a characteristic of subjectivity appears like a sentence, and the following information with a characteristic of objectivity became a complete sentence, which makes a sharp contrast and shows the shifted focus. Sidney Shapiro deleted *zhijian* and used "saw" to fix the focus, which achieved the goal of objective consciousness but failed to reproduce the narrator's hint or give readers a strong sense of as if they're being here. And Pearl S. Buck translated into "they saw" cannot show narrator's deliberation of shifting the focus and his mental process. In the end, *zhijian* as a discourse marker, but sometimes its position is given a special meaning by the narrator. Therefore, translators should reproduce what it implicates and take narrator's intention or mental process into consideration.

3. Conclusion

Chinese has a strong subjective consciousness or a mixed consciousness of subjectivity and objectivity, that is, it often describes objective things or phenomena with strong subjective feelings. On the other hand, native English speakers focus on objective consciousness, that is, describe and translate objective things or phenomena directly without exerting subjective feelings.

By analyzing the appearance and characteristics of *zhijian*, this paper concluded that the English translation of *zhijian* in *the Water Margin* is mainly based on its two functions, the original verb meaning and the discourse marker, and its use as discourse markers in *the Water Margin* is more than its original verb meaning. When comes to the meaning of a verb, that is, the real action, the meaning of *zhijian* equals to "seeing", so translators usually adopt literal translation. While *zhijian* as a discourse marker, it is no longer the main component of sentence structure but to highlight the following information. The blending of subjectivity and objectivity embodied in the source language needs to be converted into objectivity in English. There are generally three situations. First, what *zhijian* introduce is not what you actually see, but what your other senses receive. At this time, the visual meaning of the original verb meaning is weakened, and the translator needs to convert into other verbs of perception. Second, when *zhijian* changes from the perspective of the character to that of the narrator or the author, the purpose is often to introduce new topics, so translator will delete it, which reflects the conversion of subjective consciousness into objective consciousness. Third, when comes to "*zhijian*+existential sentences", *zhijian* is not only used as

a discourse marker, but also as the action of "seeing", that is to say, it's original meaning as a verb is also retained, so translators usually translate directly or delete it.

From the above comparative analysis, it can be seen that Sidney Shapiro often adopts the method of deletion when translating *zhijian* into English, which better reflects the conversion of subjective consciousness into objective consciousness. Translators should understand and attach importance to the conversion of subjective consciousness and objective consciousness so as to make a successful conversion in the process of translation and enhance the fluency and authenticity of the translation.

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The Reform of Elastic-plastic Mechanics Teaching for Petroleum Engineering Related Majors

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ABSTRACT

"Elastic-plastic Mechanics" is an important course for undergraduates and postgraduates of general engineering majors. However, the theoretical derivation of equations is complex, and the connection with engineering practice is inadequate. Therefore, teaching becomes difficult and boring for a number of students. Firstly, this paper introduces the importance of Elastic-plastic Mechanics for petroleum engineering related majors. Based on the recent teaching experience, the teaching reform of Elastic-plastic Mechanics course is carried out focusing on teaching method and learning content, and a discussion teaching mode based on students' independent discussion and engineering cases is formed. Remarkable results have been achieved in improving students' learning efficiency and classroom teaching effect. Furthermore, students' comprehensive ability of independent innovation and practice is enhanced.

1. Introduction

Elastic-plastic Mechanics, as an important compulsory course for petroleum engineering related majors, mainly refers to the stress, strain, displacement and distribution law of deformable solid under the influence of external load or environmental temperature change[1]. For petroleum engineering related majors, the basic theoretical knowledge of Elastic-plastic Mechanics plays an important role in oil and gas exploitation, transportation and storage. Learning the course of Elastic-plastic Mechanics well can not only provide theoretical support for students' during undergraduate and postgraduate study, but also provide engineering theoretical guidance for future engineer career. However, the traditional course teaching for Elastic-plastic Mechanics is boring due to lots of equations derivation.

In the past course teaching, Elastic-plastic Mechanics is usually divided into three independent teaching parts: elastic mechanics, plastic mechanics and fracture mechanics[2].The teaching content involves a wide range of knowledge, strong theory, complex formula, which is difficult to understand. And students are likely to lack interest and motivation. Moreover, due to the limitation of the course hours, students can only passively accept the theoretical knowledge that is difficult to understand, and gradually formed a bad atmosphere of learning in order to cope with the examination, which seriously deviated from the original intention of teaching the course of Elastic-plastic Mechanics, resulting in a serious decline in the

quality of teaching. Therefore, it becomes imperative to improve students' learning interest and motivation, modify the learning atmosphere, and improve the teaching quality for the Elastic-plastic Mechanics Teaching Team.

In order to change the learning style of students, improve their learning initiative and the effect of classroom teaching, our teaching team carries out the research and practice of teaching strategies through independent discussion in class. It advocates relying on engineering cases, guiding students to adopt the learning method of independent discussion and cooperation, so as to let students think about the significance of engineering cases and understand the complexity of Elastic-plastic Mechanics more deeply. It can promote students' all-round development, consolidate students' mastery of classroom knowledge and improve students' ability to solve practical engineering problems.

2. Importance of Elastic-plastic Mechanics

Elastic-plastic Mechanics is of great significance in petroleum engineering related majors. In the process of oil and gas exploitation, gathering and transportation, as well as storage and transportation, the safety and stability of the process and transportation equipment involved are very important under the load, while the Elastic-plastic Mechanics is mainly a course focusing the mechanical response of the elastic and plastic deformation of solids during the loading process[3]. Therefore, petroleum majors can use the theoretical knowledge of Elastic-plastic Mechanics to design and check the safety of petroleum process and transportation equipment.

Taking Oil and Gas Storage and Transportation Engineering as an example, the Elastic-plastic Mechanics knowledge should be used to solve the problem, such as the design and stability check of the wall thickness of pipeline and storage tank, prediction of residual strength and failure stress of corroded onshore and subsea pipeline, safety assessment of pipeline damage caused by strong external force in geological disaster area, fatigue damage and stress buckling analysis of submarine pipeline and its riser in complex marine environment. Therefore, Elastic-plastic Mechanics is an important basic theoretical discipline in petroleum engineering related majors. Only by learning this course well can we better learn other professional courses and solve practical engineering problems more effectively.

3. Experience of Teaching Reform and Practice

Combining with the teaching experience of Elastic-plastic

Mechanics in the past five years, the Elastic-plastic Mechanics Teaching Team of China University of Petroleum (Beijing) changed the teaching methods and teaching contents of the course by carrying out the discussion teaching mainly based on students' independent discussion and the practical teaching reform combined with engineering cases, so as to let the students actively participate in the classroom learning.

3.1 Seminar Teaching Centered on Students' Independent Discussion

The traditional teaching method is mainly focused on the teachers' lecture in class. Due to the abstract and theoretical nature of Elastic-plastic Mechanics, it is difficult to attract students' attention. Students are prone to be lacking motivation with high pressure and low learning efficiency, which has a negative effect on teaching. Seminar teaching emphasizes the leading role of students in classroom teaching, which makes students change from forced receivers to active participants. It advocates cultivating students' self-learning ability, innovation ability and application ability, and improves students' summary and expression ability, which is an inevitable trend of modern university education [4-6].

The Elastic-plastic Mechanics Teaching Team of China University of Petroleum (Beijing) has reformed the teaching method based on the teaching experience in recent years. The traditional teaching method based on teachers' lectures has been changed to the discussion teaching centered on students' independent discussion. The knowledge points of the main chapters of Elastic-plastic Mechanics are refined, and the complex knowledge system is disassembled and refined to form a series of refined research specialties. Combined with the knowledge of material mechanics and engineering mechanics that students have learned, through teachers' guidance and students' independent thinking, the course learning is completed by putting forward questions, group discussion, comparative hypothesis demonstration, large group report and so on, so as to increase students' sense of participation and experience in class, and mobilize students' enthusiasm for thinking and research. At the same time, teachers go deep into the students' discussion group, actively participate in it, give corresponding guidance, encourage students to start from different angles, bold hypothesis demonstration, dare to question, profound analysis, and strive to fully grasp the theoretical knowledge points in the topic. In the large group report, students go to the podium and randomly select the keynote speaker of the group discussion topic to explain the research results of the topic. In this way, the knowledge structure is integrated and built

up again, so as to complete the whole teaching of Elastic-plastic Mechanics.

In order to encourage students to actively participate in the discussion, the Teaching Team has revised the course assessment method, gradually weakening the proportion of final examination in the course assessment, enhancing the proportion of classroom independent discussion in the assessment, and establishing a reasonable and diversified curriculum assessment system [7], so as to assess the learning effect of students more comprehensively. Practice has proved that the seminar teaching centered on students' independent discussion can bring students into the classroom atmosphere, cultivate their innovative consciousness and cooperative consciousness. Students have the courage to think, dare to ask questions, excavate and master knowledge independently in the discussion, so as to understand the complex and abstract theoretical content more easily and improve the learning efficiency and teaching effect.

3.2 Seminar Teaching Based on Engineering Examples

In the past, the traditional teaching is lack of connection with the actual engineering cases, which leads to the theoretical knowledge of students cannot be applied to the actual work well, resulting in serious disconnection between teaching and practice. The Elastic-plastic Mechanics that students learn in class is a general theoretical knowledge structure, which cannot be directly applied in practical engineering. Boring and seemingly meaningless learning makes students uninterested and lack learning motivation. In the process of teaching reform and practice, the Elastic-plastic Mechanics Teaching Team of China University of Petroleum (Beijing) has refined a series of projects close to the course content by combining with the national major research projects, the relevant research topics and investigation reports of petroleum enterprises such as Petro-China, Sinopec, CNOOC, etc., as well as the investigation report of students' internship, and the current research topics of students example. According to the contents of different chapters of Elastic-plastic Mechanics, engineering cases are integrated into teaching to guide students to learn theoretical knowledge from practical cases.

3.2.1 Teaching Involving Oil and Gas Pipeline Wall Thickness Design Engineering Case

Plane stress problem and plane strain problem are two very important parts of Elastic-plastic Mechanics[8]. The analysis of thick-walled cylinder is one of the most important parts in the design of oil and gas pipeline wall

thickness. Only from the theoretical analysis of thick-walled tube, students usually have no practical concept about the elastic-plastic problem of thick-walled cylinder. And it is difficult to understand just only relying on abstract theory. Through the teaching reform, the design and calculation method of oil and gas pipeline wall thickness is introduced into the course explanation of Elastic-plastic Mechanics. The design and failure process of pipeline are combined with the course content, so as to enhance the intuitiveness and practicability of the course content. In order to find more practical engineering cases, relevant technical personnel of CNPC Pipeline Design Institute, Sinopec engineering design and offshore oil engineering design are invited to conduct course discussion and exchange in the course, so as to supplement the practical problems encountered in the engineering into the classroom teaching and guide the students to discuss independently. At the same time, a series of specifications involved in the design of pipe wall thickness are also introduced into the course teaching, so that the classroom teaching can be closer to the actual engineering and students have more specific and more intuitive feelings in the learning process. When students go to work in the future, they can use the in engineering practice.

3.2.2 Teaching Involving Local Buckling Engineering Case for Submarine Pipeline

Submarine pipeline is the lifeline of offshore oil and gas field development. Reasonable design, construction and management of submarine pipeline are very important to ensure its safe operation[9]. Due to the complex marine environment, the local buckling failure of submarine pipeline under the combined action of internal pressure, external pressure, axial force and bending moment should be considered in the design of submarine pipeline, which requires careful check of local buckling pipeline. In the teaching process of Elastic-plastic Mechanics, the elastic yield criterion and the plastic yield criterion[10] are combined to check the local buckling of the pipeline, which can well integrate the abstract Elastic-plastic Mechanics calculation method into the specific image of the engineering case. For students, it is convenient for them to grasp the key points of knowledge, compare theoretical calculation with engineering case data, verify the differences and connections between them, so as to enhance students' interest in learning, make students have a better grasp of theoretical knowledge, and broaden their knowledge. For teachers, it greatly reduces the difficulty of teaching, changes the previous dull theoretical classroom situation, and can better grasp the progress and effect of students' learning.

3.2.3 Teaching Involving Pipeline Safety Assessment in Geological Hazard Area

Fracture mechanics in Elastic-plastic Mechanics is a more complex learning content[11]. In the teaching process, it is not easy to be accepted by students because of the complex concept and abstract content. Fracture mechanics mainly refers to the crack expansion law of engineering material structure[12]. When the oil and gas pipeline is in the natural disaster area such as debris flow, landslide, fault, earthquake and so on [13], the strong natural external force is easy to cause the pipeline crack damage, and the pipeline near the crack will have a large range of buckling. Therefore, it is necessary to analyze the impact of crack induced buckling on the safety of the pipeline and judge whether the pipeline is feasible to continue running. In the teaching mode reform, we focus on refining the engineering cases of pipeline buckling caused by geological disasters in recent years, and integrate the characteristic and targeted cases into the elastic-plastic fracture mechanics. Based on the analysis method and numerical simulation of the pipeline failure buckling in the geological disaster area, this paper explains the fracture mechanics involved in the elastic-plastic state. It can make students more clearly understand the knowledge structure of fracture mechanics, gradually master the calculation method of fracture mechanics, and be familiar with the way of solving practical problems by fracture mechanics from engineering cases, and indirectly let students gradually learn to combine analytical method and numerical simulation method to solve practical engineering problems.

3.2.4 Teaching Involving Tank Wall Thickness Design Engineering Case

The strength and design of storage tank is a compulsory course for Oil and Gas Storage and Transportation Engineering. With the rapid development of the petroleum and petrochemical industry, the construction of storage tank gradually tend to the direction of large-scale construction, which not only meets the demand of oil and gas reserves, but also meets the requirements of storing different kinds of liquid raw materials [14]. At the same time, considering the influence of wind force and tank settlement on the structural stability of the tank, the influence of wind force and tank settlement on the structural stability of the tank is also discussed. Reasonable and scientific design of tank wall thickness is particularly important. In the classroom teaching of Elastic-plastic Mechanics, the design and check engineering cases of tank wall thickness are integrated into it. Students majoring in petroleum industry have learned the basic knowledge of tank strength and

design and have a certain theoretical basis for the design of wall thickness. After adding it into the knowledge framework of Elastic-plastic Mechanics, the structural stability of tanks with large deformation is analyzed by using Elastic-plastic Mechanics. Checking can not only broaden students' knowledge of tank strength and design, but also make it easier for students to use Elastic-plastic Mechanics to solve the stability problem of large deformation tank. The practice in recent years shows that this teaching method can significantly improve the teaching effect.

3.2.5 Experience of Teaching Reform

Based on the engineering cases, the theory teaching is changed into practice teaching, which makes the Elastic-plastic Mechanics more intuitive and easier for students to understand the theoretical knowledge embodied in the course. In the actual classroom teaching, students of the same major are encouraged to discuss a professional case together. Based on the professional knowledge, the paper discusses how to solve the problems existing in the engineering case by combining the knowledge of Elastic-plastic Mechanics and summarizes the knowledge points of Elastic-plastic Mechanics reflected in the engineering case, and puts forward their own views and opinions. When they encounter the professional knowledge that they don't understand, they can consult the relevant information in time, which indirectly broadens the scope of students' professional knowledge. The teaching practice in recent years has proved that the seminar teaching based on engineering examples can not only effectively mobilize the enthusiasm of students in learning and research, but also cultivate students' independent innovation ability and comprehensive ability to solve practical engineering problems. It can maximize the teaching goal of Elastic-plastic Mechanics and achieve the expected teaching effect.

4. Conclusion

Recently, the Elastic-plastic Mechanics Teaching Team of China University of Petroleum (Beijing) has transformed the traditional teaching mode into discussion teaching mode based on students' independent discussion and practical teaching mode based on engineering cases through the reform and exploration of curriculum mode. It focuses on the cultivation of students' innovative thinking and practical ability, which greatly improves the students' interest in learning. The engine of self-confidence and exploration reduces the pressure of teachers in class. The open seminar teaching practice has completed the transformation from the indoctrination teaching method to the open and independent discussion teaching meth-

od. Furthermore, the transformation from the theoretical teaching to the practical teaching makes the classroom teaching effect of Elastic-plastic Mechanics significantly improved. Students can not only grasp the basic theoretical knowledge intuitively and quickly, but also exercise and improve their practical ability in the face of practical engineering problems, which lay a solid foundation for future work as an engineer.

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Discussion on National Spirit Education

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ABSTRACT

National spirit education is an important content of ideological and political theory courses in colleges and universities. Currently, national spirit education should follow the development vein of national spirits. The development of the Chinese national spirits follows the development vein from the emergence of national consciousness, to self-denial of the national spirits, to its self-affirmation. Meanwhile, the development vein of the national spirits includes the characteristics of inheritance, times, and development of the national spirits. Thus, all the above constitute the basic teaching content of national spirit education in China.

1. Introduction

National spirits are the sum of the ideological character, value orientation, ideals, beliefs, and moral standard formed in the long-term life and practice of a nation, which is recognized and accepted by the members of the society[1]. The national spirit education is an important content of the ideological and political education in colleges and universities, and an important part of the quality of talents, playing a role in driving, guiding and ensuring the cultivation, growth and development of talents[1]. Education is a practical activity of cultivating people, and the first issue of education is what kind of person we want to cultivate. Besides, national spirit education plays an important part in the ideological and political theory course in colleges and universities talent quality training, playing a role in driving, guiding, supporting and ensuring the cultivation and growth of talents as well as the development of intelligence. Strengthening the national spirit education is helpful to guide students to establish correct ideals and beliefs, stimulate their spiritual impetus to study hard, and shape their sound personality. It is of great significance to cultivate high-quality successors and builders of socialism with Chinese characteristics[1].

China has made great efforts in the national spirit education and achieved good results. However, currently, the situation of national spirit education in China is still grim and there are still many difficulties and problems[1]. The content of national spirit education should take the national spirits as the core and foundation. Moreover, Chinese national spirits not only have a unique inheritance,

responsiveness and development, but also have unique development law and path, which is the foundation of national spirit education.

2. National Spirit Education Is Based on the Inheritance of National Spirits

Mr. Gu Mingyuan pointed out that nationality is the basic characteristic of education, and the educational tradition of a nation has its characteristics just like the cultural tradition of a nation, adapting to the political, economic, cultural, scientific and technological system and development level of the nation[2]. National spirit education is aimed to lead the Chinese national spirits to transform into the world's national spirits based on national characteristics.

It is a long history to form the national spirits in China. It is in recent years that Chinese people take "nationality" as the subject of consciousness. When the westerners came, they brought a new international order, forming a great pressure on China, and thus making the Chinese people have a strong "self" consciousness, namely, the national consciousness began to emerge. Technically, in 1899, Liang Qichao published the article *Is China's Soul Still There*, and this is the first time to reveal for the Chinese people the important issue of carrying forward and cultivating the national spirits[3]. With the rise of the May Fourth Movement, the national democratic movement has developed vigorously. Especially with the outbreak of the Anti-Japanese War, the national spirits have also been elevated to the status of national will[4]. In January 1924, Dr. Sun Yatsen began talking about the *Three People's Principles*. In the speech, he pointed out that we have lost the national spirits, so our country has been lagging behind day by day, and if we want to restore the status of the nation today, we must first restore the national spirits. With the unprecedented upsurge of the Chinese national spirits during the Anti-Japanese War, the discussion on the national spirits has also entered a new stage. After the founding of the Communist Party of China, on the one hand, our Party put forward the problem of inheriting and carrying forward the Chinese national spirit in the period of revolution and construction. On the other hand, since the reform and opening up, the Chinese national spirits have been carried forward and developed in practice. In the first session of the Thirteenth National People's Congress, General Secretary Xi Jinping made a highly concise and clear interpretation of the Chinese national spirits for the first time. The Chinese national spirits are "the great national spirits cultivated, inherited and developed by the Chinese people in the long-term struggle". This "enduring" Chinese national spirits include "four great spirits", namely "great creative spirit", "great struggle spirit", "great solidarity spirit" and "great dream-pursuing spirit"[5].

National spirits are not only the soul and core of a nation, but also the source of national vitality. Only by knowing and understanding the inheritance of the formation and development of national spirits, can we deeply understand the historical context of our nation, establish the empathy of the Chinese nation, and cultivate the national identity. We should take Marxism as the guiding ideology, follow the excellent cultural tradition of the Chinese nation, and absorb the advanced Western culture to carry forward and cultivate the national spirit education. From the perspective of Marx and Engels' national spirit and its value, national spirits can promote the development of the country, nation and human society positively, aggressively and progressively, and material and practice are the motivation and origin of things' development. The theory of world history reveals that the objective inevitability of the transformation of human society from regional history to world history, and the methodological principles of correctly handling the relationship between different national spirits[6].

The national spirits should be rooted in the excellent traditional Chinese culture. The first is to strengthen the patriotism like "everyone is responsible for the rise and fall of the world", and the social ideal of "the whole world as one community" and "the world of Great Harmony", which inherit the most powerful spiritual gene of the Chinese nation. The second is pragmatism such as the life attitude of "constantly striving to become stronger as well as self-disciple and social commitment"[7].

The national spirits should absorb the advanced Western culture. Firstly, Western society has always paid attention to the historical basis of national spirits, which is a good reference for the development of national spirit education. Secondly, from the perspective of cultural spirit, Western universal values such as "freedom, equality and justice" play a positive role in enriching China's national spirit education[8].

3. National Spirit Education Is Based on the Times of National Spirits

National spirit education is an important content in the ideological and political theory course and we should constantly adjust and update the content, because the national spirit education should give answers to the problems in the development of the society in time, so that the national spirit education can be more targeted and purposeful, to enable students to accurately understand and master the connotation and essence of the national spirits.

The national spirits have gone through their course in the change of the confrontation between themselves and international order, changing gradually from self-denial to self-affirmation, and experiencing a historical dialectical process. In recent years, various changes have taken place at home and abroad, especially the rising number of people infected with COVID-19 in the world in 2020, profoundly affecting many countries, promoting the rise of populism and nationalism at home and abroad, and triggering a series of international relations events such as anti-globalization and geopolitical confrontation at home and abroad. In this domestic and international environment, some people in China show their pure patriotism or slightly radical nationalism. On the one hand, the great achievements and results of New China in the past 70 years have strongly stimulated the Chinese people's loyalty and love for the motherland in the commonly recognized mainstream value system, and this is due to the recognition and identity of the national community from individuals. As a passionate patriotic sentiment, this nationalism with particularly strong charisma and action power can quickly gather all members of the national community to form a synergy or pass-through effect and take action. On the other hand, openly expressed in the cyberspace, this radical nationalist sentiment still appears from time to time with populism and extremism. At the same time, radical nationalism often confronts other social thoughts, and the unstable factors in the online public opinions increase, so we need to pay attention to the above phenomenon[9]. When a nation is under pressure from outside, it will show the consistency and efficiency of emotion and reaction. Under this situation, we need not only a manifestation of nationalism mixed with anger and discontent, but also need to take more rational practical actions to respond to currently severe "internal and external problems" that Chinese society is facing. How to deal with the domestic nationalist sentiment and guide the people to correctly understand some problems and dilemmas the society is facing has become the urgent task of the current national spirit education.

Generally speaking, the Chinese nationalism thoughts tend to be moderate, although extreme thoughts come up from time to time. However, this also shows that our national spirit has gradually shown a transformation from self-denial to self-affirmation in the development, specifically embodied in the extremely enhanced national self-confidence and the general objective and rational treatment and solution to the problems caused by the external environment. Moreover, firstly, it is embodied in the consistent and efficient collective action. In 2019, in the context of the 70th anniversary of the founding of the Peo-

ple's Republic of China, the consciousness of the national community is constantly enhanced, and the national cohesion and centripetal force continue to improve, providing a better environment for the formation of patriotism. With the active guidance of mainstream discourse and the optimization of the people's media literacy, nationalism in 2019 was more rational, and at the same time, collective action also showed higher consistency and efficiency[9].

Secondly, it is embodied in the struggle with reasons, evidence and restrains. In the face of slander and repression from individual Western countries, domestic nationalist sentiment is more rational and confident compared with the previous reactions. By comparing the data of economic growth, scientific and technological progress, and infrastructure construction, the false labels of "multilateral" and "equality" in trade protectionism, unilateralism, and hegemonism are torn off one by one[9].

Lastly, it is manifested in the enhancement of inclusiveness and the weakening of exclusivity. In the face of trade frictions and other disputes between China and the United States, nationalist sentiment has been rising but has remained calm and restrained in general. On the one hand, people believe in the government's decision-making and believe that the government can solve disputes. On the other hand, the people are more rational and can understand that these are inevitable problems that China must face in the development, we can win by coping with these problems positively, and boycott blindly or refusing to exchange and open up is not conducive to China's long-term development. It can be seen that nationalist sentiment tends to be objective[9].

4. National Spirit Education Is Oriented by the Development of National Spirits

The cultivation and promotion of national spirits are the value pursuit and goal guidance to cultivate Chinese with national spirits and facing the world. It is helpful for students to respect and understand the national culture more, and prevent discrimination and opposition by the cultivation of students' quality structure according to the mission of the times. It is also helpful to cultivate college students to become responsible citizens and realize social unity and order, conducive to promoting socialization of the students and social personalization, and improving students' ability to adapt to and serve the society[10].

Only when the Chinese national spirits can surpass the national consciousness and overcome the crisis of national spirits can the national spirits become a world's historical nation. Moreover, only the world's historical nation can reach the stage of national spirits and complete the spir-

itual course. This requires us to transform our spiritual pattern. The historical process of the transition from national consciousness to national spirits is also the process of gradual integration of China into the whole world. At present, China is facing heavy pressure from the international environment. At the same time, various domestic trends of thoughts are surging, which puts forward various requirements for the current development of national spirits. Therefore, there is an urgent need to transform the national spirits. On the one hand, the success of the transformation of the national spirits does not depend on whether they can adhere to and carry forward their advantages, but whether they can discover and eliminate their defects in time. This is exactly the significance of national spirits and self-consciousness. On the other hand, the national spirits in the evolution need self-examination and self-denial to keep health and smooth evolution. But self-denial requires boldness and foresight. Not every civilization has such courage. Some ancient civilizations tend to bear the heavy cultural burden or be stuck deep in the cultural narcissism to refuse to make progress resulting in stagnant development. In a certain sense, denial is a necessary condition for progress. The result of denial will inevitably bring about self-innovation and the denial without self-innovation is inconceivable. The proposal of some theory, the formation of some trend of thoughts, or the implementation of some reforms are only forms of expression. In essence, they are all bred and generated under the deep restriction of the national spirits, or in other words, it is the self-denial and innovation of the national spirits. Then the result is denying the unreasonable or outdated part of the traditional spirits and bringing forth the new through the old to promote the progress and development of the national spirits. "The Chinese nation is an inclusive and open nation and has been learning from other people's strengths and transforming other people's strengths into our strengths in the long history, so we have formed our national characteristics," General Secretary Xi Jinping said.

"The national spirits must meet two conditions before they can become national spirits. First, they have extensive influence and are accepted by most people. Second, they can promote social development and drive social progress as the spiritual force."[17] At present, China is facing the historical mission of realizing the great rejuvenation of the Chinese nation. The national spirit education can provide solid spiritual support to urge the society to eliminate all possibilities of national spiritual separation and spiritual civil war, enhance national self-confidence and pride, enhance national centripetal force and cohesion, and always meet challenges, endure

tests, overcome difficulties and eliminate risks towards the established goals, thus to become a vigorous nation of self-actualization.

Individual and social development needs the spiritual power provided by the national spirits. China has entered a new era of socialism with Chinese characteristics and has had profound changes in various historical conditions and domestic and foreign environments. The goals of individual and social development have also changed with the changes in the domestic and international environment. The national spirit education provides the society, especially individuals with the spiritual support and motivation for innovation and hard work, to overcome the difficulties on the way forward and solidly promote the realization of personal and social development goals[11].

The harmonious and stable situation needs the spiritual link provided by the national spirits. The national spirits can guide and urge the overwhelming majority of the people to always adhere to the national interests as the primary choice, thus to correctly treat the various conflicts of interest existing in China, and resolve the conflicts with a positive attitude and promote the development of social unity and harmony. Meanwhile, the national spirits promote the country to proceed from the fundamental interests of the overwhelming majority of the people, properly resolve various social conflicts by using policies, systems and laws in line with the principle of fairness and justice, and reasonably integrate various interest relationships, to gradually form a harmonious and stable social mechanism. Therefore, all forces that can be united are united and all positive factors that can be mobilized are mobilized, to realize the original intention and mission of seeking happiness for the Chinese people and rejuvenating the Chinese nation.

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A Study on Cultivation Strategies of Critical Thinking in Junior Middle English Reading Class

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ARTICLE INFO	ABSTRACT
	This paper analyzes the importance of critical thinking to junior middle school English reading ability. This paper probes into the cultivation of critical thinking in English reading ability from the perspective of teachers and students, and discusses the problems based on the questionnaire survey.

1. Introduction

Critical thinking has been studied extensively all over the world. Meanwhile, English reading ability is increasingly playing a vital role in the contemporary society. In class, however, students and teachers are more concerned with understanding the shallow meaning of the reading material than with thinking critically about the deeper meaning of the text and making original ideas. Therefore, this paper will explore the methods of training junior middle school students' critical thinking from the perspective of English reading. According to the questionnaire survey, this paper will focus on the application of critical thinking in English classroom to help students improve their reading ability. Taking Zhoushan junior middle school students as an example, the research can help teachers understand the prob-

lems in English reading class and raises students' critical thinking according to the related suggestions[1].

2. Background

2.1 Theoretical Background

The Compulsory English Curriculum Standards (2011 Edition) require that by the end of junior middle school, students should have achieved the goal of "being able to deduce and understand the meaning of new words from context and word-formation". The formation of critical thinking can help students to set up independent and active thinking. Students are able to think rationally and reflectively, depending on the purpose of the activity, to decide what to believe or do (Ennis 1962). Secondly, teachers should guide students to judge the authenticity, accuracy and value of the knowledge they have learned

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(R.D.Liu 2000), so as to enhance students' innovation ability and cultivate special talents[2].

2.2 Policy Background

Under the background of the implementation of the new curriculum reform policy of the State, the student-centered teaching mode has been gradually attached importance to, and the reform and upgrading of the teacher-centered traditional teaching mode (S.L.Qu 2019) has made the classroom pay more attention to the practical application of the knowledge learned. Students also change their roles from listeners to questioners, and form active learning attitude. The education of middle school students requires the cultivation of talents with creative ability and intercultural communication ability. The ability of innovation is closely related to critical thinking. Nowadays, the demand for innovative talents in China and even in the world urges the innovation of our students' thinking mode. Students are required not to copy knowledge, but to obtain objective cognition through their own practice and to creatively use what they have learned to find new ways to solve problems[3].

2.3 Problems in English Class

Students trained by traditional teaching mode are examination-oriented elites. Although they have a lot of problem-solving skills, they still can't analyze logically, judge and solve problems independently. Nowadays, there are two problems in the development of critical thinking of junior middle school students: conformity and reticence.

2.3.1 Conformity

Conformity means that students tend to give up thinking and follow the opinions and answers of others in the face of problems that are above their own level. For example, many teachers ask questions in class: "Which one is the answer, A or B?" If the majority of students have not known the answer, one student chose an option, then most students will basically stop thinking, and get the same answer. If the answer is correct, the teacher chooses not to do in-depth explanation, students are likely to not master this knowledge. Therefore, "conformity" is a problem that teachers should pay attention to in the process of teaching.

2.3.2 Reticence

Reticence indicates that students are afraid to express themselves. There are many reasons for this problem, such as: teachers are too strict, the gap between teachers and students is too big to make students afraid to express their opinions, fear of being criticized; or students have inferi-

ority complex, that the wrong answer to the question will be laughed at by students. This problem seriously hinders the development of students' critical thinking, blocks students from constructing positive behavior patterns, and makes them lack of logic of thinking and speech.

3. Research Design and Findings

3.1 Research Objects

The subjects of this study are the junior middle school students and the front-line teachers of Dinghai No. 5 Middle School and Zhoushan No. 6 Middle School. The thought of senior grade students has a certain grade of development; therefore, the questionnaire respondents mostly are grade-three students.

3.2 Research Methods

The author sent questionnaires to the respondents for random sample collection. The content of the questionnaires includes basic information of respondents, teachers' understanding and cultivation methods of critical thinking. Meanwhile, interview the front-line teachers, attend the reading class and understand the teaching ideas.

3.3 Research Results
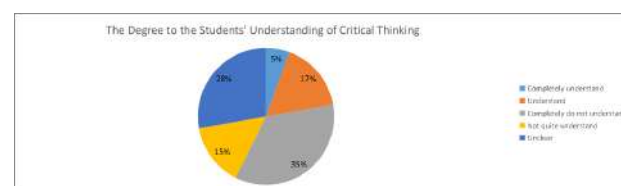
Figure 1

According to questionnaires, 35% of students completely do no critical thinking, 28% have no idea whether they have been taught this, 17% understand it and 15% know it a little, only 5% completely understand it.
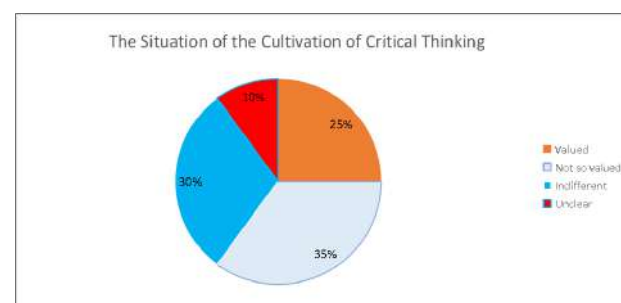
Figure 2

25% of teachers attach importance to the cultivation of critical thinking, 30% give general attention, and 30% and 10% of teachers take "indifferent" and "unclear" attitudes,

respectively.
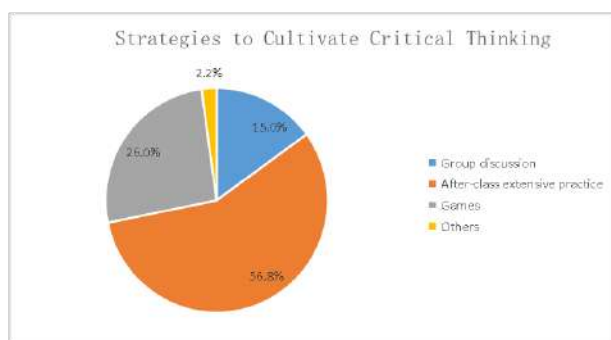
Figure 3

56.8% of the students reflect and deepen their understanding of the text through extended reading practice after class; 26% of the students think positively and participate in group discussions; 15% have participated in games set by teachers, and believe that games can deepen the acknowledgement knowledge of the text and promote understanding.

4. Problems

4.1 Cannot Use Guessing Strategy

English words have the phenomenon of polysemy, which is one of the test points of propositioners. Students often encounter this type of question in English reading practice and examination. However, many students can't grasp the main idea of the passage accurately and guess according to the context, so the accuracy rate is low. In addition, the inability to correctly judge the genre of the article and the inability to identify the author's mood also exist.

4.2 Lack of Activity in Class

Based on classroom observation and teachers' interviews, the author finds that students in English reading class are not very active, especially when the questions need to be combined with the students' own experiences. Some students said they did not know how to organize the language in English. Others said they had no personal thoughts about the question.

5. Problem Analysis

Through the analysis of the data, we can find that there are many reasons for the high error rate of solving problems in English reading. The reasons are as follows:

5.1 Teachers Emphasize More on Reading Skills than Text Understanding

Most of the students think that the answers to the reading

comprehension questions are not deep enough, and they take a passive attitude towards the teaching methods adopted by the teachers. By attending the class, the author finds that teachers tend to teach students how to find the answer quickly when they are teaching a certain genre. Teachers' analysis of articles usually stops at the understanding of shallow information. Taking an article from Unit 6, Grade 9 (Go for it) as example, the teacher asks the students to read the passage quickly and summarize the main idea of the passage. In the next step, students are required to find out the closest answer to the main idea of the passage. Finally, students need to master the key words, phrases and sentence patterns. Because the junior middle school reading comprehension topic sets relatively simple, after the student finds the corresponding topic answer, the explanation to the reading part basically comes to an end. All the process is flatter, and students pay more attention to the new words and grammar of the article. Besides, junior middle school teachers and students are faced with such problems as tight teaching schedule, high pressure to enter a higher school, and so on. Even if some teachers understand that the development of critical thinking is crucial to help students develop the ability of independent thinking ability, they can not combine critical thinking with the teaching process effectively and flexibly. Therefore, critical thinking can not be trained and developed.

5.2 Thinking Development of Students Influences Perspective of Solving Problems

In the 1930s, American educator B. S. Bloom (1956) proposed the Bloom Classification, which divides cognitive and thinking abilities into six levels according to the degree of difficulty, namely, theoretical cognition, understanding, application, analysis, synthesis and evaluation. From the questionnaire survey, it can be concluded that most students are afraid or unwilling to question the authoritative answers, and seldom discuss the root of the problems with teachers. Not willing to think is not conducive to students to build their own way of thinking and system, fragmented reading easy to make students to set the question answer understanding, search incomplete. Many examples in real classroom can prove that the reasons for students' inability to correctly judge the choices given can be divided into three types: first, taking out of context, that is, students see sentences with similar meanings in the text, and immediately judge the matching with the choices, thus making mistakes; second, over-understanding, that is, students will over-emphasize their own understanding on the basis of the existing meanings of the sentences, which is the embodi-

ment of their inability to understand the author's feelings and their lack of reasoning and judgment ability; third, the lack of predictability. This type of question usually appears in the last question, and students need to predict the meaning of words or the development of the next step of the text according to the existing information. However, it is difficult for students to deduce and predict this type of question without grasping the meaning of the full text and the deep information of the text. Thus, students in the day-to-day training, they can not jump out of the inherent framework of thinking, the lack of deep, independent thinking and the ability to question.

5.3 The Contents of the Textbook Exist Irrationality

Junior middle school students have been using the textbook (Go for It) for many years. It is not difficult to find that this textbook helps improve students' overall level. But in terms of reading materials, it is often used as a means of consolidating the knowledge learned in each chapter and expanding the number of words and phrases. The matching questions are shallow and the focus is on grammar. In addition, many students think that some topics are too old to stimulate.

6. Suggestions

This paper discusses how to cultivate critical thinking in the process of reading under the background of curriculum reform. In view of the above data analysis and problems found, the author puts forward the following suggestions to help teachers and students improve English reading ability and performance, and cultivate critical thinking.

6.1 For Teachers

6.1.1 Understand the Requirement of the Course and Set up Questions Reasonably

One of the goals of English teaching in junior middle schools' states that students should be able to exchange information and express their opinions on various topics of daily life. Thus, simple knowledge indoctrination is not enough to help students form independent thinking. Therefore, teachers can set up corresponding teaching tasks to guide students understand the content of the text and build up a complete thinking system according to the different requirements of pre-reading, while-reading and post-reading. To the teaching content is various, the class hour sets tensely, teachers should screen the teaching methods according to the subject of the teaching content, so as to effectively cultivate students' critical thinking.

6.1.2 Shorten the Distance between Teachers and Students, Activate the Classroom Atmosphere

Students in the classroom keep silence due to teachers and students feel too much distance or classroom atmosphere caused by tension. Therefore, teachers should review whether their teaching procedures are too tight or lead to lack of sufficient time for students to think. At the same time, teachers should also use activities to shorten the distance, so that students understand that it is a good phenomenon to question authority reasonably. For example, in some classrooms, the teacher intentionally makes wrong answers to guide the students to make corrections and praises those who correct them. These activities not only stimulate students' ability and interest in independent thinking, but also make the classroom full of vitality.

6.2 For Students

6.2.1 Participate in Social Activities to Stimulate Interest in Learning

China is in line with the world, talent as an indispensable bridge. And thinking agile, resourceful is a qualified talent should equip. Encourage students to participate in volunteer activities or simulation scenarios. When they participate in activities, they will have the opportunity to meet people of different ages, different countries and different values. How to get along with these people at the same time adhere to, express their own views and ideas, students need to timely use their own critical thinking of the problem analysis, to make appropriate answers.

6.2.2 Broaden the Horizon and Connect with Social Events

When teachers introduce hot topics into classroom teaching, students should actively discuss, explore and predict the essence, causes and consequences of this social phenomenon, spontaneously create a relaxed and good thinking environment, create a good atmosphere of learning, and receive the changes of the world with a sensitive sense organ.

7. Conclusion

The training of critical thinking in English reading teaching in junior middle schools needs the cooperation of teachers and students, which is not only due to the teaching process, but also the need of developing innovative talents in China. However, because of various factors, some students have not formed a way of thinking and learning, which leads to the emergence of mechanized learning in English subjects. This hinders the development

of students' learning abilities. From the research results, it can be concluded that the students can not understand the meaning of the words without the dictionary, can not correctly judge the genre of the article, and can not recognize the writer's emotion and writing tone. Based on these problems, this paper puts forward suggestions from both teachers and students, teachers need to enhance their own quality, familiar with the teaching materials, shorten the distance between teachers and students; students need to actively participate in classroom activities, improve learning interest. The basic education curriculum reform is the request which our country opens day by day brings. Although more and more people begin to realize the shortcomings of our English teaching and actively seek to change, but in the practical aspects of further study. In short, with the continuous progress of society, students should have the habit of independent thinking, good at asking questions, dare to question, and strive to become innovative talents.

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The Modern History of England in Art

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ARTICLE INFO	ABSTRACT
	Images are the key for us to sort out modern British history and study the development of early industrial civilization. This paper takes the most classic representative works of those immortal artists in the long river of British art to create a section of immortal history, and review the historical fragments of modern Britain from the painting brush of art masters, and intuitively feel the historical customs, dress etiquette and natural scenery of Britain at that time.

From the efforts of Henry VIII and Elizabeth I of Tudor Dynasty in the 16th century to the establishment of British capitalist system in the early 20th century, as the leader of modern industrial civilization, Britain's status in the early modern art history is not commensurate with its economic and political achievements. Generally speaking, the development of British art is relatively slow. British Art in the Middle Ages was relatively prosperous, but the art heritage of the Middle Ages was seriously damaged twice. Once, Henry VIII, who was a Protestant, urged Congress to pass the supreme act in 1534, persecuting Catholicism and destroying some works of art left over from the middle ages. The first was that after the establishment of the Republic in 1649, Cromwell also regarded himself as a Puritan, advocating the destruction of the idols of the church, thus causing serious damage to the medieval art heritage. In Renaissance England, its literary achievements were mainly reflected

in art and literature. However, it is a pity that there was not a native artist with international influence in Britain at that time. For a long time before Hogarth, the art of England stagnated in the stage of enlightenment. British painters follow the art style of imitating Italy and Flanders in Europe. During this period, German painter Hans Holbein's portraits and woodcuts had a great influence on British painting, leading the art trend of the time in England. Henry VIII saw that portraits were very beneficial to the protection of the king's image and rights, and he paid a lot of money to Hans Holbein, Jr. The portrait of little Hans holy naturally became Henry VIII's weapon to capture beautiful women from all over the world. The painting "Duchess of Milan" is an example of this historical fact. It is also the most outstanding and excellent work of little Hans Holbein in this period. What is good in the top, there must be much in the bottom. During the Tudor Dynasty, both the king's wife and his ministers

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scrambled to ask famous painters to paint their own portraits, which not only showed their status, but also was convenient for future generations to worship. This trend and huge demand stimulated the prosperity of British portrait painting, which made the skills of early portrait and genre painting in modern England far better than other painting subjects. This has also been verified in the later art description. Because Western painting always pays attention to and pursues the modeling problems of perspective, anatomy, color, light and shade, the academic circle has a far better grasp of the real appearance and life details of the British royal family than in ancient China. This is also the weakness of Chinese painting techniques. It was during this period that a large number of foreign painters flocked to Britain in an endless stream, which objectively promoted the great development of British art. Although the development of art was slow compared with the vigorous industrial revolution in Britain, after all, the "sun never sets" empire's art spring finally came. Peter Paul Rubens, the highest peak of European Baroque, is not willing to be lonely. His convenience as a diplomat won the favor of the British royal family. In 1629, he had personally created many murals for a series of buildings such as the Whitehall. His assistant, Van Dyke, is skilled in skills, natural and unrestrained in style, gentle and elegant, and lacks passion, which is quite popular with the upper class in Britain. The representative work "Charles I in hunting clothes" is obviously created according to the requirements of the king, but this does not affect our understanding of the once mighty Charlemagne through this image. Some researchers believe that the historical significance and cultural value of this work is no less than any palace record. The painter portrayed Charles I standing on the outskirts of London in a pretentious manner, without much exaggeration. He showed the infamous monarch's mental state seriously and seriously. Even the dull and flattering attitude of the horse's attendants should be recorded. It profoundly reveals the spirit and character of Charles I. his cowardly and incompetent appearance makes the viewer have a premonition: sooner or later, the people in the painting will arouse the people's revolution and die under Cromwell. Charles I, with his cane in his right hand, could not conceal his weakness, though he put on a proud pose. In my opinion, among the many works of art depicting Charles I, the artist brings us not simply a frail and headstrong man, but also an easygoing, loyal husband and lovely father, a devout Christian and a connoisseur of art[1-5].

After the glorious revolution in 1688, Britain maintained a relatively long period of peace, and the national economy developed steadily. It not only defeated France, but also consolidated its maritime hegemony and took the lead in industrialized society. The British revolution in the 17th century is the prototype of modern bourgeois revolution, and the political system formed after the revolution has become a model for all countries to follow. Britain is the birthplace of the industrial revolution. Since then, human beings have begun a historical leap from agricultural civilization to industrial civilization. In the 18th century, the British ushered in the real local art master - William Hogarth, a world-famous painter, was later called the father of British painting. Hogarth is a well-deserved pioneer of British fine arts. He has replaced foreign artists in the position of being the only one in the British painting world. In the early English portraits before Hogarth, we often see some stereotyped British images, which is an inherent formula. There is always a magic power in Hogarth's paintings, especially his genre paintings, which vividly depict the social life in England at that time. His representative work "fashionable marriage" is like a mirror, reflecting the laughing life of the British upper class at that time. Hogarth has never been a charming painter. His stubborn realism fails to appreciate the beauty of women and innocent children. On the contrary, Hogarth is a revolutionary figure in English painting.

In Hogarth's paintings, we can clearly read it to reflect the social life of England at that time, profoundly expose the various disadvantages of the society at that time, and satirize the evils of the British upper class at that time. They attest to the historical facts of the wanton aristocracy in the increasingly powerful Britain under the great economic prosperity, and the fashion of money worship. The feudal habits mixed with the copper stink of the bourgeoisie were moved into the picture. It is more intuitive and enlightening than the data and words in history books. Hogarth's works also have some real portraits of the lives of the lower-class people. For example, "shrimp girl", "prostitute's career" and so on, these works are of great significance for later generations to study the living conditions of the lower class people and the capitalist society in that period[6-10].

Hogarth was the first sign of the prosperity of British art, and then Reynolds and gengsboro rose rapidly. As the first president of the Royal Academy of fine arts, Reynolds' achievements and status in the history of modern English art education are second to none. Reynolds respected the fine arts of ancient Greece and Rome and Renaissance Italy, and always held high the classical banner of "pure" interest and "grand style". His solemn painting style and serious historical painting were not only his artistic dream in his life, but also a miniature of the grand modern history of England. He was the helmsman of carrying forward

the "main melody" in modern British history. His "Baroness and daughter" is not only of aesthetic and artistic research value, but also a precious image material for the study of modern British history, clothing history and arts and crafts history.

Gengsboro's figure and landscape paintings are considered by critics to be the breeze from the wilderness. Many artists, represented by him, have begun to depict the beautiful poetic lakeside and idyllic scenery of Britain, which are far away from the noise and the industrialized civilization. They also unfold the life style and beautiful customs of another stratum in modern British society this came into being and flourished. Then came Turner's tragic epic landscape paintings, Constable's rural pastoral landscape paintings, and fresh green fields' pre-Raphaelite landscape paintings After hundreds of years of continuous efforts by landscape artists, this theme has gradually become a dominant tradition of British painting[11].

At the beginning of the 19th century, Britain rapidly became the most developed industrial country in the world. The rural landscape attached to agricultural development also changed greatly in the process of industrialization. However, constable was not moved. The rural landscape of Suffolk County in southern England absorbed by his "real" eyes became the representative of the natural and cultural identity of Britain. In particular, his hay cart, which was created in 1821, truly reproduces the rural landscape of modern England. Constable set a perfect standard for British landscape painting, and was called "the most faithful British landscape painter" by later generations. As a result, the famous Barbizon painters in France, such as Rousseau, Coro and so on, were all his supporters[12-16].

Turner is a rare master of landscape painting in the history of modern British art. Most of his works depict sea scenes. It always seeks a grand historical and mythical atmosphere advocated by the Royal Academy of fine arts. It expresses the changes of nature with colorful colors and galloping strokes, making nature into a thrilling drama. However, this often leads us to the illusion that he interprets nature with his own personality, because the power shown in his paintings has already gone beyond the scope of human nature, in other words, this natural drama is absolutely beyond the imagination of ordinary people. If there is no such transcendence, we can think of it as exaggeration, but we can not evaluate Turner in this way. Turner is good at expressing the illusion in the vast space. In his storm paintings, the middle and long-range are the most beautiful. It seems that Turner himself can only find the purest and most unrestrained poetic flavor in the free air. In Turner's works, the dots of color that he is looking at magically turn into flames. The structure of light and shadow and perspective are unscientific. But the beauty is extraordinary. The huge and hazy color ideas, the broken and shining beauty are higher than all fantasy styles[17].

Portrait painting and landscape painting are the epitome of British visual art, and they are also the mirrors that faithfully feedback the history of modern England in several centuries. In our paintings, we witness the ups and downs of the illustrious dynasties. At the same time, we can catch a glimpse of ordinary people's joy, anger and smile, and appreciate the tranquil scenery of modern England in painting. However obscure and abstract picture works are the reflection of history, economy, culture and thought at that time. In the era of nationwide picture reading, it is more convenient to directly search for paintings, charts and photos of relevant historical materials than to look through the voluminous classics. Compared with the text history which is often taken out of context, the image data is more direct, more reliable and fairer. With the immortal masterpieces handed down by the great artists of all ages as the weapon of historical testimony, the work of historical research will be more perfect, more scientific and more easily accepted by the public. Just as the British historian Peter Burke mentioned in his famous work "image to prove history", images are not only the legacy of history, but also record the history, which is an important evidence to interpret history. From the images, we can not only see the past images, but also explore the information hidden behind them through the interpretation of these images. Political, economic, military and cultural. "What a painting says is more than a thousand words." In the face of the inexhaustible number of images, historians are faced with amazing treasure, but there are hidden traps hidden under the treasure. "

Compared with the obscurity of British Art in the middle ages and the decline of pure art development in the modern British art field, the modern England under the brush can be regarded as a glorious era in which fine works and famous masters emerge in large numbers. A series of deafening names, like the bright starry sky, make people look up and admire. Cambridge, as an important research area of art history in the world, is located in the ancient England. People are looking forward to the rise of Britain, an old industrial power, but they are also looking forward to this beloved of British literature and art with fine artistic pedigree to try again[18-20].

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An Analysis of the Linguistic Features of The Minister's Black Veil from the Perspective of Literary Pragmatics

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ABSTRACT

The Minister's Black Veil is one of the most classic short stories written by American romantic writer Nathaniel Hawthorne (1804-1864), From the perspective of literary pragmatics, this paper analyzes the language features of the novel, such as words and sentences, grammar, semantic ambiguity, rhetoric and conversational implicature based on cooperative principle, so as to explore the superb writing style and literary art of the novel, better understand and appreciate this literary work, and provide a new perspective and reference for the study of British and American literature Direction.

1. Introduction

1.1 Creation Background

Hawthorne is known as the greatest Romantic novelist in America in the 19th century. He was born in an aristocratic family in England, and then suffered the downfall of his family. The misfortune in his childhood and the oppression of his real life cast a dark and lonely color on his heart. Hawthorne was influenced by his family and came into contact with Calvin's Puritanism. He was deeply aware of the serious persecution of Puritanism on ethical humanity and human life, but his cultural tradition formed a deep-rooted impression in his heart. Many of Hawthorne's literary works directly or indirectly attack Calvinism's religious thought. The language style of his works presents strong religious color and mysterious atmosphere. Hawthorne was in the American social background at that time, and was in the hot struggle of religious sects and religious freedom movement. The potential moral concepts of these religious activities had a significant impact on Hawthorne's works. In his opinion, the contradictions between people and between people and society all come from the potential "evil" of human nature, which is deeply influenced by the concept of "original sin" in Puritan thought.

1.2 Plot

Hawthorne expressed the original sin thought incisively and vividly in *the Minister's Black Veil*, and the theme implied in its aroused people's thinking about good and evil.

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"The minister's black veil" tells about Mr. Hooper's life tragedy caused by wearing black veil. Hooper is a gentle, friendly, knowledgeable and respected young minister. However, when he enters the church in a black veil on a Sunday morning, people are only surprised, curious, afraid and uneasy at first, and then all kinds of extreme speculation, estrangement, prejudice and disgust towards him are followed. Even no one in Milford wants to face him Face to face, the men avoid him, the women spit on him, and the children scream and run away from him. Since then, he has been hiding behind the black veil, living an extremely lonely and miserable life, until the last moment of his life, he did not take off the veil. Hooper chose to wear the veil in order to make the world realize that people are born guilty. There are all kinds of hidden crimes behind them. The "veil" in the text is like a bright mirror, which reflects the secret sins of human beings without reservation, and confesses the faults and crimes committed by them to the world and God.

2. Research scope of Literary Pragmatics

Literary Pragmatics was first mentioned in the book *linguistics of literary students*. The concept of LP, published in 1991 by literary pragmatics, further expanded the study of pragmatics in literature and broke the "split" situation between linguistics and literature. LP is an interdisciplinary subject of linguistics and literature, which provides a new perspective and theoretical framework for literary research. It regards text, author, reader, context, and society as the dynamic development of the whole, focusing on language, communication and the relationship between people and the environment, which is the inevitable outcome of the development of language research to a certain stage[1]. The theory of literary pragmatics was first mentioned by Chinese linguist Hu Zhuanglin in linguistics, until the 1990s when the research results were published one after another.

At the level of theoretical research: firstly, as a branch of pragmatics, LP emphasizes the combination of "bottom-up" and "top-down" research methods[2]. "Bottom up" research focuses on the work itself from a micro perspective, leaving aside the social environment and historical and cultural factors behind the work; "top down" is not only to consider the language content and structure of the work, but also to study the impact of specific social and cultural context on literary creation from a macro perspective, so as to understand the dynamic nature of different readers due to cognitive differences complex text interaction. The two research methods have their own characteristics, but if they are combined, they can complement each other and complement each other, and the

text analysis will be more accurate and comprehensive. Secondly, [2] on the practical research level, R.J. watts (1991:27) put forward two methods of LP research, namely, the "inner view method" and the "appearance method", which not only studies the pragmatic phenomena in the works, but also tries to explain the relationship between the social and cultural communication and literary communication between the author and the reader through the text. The application of LP in practice is embodied in the analysis of literary characters, the interpretation of language features and the excavation of thematic meaning; the application of LP in English classroom teaching and the practice of literary translation.

3. On the Linguistic Features of the Minister'S Black Veil from the Perspective of Literary Pragmatics

This paper analyzes the linguistic features of the clergyman's black veil from three aspects: linguistic structure and pragmatic vagueness, rhetorical devices and conversational implicature based on cooperative principle, so as to interpret the author's writing skills, understand the author's irony and analyze the theme behind the work.

3.1 Morphology, Syntax and Grammatical Features

In terms of lexical features, firstly, the novel is good at exaggerating the mysterious and horrible atmosphere, creating a sense of depression, highlighting the powerful magic of the black veil and the negative symbolic meaning of "evil", such as "magic, mysterious, dreamful, deathlike, horrible, saddening, gloomy shade, shudder (the corpse), rustling the shroud", the author uses special words to highlight strong religious color, such as "the dream being, omniscience, the world, the judgment, creator, superstitious". In addition, Hawthorne flexibly uses noun and adjective compound words to express emotions or describe the characteristics of things. Meeting house, white hair, arm chair, looking glass, pale faced, pen up, heart dissolving; in addition, a large number of derivation methods are used to enrich vocabulary, such as "noiseless, sensible, unwonted, impatience, untasted, unaccountable, irreproachable, impertinent, indifferent, painful" etc. The author chooses the words carefully and carefully, and the plot design is ups and downs, so as to capture the readers' interest in reading and satisfy their curiosity seeking psychology. The effect of his words reflects Hawthorne's superb writing skills and vivid character thoughts and image depiction.

In terms of syntactic features, the sentence structure of

the novel is arranged in appropriate length and difficulty. The characteristics of sentence structure can directly reflect the language characteristics of the novel. The text is organized by the parallel sentence patterns of simple sentence, parallel sentence and complex sentence. It is because of the alternate use of different sentence patterns that readers will have a strong experience and resonance with the works. First, the author uses simple sentence patterns to describe the characteristics and discourse of ordinary characters, such as: (1) "why do you look back?" said one in the process to his partner. (2) "of course, it is good Mr. Hooper," reply the sexton. (3) sprint bachelors looked sidelong the street. The above three sentences are set off by ordinary people in the church to express their inner activities in a conversational way, i.e. disbelief and surprise. (4) still veiled, they said him in his coffin, and a vented corpus they bore him to the grave. The use of juxtaposed compound sentences makes the language of the text more abundant, which makes readers feel the complicated and contradictory heart of the characters and the full image of the characters through the words. The subject had reference to secret sin, and those sad mysterious which we hide from our nearest and dearest, and would fan conceptual from our own consciousness, even striving that the omniscient can detect them. (5) "if I hide my face for sorry, there is cause enough, "he merrily replied;" and if I cover it for secret sin, what modern might not do the same? "These two paragraphs reveal the theme of" original sin "in the text and praise the people represented by" Hooper ".

In terms of grammatical features, it involves tense, voice, modality and mood[3]. The text mainly uses the past tense and the present tense. On the one hand, it states the facts that have happened. For example, it describes the noble and upright image of Pope Hooper in people's minds in the past. On the other hand, it narrates the objective phenomena and facts, such as the language evaluation, behavior change and psychological hypothesis of the villagers after the priest wears the veil; in the aspect of voice expression, most of them use the active voice to describe the dialogue, psychology and image of the characters delicately and vividly; the modality and mood use conjecture, affirmation and will to express people's various opinions about the priest wearing the black veil Speculation, disgust and estrangement.

3.2 Semantic Fuzziness

Cognitive linguistics points out that the concept classification and distinction of human beings to the objective material world is fuzzy and unclear, which determines the fuzziness of human cognition. [4] it enhances the implicit

and euphemistic effect of language expression. Fuzziness refers to the unclear boundary and generic relationship of things. Semantic fuzziness in literary works is the author's intention to leave blank, so as to give readers more imagination space to enhance the aesthetic function of the works, reflecting the author's superb writing strategy and language art.

The text includes "maybe" words, other words and humorous sentences, which reflect the semantic ambiguity phenomenon. [5] "maybe" words refer to "like, seem, possible, as if, maybe", etc. the words in the text include see, almost, probably, perhaps, might, as if, like, and their meanings contain guess and uncertainty. For example: (1) on a closer view it appeared to consider of two folds of crash, which essentially considered his features, except the mouth and chin, but probably did not intercept his sight.After the priest put on the black veil, the readers can smell a trace of mystery from the curiosity, doubt and speculation of the people in the town about his behavior. Black originally has a kind of intriguing mysterious color. In addition, it is uncertain how many layers of the veil are, which further arouse people's mysterious association behind the black veil, and its expression also makes sense Fuzzy. (2) Father Hooper's breath heaved; it ratted in his throat; but with a height effort, grassing forward with his hands. He caught hold of life and held it back till he should speak. Mighty means "powerful". This sentence is the action description of Pope Hooper after he was insulted by Lord Westbury because he refused to take off his veil. In the face of such bad words and the difference in people's attitude towards him before, we are not sure how much courage and will the Pope have to rely on to persist This leads to vague understanding.

3.3 Rhetorical Features: Symbol, Metaphor, Irony, Etc

The use of rhetorical devices can make the expression of language content more vivid, enhance the appeal of the article, and arouse readers' deep thinking. Hawthorne interprets the theme of the text mainly by means of symbolism in the black veil of the priest. Among them, "black veil" is just a common veil, but in the text, it symbolizes the secret evil in people's hearts. It is mentioned in the article that "it's a sign of mourning" symbolizes death and fear, mystery and darkness, sin and indifference. Metaphor, also known as metaphor and metaphor, is to use one thing to metaphor another. There is an obvious metaphor in this paper, such as: (1) thus, from beneath the black vein, there rolled a cloud into the sunshine, which developed the poor minister, so that love and Symphony could never reach him. Irony, also known as irony, is a kind of satirical writ-

ing skill in speaking or writing. It usually needs to understand its intention from the context and context. That mystery was never once withdraw. Emblem It means "badge and symbol". According to the context, the word "emblem" here actually refers to the black veil. The author intentionally replaces the black veil symbolizing "evil" with words with good meaning, forming a strong contrast in meaning and satirizing the darkness and terror of evil that people intend to cover up.

3.4 Linguistic Features of Conversational Implicature Based on Cooperative Principle

Grice, an American linguist, puts forward the cooperative principle in pragmatic theory, which includes quantity criterion, quality criterion, relation criterion and manner criterion. The quantity, quality and relationship criteria are related to the content of speech, while the mode criterion is related to the way of speaking. The quantity criterion requires that the information in the conversation should not exceed the information contained in the conversation; the quality criterion is the key, which requires the speech content to be authentic and reliable; the relevance criterion is the requirement for the relevance and fit of the discourse content; the mode criterion requires that both sides of the communication should make their statements clear and concise, and no ambiguous language should appear. However, in the actual communication of daily life, the cooperative principle is not mandatory, and people do not have to abide by the principle. On the contrary, they will deliberately violate the cooperative principle according to the specific communication context, express the implied meaning and achieve the purpose of communication. The black veil of the priest also violates the cooperative principle and the four principles.

3.4.1 Violation of Quantity Criterion

"Are you sure it is our parson?" inquired Goodman gray of the sexton "of course it is good Mr. Hooper," replied sexton. He was to have exchanged with Parson of Westbury; but Parson Shute sent to excuse himself yesterday being to preach a funeral sermon."

The steward answered Goodman Gray's question head-on, and the conversation between them proved that this was Reverend Hooper. It is worth noting that the Secretary's words exceed the amount of information needed for communication. He added that the pastor did not exchange the message of praying with Westbury, which violated the principle of quantity in the principle of cooperation. However, he had implicit meaning and out of chord voice. The purpose of the secretary was to use the fact that pas-

tor Hooper did not do the missing prayer to indicate to the other party that he was speaking today Now this gentleman is me, in order to arouse the curiosity of each other.

3.4.2 Violation of Quality Standards

"But what if the world will not believe that it is the type of an innocent sorrow?" urged Elizabeth. "Beloved and respected as you are, there may be whispers that you hide your face under the consciousness of secret sin. For the sake of your holy office, do away this scandal!"

This is a conversation between the priest and his girl-friend Elizabeth. Elizabeth wants to persuade the priest to take off the veil, but Hooper thinks that wearing the veil is a way to admit his guilt like the world. He wants to inspire the world to reveal his inner secret to the outside world with his own actions. Elizabeth said that his face was covered by slander for his unspeakable crime. Her words were groundless and violated the quality principle of the principle of cooperation. The implication was to stimulate the priest and suggest that he could only prove his innocence by taking off his veil.

3.4.3 Violation of Association Criteria

"But what has been good parson Hooper got upon his face?" The steward shouts out in surprise."Are you sure it is our parson?" inquired Goodman gray of the sexton Goodman gray asks the superintendent.)

The above conversation violates the principle of relevance. Both sides of the conversation always hope that what the other side said is relevant and cohesive with what he said. However, the conversation between Goodman gray and the steward is not the same. Goodman did not answer the Secretary's questions according to his questions and ignored the other party's questions. Instead, he preempted the other party's questions and asked questions that had nothing to do with the Secretary's words. Although the principle of relevance is violated here, we can infer from the context that when Reverend Hooper suddenly walked into the church wearing a black veil, everyone's reaction started with amazement, a look of doubt, and then they couldn't believe their eyes. Everyone's heart is full of doubts and puzzles, because they are eager to know the truth and forget other people's words. This kind of communicative effect creates a mysterious atmosphere, arouses readers to assume why people have such strong reactions, thus generating reading interest and exploring writing intention.

3.4.4 Violation of the Code of Conduct

"Why do you tremble at me alone?" cried he, turning his

veiled face round the circle of pale spectators. "Tremble at each other! Have men avoided me, and women shown no pity, and children screamed and fled, only for my black veil? What, but the mystery which it obscurely typifies, has made this piece of crape so awful? When the friend shows his inmost heart to his friend; the lover to his best beloved; when man does not vainly shrink from the eye of his Creator, loathsomely treasuring up the secret of his sin; then deem me a monster, or the symbol beneath which I have lived, and die! I look around me on every visage a Black Veil!"

In this passage, Reverend Hooper answered the reason why the Reverend Clark was unwilling to take off his veil on his deathbed, and explained the information he wanted to know. However, the content of his speech was too long and not concise enough, which violated the principle of cooperation. In fact, he was venting his anger and grief, looking for reasons for his accumulated grievances for many years. Hooper was not understood and accepted by the world because of his black veil, and suffered a lot in his heart. But even so, he still insisted on the religious concept of "original sin" to prove the guilt of life in this way, and further express the author's theme.

4. Conclusion

Literary pragmatics provides a new direction in the appreciation and understanding of the works. After analyzing the language features of the priest's black veil from the aspects of words and sentences, grammar, semantic ambiguity, rhetoric and conversational implicature, the author is convinced by Hawthorne's writing characteristics and superb writing level. At the same time, he is one of the novelists who writes psychoanalysis and is good at grasping the inner conflicts of the characters He is also good at digging out the deep meaning behind things. In this paper, "black veil" is the symbol of human crimes.

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Characteristics and Enlightenment of Health Informatics Education in American Universities

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ARTICLE INFO	ABSTRACT

The demand for health information is increasing in China, and China has gradually paid attention to health informatics education. The successful experience of American health informatics education can effectively promote the development of health informatics education in China. This paper analyzes the main characteristics of health informatics education in American colleges and universities by literature survey and network survey, and concludes that Chinese colleges and universities should strengthen practical education, enhance teachers' strength, increase the form of educational projects, and perfect the curriculum content system.

1. Introduction

In the late 1980s, American libraries began to provide health information services to the public. American colleges and universities have followed closely, vigorously promoting health informatics education[1].LIS(Library and Information Science)colleges and universities have introduced health informatics and related disciplines, such as the Master of Science Program in Biomedicine and Health Informatics at the School of Information and Library at the University of North Carolina at Chapel Hill[2]、Master of Science in Information Management Program, Wayne State University School of Information Science[3].After more than 30 years of development, health informatics education in American colleges and universities has been at the top level in the world. In recent years, with "healthy China"[4], the Chinese public began to pay more attention to their own health, and the demand for health information is also increasing. Chinese colleges and universities should take the initiative to learn from American universities, improve the level of health informatics education in China, and train excellent health informatics talents for the society. This paper analyzes the main characteristics of health informatics education in American universities through literature survey and network survey, and then draws the enlightenment to Chinese universities to carry out health informatics education.

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2 Research Methods

2.1 Literature Survey

The author uses the SCIE, SSCI database in the Web of Science as the literature source. The time span is 2015-2020, The retrieval time is September 1,2020. Search subject is ((USA OR US OR America OR United States) AND ("health informatics OR medical informatics")). Literature types are journal papers and literature reviews. Finally, the author got thirty-five papers. After removing the unrelated documents, twenty-four valid documents were obtained. Through reading the literature, the author understands the main characteristics of health informatics education in the United States.

2.2 Network Survey

The author surveyed the website of the top six health informatics professional training units in the *Best Health Librarianship and Programs* [5]. Understand the specific content of the health informatics program in these schools. See table 1.

Table 1. Health Informatics Program in American Colleges and Universities

Schools	College	School website	Course projects	Number of teachers
University of North Carolina Chapel Hill	School of Information and Library	http://sils.une. edu/	Postgraduate Certificate in Health Informatics Doctor of Health Informatics	8
University of Dressel	School of Computer and Information Metrology	http://ci.uky. edu/ci/	Master of Health Informatics	6
University of Illinois, Champaign	Intelligence Institute	http://ischool. illinois.edu/ academics/ degress/ms - bioinformatics	Master of Bioinformatics	3
University of Michigan Ann Arbor	Information Institute	https:// si.umich.edu/	Master of Health Informatics	14
University of Pittsburgh	School of Computing and Information	http://www. sci.pitt. edu/	Bachelor of Science in Bioinformatics	3
University of Kentucky	Communication and Information Institute	http://ci.uky. edu/ci	Bachelor of Health Communication Postgraduate Certificate in Health Exchange	11

3. Characteristics of Health Informatics Education in American Universities

Combined with literature content and network survey results, the author summarizes the following four characteristics of health informatics education in American colleges and universities.

3.1 Introduction of a Joint School Model

Health informatics is an interdisciplinary subject, which combines the knowledge of nursing, medicine, computer, library and information science, which puts forward higher requirements for the teaching staff and teaching facilities. The main advantage of LIS college is that it has the information processing technology of information retrieval, information analysis, information service and so on, but it lacks the knowledge in the field of medical and health. Therefore, it is difficult to carry out the teaching and research work of health informatics only by LIS college. And through establishing good cooperative relationship with other colleges and institutions, it is an important measure to solve this problem. The survey shows that it is common for American colleges and universities to adopt the joint mode of running schools to carry out health informatics education. Based on LIS college, this model integrates multi-disciplinary teaching resources to improve teaching quality. School cooperation refers to the cooperation with other secondary colleges, and the teachers of other colleges undertake the teaching tasks of some professional courses. For example, the School of Information and Library of the University of North Carolina at Chapel Hill runs a joint school with six of its medical and computer schools[2]. Divide all compulsory courses into two modules. Module 1 courses are provided by the L IS College. The course of module two is provided by other colleges. Outside school cooperation is reflected in two aspects. The first is to employ professional and technical personnel from outside institutions as teachers to participate in teaching. Second, through the signing of contracts with government health departments, hospitals, research institutes, enterprises and other institutions to provide students with off-campus practical opportunities, such as: The University of Kentucky School of Information and Communication and Kentucky Health Department to carry out the "worth waiting" project.

3.2 Focus on Practical Education

American colleges and universities attach great importance to practical applied education. The vast majority of health informatics courses in American colleges and

universities have a wealth of practical courses, mainly for senior students, in the form of student practice[6].Compared with theoretical courses, practical courses account for more credit, so the quality of practical courses will directly determine whether students can obtain a degree or certificate. In the form of development, American colleges and universities adopt the way of signing contracts between colleges and practice units. The types of practice units signed include government health management institutions, public medical and health institutions, medical and health related enterprises and so on. Therefore, students have a large choice space. Students can choose internship units according to their own wishes. In practice requirements, American colleges and universities have strict requirements for practice. Most colleges and universities require each student to complete at least 120 hours of practice, and very few require more than 400 hours. At the same time, the school will also equip students with corresponding practice guidance teachers to guide, supervise and manage students' practice work. Besides, LIS colleges in some colleges and universities also hold various forums and lectures to provide students majoring in health informatics with the opportunity to learn knowledge and participate in social practice, such as the "Health Literacy Series Forum" organized by the University of Kentucky School of Information and Communication ".

3.3 Diverse Teaching Programmes

Compared with domestic colleges and universities, the educational projects and forms of American colleges and universities are more diverse. American colleges and universities not only provide traditional bachelor's, master's and doctorate degree education programs, but also provide professional certificate education programs that do not grant degrees after bachelor's and master's degrees. For example, the University of Illinois at Chicago has established a bachelor's degree in health informatics, master's degree and post-master's certificate education. For students who complete the course and pass the examination, only the corresponding professional certificate, not the degree. Unlike China, the United States also has a high degree of recognition for professional certificate education. In addition, online education is also one of the important forms of education in American colleges and universities. Some colleges and universities provide students with online training programs for health informatics education. such as: University of Dressel, Kent State University, etc. The emergence of online education enables students to choose their own curriculum items flexibly according to their own conditions.

3.4 Design of An Advanced Curriculum Content System

The content system of health informatics education curriculum in American colleges and universities is mainly reflected in the following two aspects. First, the school will design different curriculum content according to different talent training objectives. For example, the School of Applied Health Sciences at the University of Illinois at Chicago also offers a Bachelor of Health Information Management and a PhD in Biomedical and Health Informatics. The goal of bachelor's training is to train students to become health information administrators. The content of the course is mainly the basic knowledge and skills of medicine, computer and other subjects. The goal of doctor training is to train high-level scientific research scholars in the field of health management. The main content of the course is the study of advanced research methods, the transformation and application of research results. Second, the school will combine the school's superior discipline innovation curriculum content system. For example, the School of Computing and Information of the University of Pittsburgh integrates the dominant subject of computer science into the course, offering courses such as "biomedicine" and "biostatistics" and so on.

4. Revelation to the Construction of Health Informatics Education in Chinese Universities

4.1 Strengthening Practical Education

Compared with American universities, Chinese universities pay less attention to practice. Health informatics education in Chinese colleges and universities generally emphasizes theory and practice. Although most Chinese colleges and universities have set up practical courses, there are few practice units, short practice time and loose practice management. Therefore, Chinese colleges and universities should attach importance to and strengthen practical education. The details are as follows: (1) strengthen cooperation. Schools should strengthen cooperation with government, hospitals, research institutes, enterprises and other institutions to promote the joint mode of running schools. By increasing the type and number of practice units available to students, students can choose suitable practice units according to their own research direction, combine theory with practice, and improve their practical working ability. (2) Improve the practice management system. The school should perfect the existing practice management system, put forward the practice

request and the examination standard clearly, increase the practice time, at the same time provide the practice instruction teacher for the student, help the student to obtain more professional knowledge in the practice process.

4.2 Promotion of Teachers

Health informatics is a cross-disciplinary subject, and teachers have an important influence on health informatics education in schools. Compared with American universities, Chinese colleges and universities have relatively weak teachers, so Chinese universities can try to improve their teachers in the following ways. (1) Strengthening cooperation with outside institutions. Employ professional and technical personnel from other colleges or outside the school as external teachers to assist in the teaching of some professional courses in health informatics. (2) Training of our talents. Schools can encourage teachers to actively carry out scientific research work or go out to exchange and study by setting up special funds and scientific research awards, so as to enhance their teaching and scientific research ability. (3) Introduction of talents outside school. Schools can cooperate with local governments to set up special talent introduction projects to provide housing, children's school, scientific research funds and other supporting services for outstanding talents, so as to attract professional and technical personnel outside the school.

4.3 Increase in the Form of Educational Projects

American colleges and universities LIS colleges have set up a variety of health informatics education projects. Compared with the United States, the educational projects carried out by Chinese colleges and universities have the following two problems. First, only a small number of LIS colleges in China have set up health informatics education projects. Second, Chinese colleges and universities only set up offline full-time degree education and health informatics part of the skills training program. Therefore, Chinese colleges and universities should increase the form of health informatics education according to their own situation. Specifically, (1) carry out online education projects. Online education has a strong convenience, but there are also some drawbacks, such as: students may cheat in online exams. Therefore, colleges and universities can carry out online education projects by combining online teaching with offline examinations. (2) Carry out uniform professional certificate education. At present, some colleges and universities have carried out health informatics related training, but the social recognition of training certificate is low. Therefore, colleges and universities can learn from the experience of American universities and try

to jointly carry out unified health informatics professional certificate education in many colleges and universities, which can not only help students acquire professional knowledge and skills. At the same time, it also helps to improve the social recognition of professional certificate education.

4.4 Innovative Curriculum Content System Design

The content system of health informatics course designed by American colleges and universities is forward-looking. Compared with American universities, the content of health informatics course in Chinese universities is relatively single. Chinese colleges and universities can perfect the design of curriculum content system from the following two aspects. On the one hand, because of the different national conditions of China and the United States, Chinese colleges and universities cannot directly copy the curriculum content of American colleges and universities. Therefore, Chinese colleges and universities can fully investigate the employment market of health informatics graduates in China by means of questionnaires and interviews, and fully understand the needs of government, hospitals and enterprises for health informatics graduates. Design the course content scientifically according to the research results. On the other hand, Chinese colleges and universities can also combine their own advantages of health informatics courses. For example, medical colleges and universities can integrate more clinical medicine, nursing and other medical related courses in the course of health informatics to help students master more abundant medical knowledge.

5. Conclusion

Through literature survey and network survey, the main characteristics of health informatics education in American colleges and universities are as follows: adopting joint mode of running a school, paying attention to practical education, carrying out various teaching projects and designing advanced curriculum content system. At the same time, the enlightenment of health informatics education in Chinese colleges and universities is obtained, which are: strengthening practical education, improving teachers' strength, increasing the form of educational projects, and innovating the design of curriculum content system. Under the background of "healthy China ", health informatics education in Chinese colleges and universities began to develop gradually. Although the development process is very slow, Chinese colleges and universities should con-

tinue to strive to train more excellent health informatics talents for China.

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On the Pragmatic Thought of Gabelentz from the Address Words of *Chinesische Grammatik*

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ABSTRACT

Chinesische Grammatik is a book about Chinese grammar compiled by Hans Georg von der Gabelentz, in the 19th century. It is also a textbook for teaching Chinese as a second language. Among them, "weft" is a comprehensive system, which contains his pragmatic thought beyond the times. The study of appellations not only shows Hans Georg von der Gabelentz's pragmatic thought, but also reflects his idea that the cultivation of learners' language ability should be the overall goal in Chinese teaching and the role of culture in cross-cultural communication. And the advanced educational concept of learning to use.

1. Introduction

*C*hinesische Grammatik, a famous German sinologist, was published and published in 1881. The Chinese version was translated by Mr. Yao Xiaoping in 2015, which has aroused the attention and research of Chinese scholars[1]Li Wuwei, published in the 5th issue of Chinese Language in 2017, said in the article "From German Hans Georg von der Gabelentz < Chinese >(1881) to the late Qing Dynasty, Chinese and Japanese Chinese classics >—— the mirror image of the modern history of Chinese grammar between the East and the West" that "*Chinesische Grammatik*" absorbed the essence of many European scholars' Chinese grammar research. As a result of the collection of academic strengths,

but also the Chinese grammar of the master ."[2]Mr. Yao Xiaoping (2018) proposed that the focus of the study of the book should be "the presenters of the grammatical thought of" the longitude and weft of Chinese, that is, whether it can enlighten the study of Chinese grammar today, or how much value it has for reference ."[4]Therefore, when we study the *Chinesische Grammatik*, that is, with the purpose of excavating its practical significance, we find that the era of Hans Georg von der Gabelentz life is still a subject of linguistics. Although there is no pragmatics, the appellations in the *Chinesische Grammatik*, especially in its comprehensive system, clearly reflect his transcendental pragmatic thoughts.[3]

As we all know, Chinese is a mature language, which can be fully reflected in its lexical system. Chinese has

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abundant appellation words (or appellations), and they also construct the appellation culture with Chinese characteristics. Appellation is closely related to context. What kind of appellation (or appellation) to choose under what context is related to the success or failure of communication, so it is an externalized pragmatic ability that Chinese people attach great importance to from ancient times to the present? The main frame is the analysis system and the integrated system. Although appellation words also have specific and detailed narration in the analysis system, what is really connected with his pragmatic thought is in the comprehensive system.

The task is to "explain the phenomena in a language according to the internal connections and diverse meanings of various phenomena", while "dimension" is "integrated system", that is, "second system". The task is to point out what means a language has to achieve its own purpose. (ibid.) He further pointed out that in Chinese grammar teaching , "how to prove the difference between specific words belonging to this category and how to teach students how to use the word: why sometimes use the word, sometimes use the word" (ibid.) and "also explore the understanding of language, that is, how to understand what you hear or read, which idioms are possible to express the same idea, and why choose this rather than that expression.(ibid.) That is, Hans Georg von der Gabelentzlisted "analysis system" as ontology, Mainly speaking lexical; "Integrated System" is actually a teaching book that uses Chinese as a foreign language. Although he claims," without considering phonetics or philology, Chinese grammar is actually syntax, It can only be understood as syntax, But in fact, This part of his compilation is like Li Zuofeng's "The Ending Auxiliary < Chinese >", which is about syntax, But it's mostly about "lexis"[6]. That way, still in favor of lexical. Therefore, in the integrated system, which belongs to the application system of foreign language teaching, it is natural for appellations to highlight the pragmatic ideas contained in Hans Georg von der Gabelentz.

In the comprehensive system of "*Chinesische Grammatik*", we focus on the first chapter "Part of speech construction" and the fifth chapter "Pronoun" in the first chapter[5].

(1) In terms of noun appellations, Hans Georg von der Gabelentz points out that "it is necessary to address other people's milk names on the premise that they are close to each other and difficult to speak to outsiders. It is a sign of modesty to call yourself a milk name instead of a first-person pronoun." "Self-proclaimed in his nickname is a particularly modest expression."

(2) "It is customary to use the title of the book or academic name when entering school, and to use the official name after starting an official career. Nicknamed "name" or "mixed name, mixed number, belong to the lower level of speech."

(3) "To grant a person a word, or an elegant name, means to declare that person an adult. When a man was twenty years old, he had to wear adult clothes and wear a male hat called a crown. Girls sometimes pick up words when they are engaged. The custom of taking words is only popular in the upper layer of Chinese society. For this reason, people choose a disyllabic expression, which is usually related to their title, and has a certain connection with the king's affairs, including some expectation of adulthood. Or reflect personal temperament. In oral communication, official writing and books, this name is often used alone, referring to a person, such as Zhong Ni, Confucius ."

(4) In describing other names, he considered that "other names or names are self-titled names that some people use after entering office or marriage ."

(5) In the eyes of Hans Georg von der Gabelentz, "Zi" can also be used as a title, "The son was the fourth rank of nobility in ancient times, Maybe it's worth the honor, And the usage is extended. Sometimes it just works, Sir, My husband; Later, Confucius' disciples also used it to call their teachers; Or call each other, To replace the second person pronoun, You, Sir, you; Sometimes as a homonym, Attached to the name ." In classical language, Of equal status, Used to call 'son' (you, (a) Mr.Ángel (France); The honorific name for a married woman is Madame, (Mrs); For the high, suitable address such as "Wang", "Jun".

(6) In the Book of Songs, the use of the word's name has been expanded. 's name' is not only used as the last name of the parent, that is, 's surname', but also seems to have the meaning of a respectable name, used with the name of a relative. Similar usage also includes attaching the name "meng ke, mencius ."

(7) In the aspect of pronoun appellations, Hans Georg von der Gabelentz, who is good at discriminating synonyms, found that "'give', which can be used in all cases, seems to be more modest than 'I' and 'I' ". "Yu" should be synonymous with "Yu", but not as often as the latter."[8]A fool or a fool is the most humble expression. "The History of Montsuan"

(8) To steal is to steal in private. The author often uses this word to mean self-deprecation, meaning me: to steal suspicion. The Preface of "Tai Chi Tu Shuo ""Ben", the original meaning: at first, originally. In the official document, the use of this word is as follows: used with the level name, title, refers to me (subject case, with case, object case); used as possessive pronoun: mine, ours. For example, "Minister".

(9) "True second-person pronouns are used only for casual utterances at the level of intimacy: one can be unfaithful to you if one can not bear such a thing as you. (Mencius with all his heart)."

(10) Under the foot under the foot under the foot under the foot under the foot. In the epistolary style, the word is often used as the "second person"

(11) "Other expressions for you and your excellency are: 'Master' (Sir, Confucius), 'Old Man', 'Sir', 'Old Man'."

(12) "Taboo" is also used as a kind of appellation, "Taboo" (fear, euphemism), Especially to avoid the holy name : 'taboo', The fear of saying or writing a holy name; 'Off the hook', refers to the use of holy names lightly; 'taboo', Avoiding the use of the emperor's name; 'Saint taboo', The name itself. A dead parent, With the eldest son, this is also called taboo, engraved in the ancestral temple of the wooden card, that is, spiritual card, when offering sacrifices. "Out of respect, no direct use of the words contained in the name of the emperor's milk, Instead, add or subtract one or more strokes, or replace it with another word, Or create a variant."

In this section, Hans Georg von der Gabelentz also discussed the address related to the emperor:

(13) "To the Emperor, he shall be called 'Your Majesty', 'Your Majesty', 'Your Majesty'; and to the full, 'Master'." "Address the founding emperor, generally using posthumous title".

(14) "In the Han Dynasty, in 163 BC, two names were used to call the emperor: the year number, which was chosen by the emperor, and could be changed in particular in the year of disaster. The year number is always a disyllabic word, mostly auspicious, or with some intention, such as the policy program. The temple number is the name used when the emperor was included in the forefathers' throne. Temple signs are sometimes disyllabic and sometimes polysyllabic; the last word often repeats' emperor','sect'. The last word is "emperor".

(15) "A minister is a self-proclaimed official in the face of a monarch"; "I am the self-proclaimed prince in ancient times". "But 'oligarchs', 'oligarchs' means, respectively, 'our monarchs, our monarchs', which are used by ministers of one country in relation to monarchs or ministers of another ."

It is not difficult to see from the above, Hans Georg von der Gabelentz is very familiar with Chinese appellations, covering name, family, number, word, taboo and modesty and honorific. Although his expression has the suspicion of confusing appellation and address, and does not classify and enumerate according to the Chinese custom from big to small, he also tells the appellation word from the

cultural angle to be clear, detailed, chic. In this section, it is also very easy to see his two pragmatic elements:

First, the use of predicates is restricted by contextual factors. Context is one of the core concepts of pragmatics, which generally refers to the specific environment in which language forms appear. Context is divided into linguistic context and non-linguistic context, the former mainly refers to the context or before and after sentence, while the latter is closely related to the communicative situation, topic, situation and the identity and relationship between the two parties. Nonverbal context plays a great role in communication, and it is also a typical influencing factor of pragmatic competence. Therefore, it is very important in foreign language teaching and cross-cultural communication. It is pointed out that the use of milk names to address each other and the use of real second-person pronouns must be intimate; the use of scientific names in school and official names as predicates; "foot" is equivalent to "you" in letters. And the emperor's unique address problem, all show that Hans Georg von der Gabelentz has noticed that the pragmatic concept of context must be taken into account in the use of Chinese appellations.

Second, the use of predicates should conform to the principle of politeness. The derivation and development of appellations are the result of pragmatics, and their use should be in line with the principles of pragmatics[7]. However, in practical communication, it is found that this principle does not solve all the problems encountered in conversation well[9]. As a result, in 1983 Lich (Leech) put forward the principle of politeness, which is often regarded as an amendment and supplement to the principle of cooperation. It contains six criteria: (1) appropriateness: try to let others suffer less; try to benefit others more. (2) Generosity: try to benefit less; try to lose more. (3) The principle of praise: to minimize the belittling of others; to praise others as much as possible. (4) The principle of modesty: praise yourself as little as possible; belittle yourself as much as possible. (5) The principle of unanimity: to minimize differences between the two sides; to maximize consistency between the two sides. (6) Principle of sympathy: minimize the antipathy of both sides; maximize the sympathy of both sides.

Hans Georg von der Gabelentz's research on appellations in ancient Chinese obviously has the shadow of politeness principle. For example, the context we analyzed earlier, especially when he pointed out that addressing each other should be clear about different contexts, and then choose appellations with different functions, which shows that Hans Georg von der Gabelentz has realized that the use of appellations should be appropriate; In his

narration of nouns and pronoun appellations, he repeatedly mentioned how to call himself modest and how to face respect, which is what we often call modesty and respect [10].

For example, "'Fool' or 'Fool' is the humblest expression." "The expressions of "You" and "Your Excellency" are: 'Master' (Mr.Confucius), 'Old Master Q', 'Boss', 'Mr.', 'Old Mr.'", In fact, it is the praise criterion in politeness principle. (maxim of approbation) and maxim of modesty in Chinese vocabulary system.

In a word, it can be seen from the comprehensive system of appellations in Chinesische Grammatik that as early as the 19th century, Hans Georg von der Gabelentz had a pragmatic foresight: the use of appellations should be combined with context and conform to the principle of politeness, and Hans Georg von der Gabelentz seemed to vaguely realize that in foreign language (or second language) teaching, it is necessary to pay attention to cultivating students' ability to communicate properly in the target language, and this ability can best reflect learners' pragmatic ability. Hans Georg von der Gabelentz pragmatic thought highlights the height of his thinking, which is trans-epoch, and may have a certain influence on the birth of pragmatics in later generations.

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Review and Evaluation on the Sociocultural Theory and Bottleneck Hypothesis

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Over the past three decades, a growing number of different theories in second language acquisition field have come out in an effort to provide explanations as to how language learning takes place, to figure out what variables are effective for second language acquisition as well as to offer guidance to mass second language learners and language teachers. Because behind every teaching approach exists certain kind of theory of language acquisition and good theory in turn can help students master language skills in an effective and efficient way.

Each theory is considered to have contributed to the field by highlighting a specific aspect of the language acquisition process. Second language acquisition theories are intrinsically related with various disciplines such as applied linguistics, psychology, education, sociolinguistics, neurology, etc. Considering the impossibility to elaborate all second language theories, I will focus on sociocultural theory and bottleneck hypothesis in second language acquisition. There is an overview which follows the introduction to the Sociocultural Theory and Bottleneck Hypothesis and its contribution to second language acquisition respectively, and then I will evaluate them to see their contributions to the SLA disciplinary development.

1. Introduction

The ability to effectively communicate is the goal of all language learners. The processes by which people try to learn and acquire a language in addition to their native language is called second language acquisition (SLA). Till now, linguistics at home and abroad have conducted various theoretical as well as empirical studies to shed light on the process of second language acquisition. As a result, many approaches, hypotheses, models, and theories have emerged in an effort to describe the way SLA occurs. In this paper, I will probe

into sociocultural theory and bottleneck hypothesis. Each of them has its research significance, though, they are not dominant in the realm of SLA. Van Patten and Williams make a clear distinction between theory and hypothesis. They put that a theory has its duty "to account for or explain observed phenomenon and make predictions about what would occur under specific conditions" (Van Patten and Williams 2015: 2) [1]. They define hypothesis as "usually an idea about a single phenomenon" instead of unifying various phenomena.

To conclude, I will review the sociocultural theory and the bottleneck hypothesis one by one at first. Delighted by

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what and Long (2007) has proposed, I want to evaluate them to see whether they are good or necessary for SLA research and what they have contributed to SLA disciplinary progress [2].

2. Review on Sociocultural Theory

Sociocultural Theory (SCT), put forward by the Russian psychologist L. S. Vygotsky and his colleagues, is known as an approach to mental development at the very beginning. SCT tells that human mental functioning is indeed a mediated process which is organized by cultural artifacts, activities, and concepts (Ratner 2002) [3]. That is to say, by making use of the existing goods, humans are able to create new and cultural artifacts which allow them to monitor, control and improve their performance in settings like workplace, family life, peer interaction, and to name only a few. In addition, the roots of Vygotsky's SCT has grounded in Marxism that emphasizes locating individual development within material, social, and historical environment, which is in accord with the nomenclature "sociocultural theory". SCT proposes that human neurobiology itself makes a necessary condition for higher mental processes, but the key forms of human cognitive activity develop through interaction within social and physical world, including conditions found in institutional contexts like schooling and tutoring (Engeström 1987) [4]. Consistent with what Ratner and Engeström have put, Wertsch (1985: 199) suggests that Vygotsky's study is illuminated by three influential principles of Marxist theory: (a) that human consciousness is fundamentally social in origin, rather than merely biological, (b) that human activity is mediated by existing material artifacts (e.g. books, chairs, schools) as well as psychological and symbolic tools (e.g. language, concepts, pictures), and (c) that units of analysis for understanding human activity and development should be holistic in nature [5].

Since the theory has great explanatory power, it has gradually penetrated into different fields, with its influence expanding these days. For years, James Lantolf has dedicated himself to introducing SCT into the scope of second language acquisition, which Ortega (2013) deems as a significant epistemological diversity to the contemporary SLA landscape and contributes to the social turn since the mid-1990s [6].

Lantolf and Thorne (2007: 217-218) [7] suggest that SCT is grounded in a perspective which never separates the individual from the society but SCT indeed shows that the individual emerges from social interaction, thus, the individual is always fundamentally a social being. That is, it is under social surroundings that learners use language by observing and imitating others. It is also by collaborat-

ing with other social actors consciously or unconsciously that learners make progress.

2.1 Main Constructs of SCT

In the following part, I will briefly introduce the main constructs of the theory, namely, mediation, internalization and the Zone of Proximal Development, within the domain of SLA.

2.1.1 Mediation

The relationship between people and the world appears to be an indirect way. In hope of directing at the world, people need to utilize both physical tools (e.g. hammers, shovels, saws) and symbolic tools (e.g. art, numbers, languages) to control and change the world. It is the psychological mediation via symbolic tools that interests SCT researchers. Also, among all these symbolic tools, language is the most powerful and effective one that ordinary people possess to interact with the world, to peers, and to themselves. The linguistic signs have two functions consisting of an outwardly communicative function and an inwardly psychological function, which is also called private speech.

When Vygotsky (1986) [8] conducts several studies on Children's psychological development, he finds that children can produce some private speech with distinct interactive traits. He then concludes that the private speech is socialized in essence. The functions of private speech are two-folds. On one hand, it helps facilitate the speaker's cognitive functioning and on the other hand, it can make any problems that may appear in the present communicative setting visible.

2.1.2 Internalization

Wertch (1998) [9] points out that the concept of "internalization" can be easily mixed with Descartes's binary opposition of materialism and consciousness, and then makes the internal factors go against with the external factors. Thus, he prefers "appropriation" to "internalization", emphasizing the role of interpersonal communication in social settings at the level of appropriating. Under his influence, Lantolf (2000) [10] regards L2 learning as a process that learners borrow from second language's knowledge by continuous practice and trials. In this paper, I adopt the nomenclature "internalization".

Internalization is defined as the process through which people control their behaviors by adopting language as the medium and then transforming what they have learned in interpersonal communication into self-knowledge (Swain, et al. 2011) [11]. There are three kinds of regulations: object

regulation (tools in the physical world), other regulation (mediation by other people), and self-regulation (individuals' utilization of the internalized external forms of mediation for accomplishing a task).

The development of human thinking is the result of the fusion of social and cultural collisions, and eventually forms human's higher cognitive functions. The process of internalization takes place in two planes: the process of transforming from social and collaborative activities to individual and independent activities, and also the mutual transformation between the inter-psychological category and the intra-psychological category.

2.1.3 The Zone of Proximal Development

In traditional tests, researchers only focus on two layers of information: what learners can do on their own and what learners fail to do. Despite the previous dichotomy of learners' learning stage, Vygotsky suggests that there is also a Zone of Proximal Development (ZPD for short) in the middle. It is what learners can do with more capable others' help and then what they will be able to do independently in the future. That is, for language development to take place, the learners' current as well as potential levels of competence need to be taken into consideration.

Scaffolding, considered as an assistance one learner gets from another person (e.g. teachers, parents, peers) or other mediums during the process that he arrives at the ZPD, helps enable him to complete a learning task. ZPD together with scaffolding provides a dynamic path between learners' current level and potential level. According, in order for the guidance and mediation to be effective, it has to be sensitive to learners' ZPD, with implicit hints given at the initial stage and then explicit ones if necessary. Capable peers also need to offer dynamic instead of static help, consequently, learners are likely to move from other-regulation to self-regulation. This phenomenon has been listed in the agenda of collaborative learning research.

To conclude, constructs like mediation, internalization, ZPD enrich the contents of SCT. Mediation is the central theme to SCT, as language use in SCT is regarded as a dynamic cognitive processing, covering L2 development in process. Object regulation, other regulation, and self-regulation work together as a social interactive process during language learning. ZPD is a zone where other regulation helps an individual to do what he or she could not have done and also promotes self-regulation. In SCT-oriented work, learning, development, and education are viewed as embodying social and cultural mediation in which individuals are involved in learning as a process of adaptation and psychological development.

3. Bottleneck Hypothesis

It is often the case that second language learners experience certain language properties as a challenge and the error rates are relatively higher than other language points. There also exists a gap between the input and the linguistic knowledge that learners acquire. Here comes the question: what are the obscure and complex properties of language and why should that be?

In order to address this fundamental issue, Dekeyser (2005) [12] puts forward a central question: what is easy and what is hard to learn in SLA? In addition to individual difference factors, second language researchers are interested in offering reasonable explanations. Slabkova (2006) [13] proposes the Bottleneck Hypothesis (BH), aiming at partially answering to the question. The hypothesis argues that functional micromorphology is the bottleneck and thus the most challenging part in SLA. Functional morphology carries much information as it bundles a variety of semantic, syntactic, and morphological features (Jensen et.al) [14]. To be more specific, functional morphology, in line with a syntax-before-morphology perspective, is deemed as more difficult than other linguistic domains such as syntax and semantics, and locates at the heart of language acquisition.

Drawing on the development of bottleneck hypothesis, Ellis (2006) describes the bottleneck problem as "the fragile features of language", that is, language learners fail to transform input into intake regardless of the frequent occurrences of certain language features. Jiang (2004) finds that advanced Chinese English learners, though live in American for many years, are still insensitive to grammatical meanings like subject-verb agreement and singular & plural forms [15]. The lack of progress in inflectional morphology is also included in some longitudinal studies (e.g., Schimidt 1983) [16]. The generative framework of SLA identifies the harder or the easier language properties based on their inherent features, which allows people to output and command language. Principles of UG are able to be transferred from the native language; parameter values different from the native ones but available from UG have to be reset to the target value accordingly. Then the latter process is discussed as creating difficulty in SLA. Lardiere (1998) [17] comes up with Feature Reassembly Hypothesis, which leads revolutions UG's understanding or parameter resetting in SLA. He states that morphological competence should be given a special status and thus differentiate itself from syntactic competence.

Having a closer look at the bottleneck hypothesis and its explanatory power in grammatical morphemes, let us begin with the very initial question: how are meanings ac-

quired? Four separate acquisition tasks indeed are of great importance when we learn a second language. Clearly, the lexical items come at the first place, because people cannot speak a language without its words. But learning the grammatical endings is s qualitatively different thing. Once people learn that the *-ed* ending of the verb means past tense, they get the rule and they can apply it to all the regular verbs. Research findings have shown that, lexical items take time to learn and have to be memorized one by one by rote, though, grammatical word endings are actually the hardest to learn despite the truth that they frequently occur in sentence after sentence.

The picture below shows the bottleneck of SLA[18]. In the picture, there are two bottles, the bottle on the left is supposed to illustrate one's native grammar. When people try to use the same grammar and other pieces of knowledge that they have learned in the second language. People turn to the bottle on the right in hope of utilizing target language. In the picture, the process is realized by spilling out some beads. Surely, they cannot come out as fast as they can since there is a bottleneck at work. This picture illustrates that even if people have a good command of the second language, the tight place through which it all comes pouring out are the little words and the word endings with grammatical meaning. We call these parts of words grammatical or functional morphemes. Without those morphemes, sentences do not work.
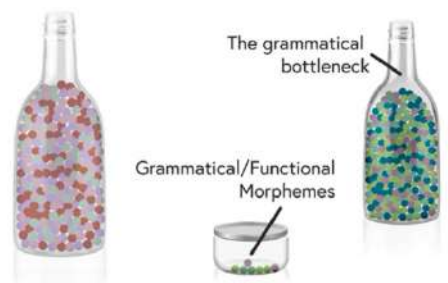
Figure 1. The bottleneck of SLA (adapted from Slabakova 2014)

In a nutshell, functional categories or functional morphology marks the most salient difference among languages, as it embodies semantic, syntactic, and phonological characteristics and influences the acceptability of a whole sentence.

Here presents a brief summary to the previous two parts: basic information about SCT and Bottleneck Hypothesis, and also some previous studies conducted by researchers are reviewed. In the subsequent part, I will focus on evaluating them in light of their contributions to the second language theories development

4. Evaluations on Sociocultural Theory and Bottleneck Hypothesis

Cases are that most SLA theories are not primarily interested in language learning. Long (2007) argues that it makes no sense to judge to SLA theories solely but they should be evaluated on the basis of their effectiveness and meaningfulness for classroom teaching, as any theory of SLA is likely to be relevant to language teaching practice.

In terms of the pedagogic value and the comprehensibility to teachers, SCT boasts its efforts to language teaching. Gradually it can also shape people's concept of learning. SCT holds that learners' thinking develops in line with the mediation afforded by social interaction. As to teachers, they should prepare suitable study resources, also design reasonable classroom teaching, and also create a better learning environment, which can eliminate negative feelings, lead to team work and finally make students turn from other-regulation to self-regulation. As far as the ZPD is concerned, it also depicts the blueprint that learners can arrive at and that how learners will be able to do on their own in the future. In addition, ZPD, by highlighting the interaction between children, peers, and adults, also helps to activate children's potential and then form a mental mechanism. A remarkable application of SCT in SLA is dynamic assessment, by which many researchers have conducted studies to classroom teaching. Different from traditional tests, the dynamic assessment aims to depict the learners' development potential. Only when teachers know the true level of students' capability, can they teach students in accordance with their aptitude. Though SCT has received furious criticism by cognitive field, it flourishes in recent years. As SCT views language as an important part of minds and also a tool to promote the development of human brain. With the framework of SCT, SLA researches get to know second language learners' level not only from the quality of their language output but find out factors resulting from the sophisticated interaction between language, minds, social interaction, and cultural artifacts. Moreover, the dynamic assessment and the ever-changing status of ZPD need teachers to have a closer look at students' learning process, and in turn contributes to the development of teachers' teaching ability. In my opinion, SCT emphasizes the importance of social interaction in SLA, so it naturally neglects the operation of brain mechanism and only reflects one side of SLA.

Here goes one question: why is it so important to know what language properties are easy and what are difficult to acquire? The reasons are roughly two-folds. For one thing, it helps learners to focus on these properties and then make progress. For another thing, it works as a prac-

tical benefit related to language pedagogy. The Bottleneck Hypothesis tries to reveal what properties are difficult to acquire no matter how frequent usage or occurrences they are. Also, as what have been listed before, most researchers come at an agreement that functional morphology is the most salient difference between languages and thus a bottleneck for second language learners. As language instructors, they can attach more importance to the difficult properties in the language classrooms. As a result, they are likely no to waste time for teaching the easy material that comes to the learners for free. In addition to the advantage that teachers learn to balance the time allocation, they will also be illuminated to relocate the teaching difficult points, functional morphology in particular, and then make a better course design. The Bottleneck Hypothesis tells that functional morphology is difficult for second language learners, but the good news is that the bottleneck can expand itself with practice, which also testifies the motto that "practice makes perfect". Accordingly, teachers can give special tasks for students to practice and learn, and students themselves are encouraged to be cautious with grammar like subject-verb agreement. Possibly, different teaching needs will come up based on the learning target and the native languages, on input and exposure to the various language properties and so on. However, it is always beneficial to keep in mind the functional morphology learning will make a difference to students' SLA. The Bottleneck Hypothesis is an idea trying to explain a language phenomenon, that is, trying to answer the question "what properties are difficult to acquire in SLA". Based on previous empirical studies and also taking personal English learning experience into consideration, I am in favor of this hypothesis. But China has a great population of second language learners, but few studies have taken Chinese as the target language and there are few intervening measures applicable in teaching practice at home and abroad.

5. Conclusion

The second language acquisition theories reviewed in this article have been specific to the Sociocultural Theory and the Bottleneck Hypothesis. Although theories are basically set up for providing explanations about the mechanisms and processes of second language acquisition, each theory may in fact only shed one light on the theory development.

The SCT shows the important contributions that society makes to individual development, addressing the interaction between language learners, the cultural artifacts, and members of the society (usually more capable others). As a result, a person's cognitive development is to a large extent shaped by his surrounding culture. Constructs like mediation, internalization and ZPD have their practical applications in the classroom teaching. Teachers also attach importance to the dynamic development of students' language level and then give suitable guidance. But SCT, highlighting social and cultural elements, might neglect the function of human brain.

Bottleneck Hypothesis answers to the question that "what properties are difficult to learn in SLA" and concludes that functional morphology is the bottleneck for language learners because lots of important information is packed into the functional morphemes and then they influence the understanding of sentences. Since the bottleneck is not at immobile status, it can be flexible in terms of practice. Consequently, teachers can adjust their teaching aim to functional morphology. However, it is a pity that there are only few intervening measures applicable in teaching practice at home and abroad.

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Cultural Trauma in the Inheritance of Loss

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ABSTRACT

Cultural trauma appears when a collectivity of human beings suffers sudden and rapid social change, touching the core of their inner sense. This paper analyzes cultural trauma in the precise time in that novel according to a classification of the Cultural Trauma theory and presents various strategies to cope with trauma. The whole process of cultural trauma reveals the complicated background then. Confronting ethic problems in displacement, tackling pertinent issues of the globalizing world and struggling with the lingering colonial effects of Britain in India, the novel depicts a special historical scene, implying the ways of living and enlightening today's loss during the period of inheritance.

I. Introduction

At the end the twentieth century, in the media, in political speeches, in everyday talk——a strange word "trauma" had come into being, no longer confined to hospitals and psychiatric wards, which symbolized the birth of a new discourse, the discourse of Trauma, entering the domain of social sciences and the humanities [1]. In previous studies, enormous efforts have been made to borrow the concept of trauma from medicine and psychiatry and to introduce it into sociological theory [11]. Rooted in rapid social change, culture, one significant part in society, is a susceptible branch, generating the concept of Cultural Trauma which is also what the paper intends to explore.

The coincidence is that the detailed story depicted in *the Inheritance of Loss* happened in the 1980s, matching the era of preliminary initiation of the theory of Cultural Trauma. Cultural trauma in the book, if adapted to the four characteristics—present in conjunction, portrayed the historical background of that special time.

The first characteristic: the change itself is sudden and rapid. With globalization and industrialization developing, traditional ways of living in India, also affected by lingering British colonization, had changed rapidly. A tremendous colonial shock on Indians' convention, a radical western shake to inner ethic spirits, as well as a wide range of Indians dreaming of being rich after moving to America, showed it was consistent with the second characteristic—trauma is radical, deep and comprehensive, touching the core. While the characters were almost Indians, the origin of trauma is perceived as imposed, exogenous, coming from the outside, meeting the third characteristics. The characters in the novel were struggling with

an identity dilemma which induced their inner-conflicts: double-consciousness, resistance and othering, due to the dominance of the caste and colonial systems. For them, the conflicts had been perceived mentally, encountering the fourth characteristics.

It seemed every character had their own cultural trauma attributed to their complicated individual background, even if they did share some common cultural trauma together. The paper focuses on cultural trauma in *the Loss of Inheritance*. However, differentiating from minutely explicating each character respectively, cultural trauma here has been tackled macroscopically and microscopically. Macroscopically, three main parts will be illustrated: spatial displacement, an alien culture in, and strategies. The first two concentrate more on symptoms to demonstrate the two causal perspectives for cultural trauma, while the last corresponds to the characters' methods and suggests more constructive strategies to confront with cultural trauma. Microscopically, every part will be illustrated delicately and subtly. According to Sztompka, depending on the number of concrete circumstances, cultural trauma may be a phase in the constructive morphogenesis of culture or in the destructive cycle of cultural decay [5].

2. Cultural Trauma: Spatial Displacement

The process of globalization and industrialization simulates the development of economy. However, resources are not balanced. "The most fundamental reason for Indians to leave their hometown is the cross-border flow of population caused by the unequal economic structure in the world." [13] Indians' urge to change their living triggered their inner desires to go to America or other western countries where they would live wealthier based on their wishful thinking.

The spatial mobility was prevalent accordingly. People in the poorer areas were disappointed at their country or just went outside for a better life. Biju was, so was Jemubhai. Hierarchical world order and western cultural hegemony, nevertheless, impacted tremendously and radically on the drifting emigrants. Worse still, as they could never be entitled to the right of speaking with a loud voice on the world stage, they might be desperate, dejected, and depressed by their underprivileged culture. emigrants move among various geographical space, but they do not inherit the various cultures in various space, thus they lose their own inheritance of cultures. The problem brought by spatial mobility tends to be the misunderstanding and inadaptability of cultural identities. This trauma, caused mainly by globalization, or to be more specific and direct, emigrants' spatial displacement.

Biju, the son of the cook, was one of the main victims of cultural trauma by displacement. When his visa expired, he had to work illegally with other immigrants. The collision of different cultures and unfamiliar environments made him frustrated, though he stuck to refuse eating beef, which was the bottom line of his mother culture. Flooded by "Colombian, Tunisian, Ecuadorian, Gambian" culture not belonging to him, he felt a sense of alienation, solitude, emptiness and anguish. That was his cultural trauma. He moved to American with a wishful thinking. His father, the cook, treasured the letters from Biju for they both believed they could enjoy a better life in the future. "Eventually Biju would make enough and the cook would retire. He would receive a daughter-in law to serve him food, crick-crack his toes, grandchildren to swat like flies."[5] The dream, nonetheless, could not be realized any more, as they can never be acknowledged the same identity as native American. Even little as beef, culture varies. Biju was hurt mentally and radically by exogenous culture. When he was applying for the green car, he found himself never integrated with other culture:

…felt a pang for village life.

Biju couldn't help but feel a flash of anger at his father for sending him alone to this country, but he knew he wouldn't have forgiven his father for not trying to send him, either[5].

Differentiating with Biju struggling for a life, young Jemubhai, had experienced cultural trauma when he went to Cambridge for further study. However, the racial prejudice and imperial consciousness of British society made him aware of discrimination as soon as he set foot on the land of England. His color, accent, religion and eating habits all made him different from the white. Because he was an Indian, when he first arrived in London, no one was willing to rent him a house. After being rejected 26 times, a woman who was in urgent need of money promised to rent him a house. Things never ended easily. The landlord was unwilling to face him and would rather put lunch at the door of the house. Worse still, because of eating curry, people thought he had a bad smell and passed by covering noses with hands. He was certainly unwelcomed when he moved to such a new culture. For him, what he owned in his race was not recognized by the dominant culture in England. Thus, he suffered giant cultural trauma at that time. Such cultural trauma influenced him deep into his life:

"Don't work too hard."

"One must, Mrs. Rice."

He had learned to take refuge in the third person and to keep everyone at bay, to keep even himself away from himself like the Queen[5].

The only way to transfer his dissatisfaction was to

study:

He worked twelve hours at a stretch, late into the night… He retreated into a solitude that grew in weight day by day. The solitude became a habit, the habit became the man, and it crushed him into a shadow[5].

It was as if then he could find a peaceful place. After he was back home, his abomination and hatred for western culture, had been assimilated and formed a new type of culture trauma irritating others, which will be illustrated later.

If Jemubhai and Biju are on behalf of the type of cultural trauma by spatial mobility to external privileged cultures, Nepalese youngster Gyan and the Bangladesh sisters must be the victim by dominant culture in India. Their displacements are weak cultures in India.

Gyan, as a Nepalese who immigrated to India, resented the poor family environment and unequal job opportunities. When he was treated arrogantly by the old judge at Sai's home, he transferred his anger at India's social discrimination against Nepalese immigrants to Sai, and divulged the information that the judge's home had shotguns to Nepalese teenagers who supported the Gurkha national liberation movement. His cultural trauma stemmed form racial discrimination. In Indians' eyes, Nepalese were lazy, "these Neps can't be trusted. And they don't just rob. They think absolutely nothing of murdering, as well" and were allocated rather worse resources despite of a larger population.

In Kalimpong, high in the northeastern Himalayas where they lived—the retired judge and his cook, Sai, and Mutt—there was a report of new dissatisfaction in the hills, gathering insurgency, men and guns. It was the Indian-Nepalese this time, fed up with being treated like the minority in a place where they were the majority. They wanted their own country, or at least their own state, in which to manage their own affairs[5].

Such unfairness gave rise to Nepalese's national liberation for their cultural trauma.

The Bangladesh sisters Lola and Noni. For the purpose of living, they lived on the houses, land and other properties left by Laura's deceased husband. According to Maslow's hierarchy of Needs Theory, these only met their physiological needs. As individuals, they also need to find security needs. In order to solve this problem, they chose Bahud, a Nepalese male, as their guard. Seeking for the balance of social status, Lola and Noni were full of admiration and longing for Britain, eating "strawberries and cream" and "Tikka masala". They filled their houses with British goods and at the same time, they read English as if roaming among books. All of their preferences were to build a fictitious civilized society for themselves, in which

they fantasized that their social status could be side by side with men. They, together with noble men and priests, took cars, read books, discussed issues and so on. They had not been described by the author about the inequality between the two sexes, which created a false image of equal social status of men and women for the readers. The two sisters were unwilling to confront the reality, but chose self-deception. Their cultural trauma was not manifested obviously, rather, their performance in dealing with trauma was overwhelmed by their love for English culture.

What these characters shared in common is that they had all suffered from cultural clash due to spatial mobility. They simply moved to different cultural areas and turned out to be maladjusted or ill-suited to the new environment. The wrong displacements, put them at a grueling position. No matter racial prejudice, cultural repression, or policy bias were pressured on them, factors together damaged their inner spirits and identity, giving rise to cultural trauma.

3. Cultural Trauma: An Alien Culture

The opposite variant of cultural trauma is seen when people are not mobile, but an alien culture comes to embrace them, as in foreign conquest, colonialism, or imperial domination [3].For India then, it must be called Westernization, Industrialization or Anglicization. The colonization of Britain struck the indigenous traditional culture and ethic Indian spirits. Indians suddenly found themselves in a cultural world completely at odds with their indigenous cultures. Cultural trauma resulted here from a clash of indigenous with a foreign culture, culturally interpreted as pernicious. The surrounding environment, whatever economically, politically, or culturally, were all affected by the lingering colonial modes. People then had no choice but to follow and adapt to.

Nimi, wife of Jemubhai, was an indirect victim of cultural trauma. As a traditional woman, she had no way to ensure her right. All she was forced to do was to listen to her husband. She was totally under the control of her father and husband. She was "kept carefully locked up behind the high walls of the haveli". Having been given vent to her husband's anger, she was bullied by servants and despised by her maiden relatives, which led her the final tragedy—fell into extreme loneliness and lived in the dilemma. Her hidden cultural trauma was definitely, the tragedy of tradition as well as the most important and connective reason—the abuse and ignorance of her husband, who was also the victim of exogenous culture. But for Nimi, cultural trauma occurred certainly probably under the impact of Jemubhai. Her cultural trauma was an

indirect outcome of alien cultural trauma. At the end, she even "seems to have made up her mind not to learn. … She will not argue—that way one might respond and have a dialogue—she just goes limp". [5]

Jemubhai reacted anomalously after cultural trauma as a producer, or transferrer of cultural trauma, dispensing misery on others. He internalized the ideology of master of the Empire, and became the servant of British colonists and the master of low caste Indians like cooks [13]. The old judge, unable to unload the colonial heritage, could only English himself: "he corrected his pronunciation, listened to Caruso and Geely's operas, and read the brief history of Western art, philosophy and France" [5]. In this way, he implanted the British culture into his Indian body, but he neither could integrate into the western culture, nor could he throw away the Indian characteristics, which excluded the possibility of becoming a genuine cultural successor. He could only by a hybridizer and control those weaker. He was a marginal person living in the region between England and his motherland. He liked Sai not because of the true love for a granddaughter, but she was like another himself:

he would wish to rid himself of her or treat her as he had her mother, her grandmother. But Sai, it had turned out, was more his kin than he had thought imaginable. There was something familiar about her; she had the same accent and manners. She was a westernized Indian brought up by English nuns, an estranged Indian living in India. The journey he had started so long ago had continued in his descendants… [5]

What Jemubhai lost was his dignity and respect for his compatriots. His betrayal of the culture made him endure great suffering and become a lonely man who coveted the past and rejected the reality.

It was as if he was the control freak on others. The cook had no name in the novel. He represents the poorest. During the home invasion, the old judge was insulted and Sai was forced to make tea for the robber, while the cook, who was shivering under the table, was dragged out to prepare food for the robber with his master. After the robbery, the cook was regarded as a possible informer. The shabby hut he lived in was searched rudely by the police who came to investigate the case. When Sai was surprised how the police could treat the cook so cruelly, the cook took it for granted and had no indignation. His master, Jemubhai, conquered his minds. He had no assertive ideas himself, and listening to his master was all his pursuit. Though his cultural trauma was not evident. It seemed that he was also one of the victims of Jemubhai and British culture then.

This study observes that both of these hegemonic influences have created the privileged and less-privileged status of the Indian individuals, which have concealed their true natures. Thus, these Indian individuals are confined and recognized through their essentialized identity, as connoted by the caste and colonial systems. Therefore, de-contextualizing the selected characters from their essentialized identity, exposing their true nature without the influence of their privileged and less-privileged status will reveal their inner cultural trauma.

4. Cultural Trauma: Strategies

For dealing with cultural trauma, there are distinct strategies, modes of actively adapting, and a repertoire of reactions undertaken by affected groups. According to the theory of Merton, classical treatment of anomie and social adaptations to anomic condition are adopted.

Four typical adaptations are mainly used to resolve anomie: innovation, rebellion, ritualism and retreatism[10]. The first pair are active, constructive adaptations, the second pair are passive adaptations.

Innovation acquires all efforts aimed at improving the position of individuals or groups within incongruent and stressful cultural conditions. For instance, to raise legitimate and illegitimate ways. In *the Inheritance of Loss*, who positively fought against cultural trauma must be the GNLF. The Gorkha Liberation Army worked hard to improving their living levels. Though the process was bloody and violent, it has to be admitted great efforts had been made to liberate Gorkha.

Cultural rebellion would indicate a more radical effort aimed at changing the stressful cultural incongruence, through spontaneous or purposeful "cultural production", aiming towards piecemeal modifications of a given culture, or even the total transformation of culture in order to replace the traumatic condition with a completely new cultural setup. This strategy was used by Jemubhai when he made a rule of his daily life. New sets as "the very concept of teatime" and rigid habits helped him to overcome his cultural trauma, as if he was acknowledged by the exogenous culture. Sai also generated cultural production. She was brought up in Dehra Dun, but moved to the house after her parents' death. She loved to read and learn. She read "National Geography" and literature, influenced by the western culture, even her grandfather regarded her as a "westernized Indian". It is hard to define whether she belonged to western culture or Indian culture. It seemed that she herself was the production of cultural trauma. As for the bloody identity, she was Indian influenced by western culture. While for the cultural identity, she was outsider influenced by Indian culture, like she can only make British tea. Her strategy for cultural trauma is complicated

and dynamic.

A passive, ritualistic reaction would mean turning to established traditions and routines, and cultivating them as safe hideouts to deflect cultural trauma. Biju obeyed this strategy so he rejected to eat beef. Sticking to the tradition not eating beef was his deflection to cure cultural trauma. When he could not tolerate the assault of other cultures, he chose to return to home, which also proved his cultivation of established traditions as a way of opposing.

Retreatism in this connection would mean ignoring trauma, repressing it, striving to forget it, and acting as if trauma did not exist. The representative must be Lola and Noni. Though they lived on what her husband left, and suffered the cultural trauma. They cured it by highly praising English culture, their ignorance was permanent, totally overwhelming the trauma.

Each character dealt with cultural trauma by various strategies, decided by their experiences, characteristics, and objective environments. One statement was that the higher their level of education, the more perceptive and more sensitive to cultural traumas people become. And at the same time, they are better equipped to express trauma…Usually more educated groups also have better skills for actively coping with cultural traumas[11]. Characters had totally different reaction and strategies towards cultural trauma. Jemubhai was sensitive to the trauma, which contributed hugely to his arrogancy at others when he came back to India. Sai was educated, so when she suffered from cultural trauma, she chose to read every day, tackling positively. Nimi had been shut at home since she was young, when she was abused by cultural trauma, she had no way to express or realize. That was why she became dull later.

Everyone is affected by cultural trauma in specific times. "Cultural trauma affects culture. Of course any trauma is by definition a cultural phenomenon, as it involves cultural interpretation of potentially traumatizing events or situations…cultural trauma is the culturally interpreted wound to cultural tissue itself." [11] Cultural trauma did not only hurt people, but also hit the Indian culture and other weak culture in India. We have to acknowledge the function of cultural trauma rises from people and influences people. It then is affected by people and influences culture vice versa. Culture is human's culture. We should not lose the inheritance of culture, nor should we lose the inheritance of strategies for culture trauma.

5. Conclusion

The paper discloses the phenomena of characters' symptoms and strategies, interweaving transnational identities, the consequent sense of loss due to displacement and lingering British colonial effects upon the Indian people, to unveil the disguised nature of the privileged members and the hidden nature of the less-privileged members, conveying their cultural trauma which fails their assimilation in their own homeland and foreign land. This is to detach the Indian individuals from their identity which is defined and structured by the caste system which segregates them under the formation of social hierarchy, as well as detaching them from their post-colonial condition.

In the *Boast of Quietness*, Borges wrote, "They speak of humanity. My humanity is in feeling we are all voices of the same poverty." What the characters in *the Inheritance of Loss* were suffering, honestly, were also suffered by the whole generation at that time, or to be crueler, experienced by current generations who were under abnormal psychological states, decided by the background mixed with globalization, race, tradition, caste, and gender, etc.

Cultural Trauma, based on the theory proposed by Jeffrey C. Alexander, "occurs when members of a collectivity feel they have been subjected to a horrendous event that leaves indelible marks upon their group consciousness, marking their memories forever and changing their future identity in fundamental and irrevocable ways." Therefore, it is no longer some trauma suffered by someone, but a whole group, here referring to collectivity, shares common feelings on their experience.

Cultural trauma has been tackled macroscopically and microscopically in this paper. It was not simply owned by people inside the books, nor the generations then. However, it was for all human beings and human's culture. Strategies adopted by characters should be an inspiration of contemporary society and the inheritance of strategies for culture trauma should also be maintained.

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A Study of Negotiation in Zadie Smith's *White Teeth*

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ABSTRACT

This study examined the power relationships between male and female characters, between the white female character and women of color, and women of color's power relationship to each other in *White Teeth* through analyzing sequential moves in dialogues.

The exchange structure reveals that male characters are in dominance in their relationship with female characters, and female characters suffer sexual discrimination. It is also found that in their relationship to the white female character, women of color experience the discriminations of racism and classism, but they tried hard to battle against these discriminations. In addition, even within the community of women of color, women had to fight against oppressive stereotypes.

1. Introduction

White Teeth is the debut novel of Zadie Smith, an outstanding female British novelist who has a Jamaican mother. The novel, telling the story of three families living in northern London, depicts a world of racial mixing and immigrant changing. The Iqbals is the focus among the three families. Samad Iqbal is an ardent Muslim who has had an affair with his son's teacher Poppy Burt-Jones. In addition, he is an educated Bangladeshi who works as a waiter in a restaurant. His wife Alsana, also a Bangladeshi, does needlework at home. They have twin sons, Magid and Millat, who become increasingly differentiated as they grow up. Alsana decided to speak indirectly to Samad after he tore apart their family by sending Magid back to Bangladesh. Archie Jones, the closest friend of Samad, is an indecisive Englishman who works as a paper folder. His second

wife, Clara Bowden, is a Jamaican girl who ran away from home and abandoned her roots and religion. The Joneses have a daughter Irie, who has once lost herself in the multicultural London and later knows her roots from her grandmother Hortense Bowden. The Chalfens, descendants of white Jewish, are the representatives of the white middle class who hold prejudice towards the nonwhite. Their story is the epitome of the London society full of cultural, racial, gender, class, religious and political conflicts. And it cannot be denied that dialogues between the characters play a significant part in highlighting the conflicts.

It is in dialogues that the characters adopt and assign their roles to each other. According to Martin and Rose (2007), negotiation is the system that consists of resources that enables the to-and-fro of dialogue. By analysing negotiation, the power relation between the speakers can be revealed.

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This study attempts to investigate the roles assigned by female characters, the power relation between female characters and other characters, and the way women of color fight for their own right in *White Teeth* through analysing their dialogues with the analytical framework of negotiation (Martin and Rose).

This paper mainly contains three chapters. In Chapter 1, a literature review of *White Teeth* will be presented. In Chapter 2, an introduction of the analytical framework of negotiation will be given. In Chapter 3, dialogues containing voices of female characters will be analysed. The last part of the paper is the conclusion, in which the whole study is synthesized, the limitation of this study is discussed, and the implication of the study and direction for further study are provided.

2. Literature Review

White Teeth has been studied by many scholars from various aspects.

A large number of scholars focus on multiculturalism and hybridity.

Laura Moss proposed that the combination of two entities creates hybridity, which is a product of the interaction of cultures, communities, or individuals. And she contends that in *White Teeth*, hybridity is part of practice of everyday life.

Irene Pérez Fernández (2009) studied how characters in *White Teeth* negotiated a sense of belonging and identity. He argued that cultural diversity and hybridity were fully manifested in the characters in *White Teeth*.

Domestic scholars also emphasize multiculturalism. Qian Cheng (2005) investigated racial relationships and identity construction under the context of racial discrimination and revealed the confusion that whites and new immigrants in Britain face. Li Qiong (2007) pointed out different views held by three generations of immigrants towards national culture and identity, and how their views will change in multicultural time.

Some researches about *White Teeth* are books reviews and interviews with Smith.

Sara Nichols (2001) reviewed the plot of the novel, analyzed the theme and contended that the book is not about class, but about race. Liu Naiyin (2004) introduced *White Teeth* in *Contemporary Foreign Literature*. He discussed the cultural, generational conflicts in the novel and spoke highly of the novel. Ma Hongqi (2011) discussed the theme of "diaspora" and revealed social and political significance of the novel. Kathleen O' Grady (2002) interviewed Zadie Smith and discussed Smith's sudden rise to literary darling and the vicissitudes of the writing process.

A small part of scholars has studied *White Teeth* from the view of discourse. Xu Zhaoyang (2013) expounded the theme of cultural hybridity from the perspective of language use by studying features in sound patterns, vocabulary and grammar. He also interpreted the novel by analyzing the style of narration.

In terms of characters in *White Teeth*, most studies focus on male characters. According to Kathryn Fair Ledford (2008), many critics have focused on the male characters and have ignored the female characters. Therefore, she examined female characters' relationship with men, the women of color's relationship to each other, and a woman of color's relationship to a white woman in Zadie Smith's novels.

In summary, a majority of scholars have studied White Teeth from the perspective of postcolonialism, multiculturalism and hybridity, some of them wrote book review or had interviews with Smith, yet study on discourse is insufficient. In addition, it should be noted while most studies focus on male characters, study on female characters and the relationship between them is insufficient. Therefore, this study attempts to investigate the roles assigned by female characters, the power relationship between female characters and men, and female characters' relationship to each other through analysing their dialogues with the analytical framework of negotiation.

3. Analytical Framework

As mentioned earlier, negotiation has to do with interaction between speakers: how speakers adopt and assign their roles to each other, and how moves are organized in the conversation (Martin and Rose).

In this chapter, the negotiation system is introduced. Section 3.1 introduces the basic types of speech functions. In section 3.2, an explanation of how exchanges are sequenced as moves is given.

3.1 Speech Function

Language can indicate the status, position, attitude and motivation of a speaker as well as his judgement, evaluation of different things. People use language to communicate with other people, aiming to establish and maintain proper social relationships with them. This is the interpersonal function of language. By using the interpersonal function of language, the speaker involves himself into a certain context in which he expresses his attitude and evaluation and intends to affect others' attitudes and behaviors.

When speaking, the speaker adopts himself for a particular speech role while he assigns to the listener a complementary role. For instance, when a speaker asks a

question, he wishes that the listener answer the question and provide the information; when a speaker states a fact, the listener acts as a role to receive his information. There are many speech roles in the act of speaking, but giving and demanding are the two basic ones. While speaking, the speaker is either giving something to the listener or demanding something from him. And the commodity that is exchanged between the speaker and the listener can be divided into two types: goods-&-services and information. Examples are showed in the following table.

Table1. Giving or Demanding, Goods-&-Services or Information

role in exchange	Commodity exchanged	
	(a)goods-&-services	(b)information
(i) giving	"offer" would you like this teapot?	"statement" he's giving her the teapot
(ii) demanding	"command" give me that teapot	"question" what is he giving her?

(Halliday)

Generally speaking, offers and questions are realized by interrogatives, statements by declaratives, and commands by imperatives. However, the same speech function can be realized by different grammatical structures. For instance, "I need you to help me", "Could I have a glass of milk?" and "Don't make mistakes" are all commands, but the first sentence is manifested through the use of declaratives, the second one is realized by interrogatives, and the third by one imperatives.

3.2 Sequencing Moves

As Martin and Rose (2007) put it, exchanges contain one obligatory move. When negotiating goods-&-services, the obligatory move is the one that proffers the goods or performs the service; when negotiating information, the obligatory move is the one that provides the facts of the matter. Goods-&-services negotiations are known as action exchanges, and information exchanges knowledge ones. The person responsible for proffering goods or performing services is the primary actor (A1), and the person receiving the goods or having the service performed for them is the secondary actor (A2). The person who has the authority to adjudicate information is the primary knower (K1), and the person who receives information is the secondary knower (K2). Two-part exchanges are presented below:

Hendrik: A2   Could I have a bottle of your best dry red?

waitress: A1   - Yes.

When primary actors anticipate proffering goods or performing service, and primary knowers anticipate professing information, the anticipatory moves are known as

dA1 and dK1 moves (with 'D' standing for 'delay'). For example:

waitress: dA1   Wine?

Hendrik: A2   - Could I have a bottle of your best dry red?

waitress: A1   - Yes.

If the secondary actor or knower follow up, and there is a further follow-up move by the primary actor or knower, then 'f' is used to stand for 'follow up':

waitress: dA1   Wine?

Hendrik: A2   - Could I have a bottle of your best dry red?

waitress: A1   - Yes.

Hendrik: A2f   - Thank-you.

waitress: A1f   - Not a problem.

The dependent moves that clarify the ideational content of what is being negotiated is called tracking moves. They are labeled as 'tr' (for track) and 'rtr' (for response to track):

Llewelyn: K1   Coetzee's here.

Sannie: tr   - Pardon?

Llewelyn: rtr   - Coetzee's here.

Sannie: K2f   - really?

The independent moves that resist the interpersonal thrust of an exchange is called challenging moves. They are labeled as 'ch' (for challenge) and 'rch' (for response to challenge):

Sannie: A2   You can come tomorrow, for tea.

Coetzee: ch   - Are you sure about this?

Sannie: rch   - I wouldn't be here if I wasn't sure.

Coetzee: A1f   - OK, I'll come.

The moves adopted by the speakers can indicate the power relationship between them. The person in dominant position can manifest his/her power in dK1, K1, K1f, A2, A2f, and ch. The person's deferential position can manifest itself in K2, K2f, dA1, A1, A1f, and tr. In the next chapter, the power relationships between different speakers will be revealed through analysing these sequencing moves.

4. Analyses of Sequencing Moves on *White Teeth*

In this chapter, the roles assigned by female characters will be investigated, the power relation between male and female characters, white female character and women of color will be analyzed. In addition, the women of color's power relationship to each other is also revealed.

4.1 The power Relations between Male and Female Characters

Table 2 shows the moves mainly adopted by Alsana and Samad. It is found that most of Alsana's moves are dom-

inant ones, but she also adopted moves that indicate deference, i.e. K2 and K2f. As for Samad, almost all of his moves indicate dominance.

Table 2. Exchanges between Alsana and Samad

speakers	dominant moves	deferential moves
Alsana	K1 A2 ch	K2 K2f
Samad	K1 ch	

A dialogue between Alsana and Samad is shown below. When Alsana and Samad were attending the weekly school council meetings, Alsana repeatedly adopted A2 moves to try to prevent Samad from raising his hand and expressing his opinion, which suggests that she attempted to fight for more rights in their relationship. However, Samad resisted to defer to her wish by making challenging moves such as "I will not put it down" and "Let go of me". He also assigned himself as the primary knower to say "I have a right to an opinion", which is followed by a K2f move by Alsana. Therefore, Samad is the person who dominates in the bilateral relationship, and sexism is thus manifested in these sequential moves.

Alsana	A2	Put your hand down.
Samad	ch	- I will not put it down.
Alsana	A2	- Put it down, please.
Samad	ch	- Let go of me.
Alsana	K2	- Samad, why are you so eager to mortify me?
	A2	- Put it down.
Samad	K1	- I have an opinion.
	K1	- I have a right to an opinion.
	K1	- And I have a right to express that opinion.
Alsana	K2f	- Yes,
	ch	- but do you have to express it so often?

As shown in Table 3, Millat gained dominance mainly by K1, ch, and A2 moves, while Irie mainly by K1, dK1 and ch. It is found that Millat adopted more dominant moves in their dialogues, while Irie adopted more deferential moves than Millat, suggesting that Irie is in a weak position compared with Millat.

Table 3. Exchanges between Millat and Irie

speakers	dominant moves	deferential moves
Millat	K1 ch A2	K2 K2f
Irie	K1 dK1 ch	A1 K2f

The following conversation took place when Millat and Irie slipped out of the house in order to feel the storm.

When Millat revealed that Irie fancied him, Irie denied it by taking a challenge move. However, when Millat positioned himself a secondary actor to ask Irie to fancy what their kids would look like, Irie deferred to his wish. In fact, she imagined it in a serious way. It reveals that Irie, in many cases, took dominant moves to hide her secret (that she loved Millat), but had trouble resisting his request because of her love for him. Therefore, the person who is loved is put in the dominant position.

Millat	K1	You want my arse.
Irie	ch	- Don't be a wanker!
Millat	rch	- Well, it's no good, anyway.
	K1	- You're getting a bit big. I don't like big.
	K1	- You can't have me.
Irie	ch	- I wouldn't want to, Mr. Egomaniac.
Millat	A2	- Plus: imagine what our kids would look like.
Irie	A1	- I think they'd look nice.
	A1	- Browny-black. Blacky-brown.
	A1	- Afro, flat nose, rabbit teeth and freckles.
	A1	- They'd be freaks! You can talk.
	K1	- I've seen that picture of your gran dad --

4.2 The Power Relations Between the White Female Character and Women of Color

It is found that Joyce is absolutely in a dominant position in her relationship to Irie. Almost all of Joyce's moves are dominant ones, while a large amount of Irie's moves are deferential ones, which is shown in Table 4.

Table 4. Exchanges between Joyce and Irie

speakers	dominant moves	deferential moves
Joyce	K1 ch K1f A2	
Irie	K1 Ch	K2f K2 A1

Before Irie came to know about her family history, she barely had her voice heard by the Chalfens: she spoke too little while the Chalfens spoke too much. In the following conversation, all the moves adopted by the Chalfens are dominant ones, while Irie only took K2f moves to express her admiration toward the Chalfens, nothing else. At that time, Irie lost herself in admiration towards the white culture.

Joyce	K1	Your headmaster knows how much I hate to see potential wasted that's why he sent you to us.
Jack	K1	- And because he knows most of the Chalfens are four hundred times smarter than him!
	K1	- Even Oscar is.
Oscar	ch	- No, I'm not.
	ch	- I'm the stupidest in the world.
Joyce	K1	- Oscar's got an IQ of 178.
	K1	- It's a bit daunting, even when you're his mum.
Irie	K2f	- Wow.
	K2f	- That's remarkable.

After Irie found her roots, her attitude towards Joyce changed dramatically. She began to doubt the white culture, to challenge what Joyce said, and she tried to make her voice heard. When Joyce told her about Doctor Marjorie's diagnosis of Millat's "disease", Irie made two challenge moves, which are shown in the following two dialogues.

Joyce	K1	It's simply essential that I talk with him if he rings.
	K1	- We're so close to a breakthrough.
	K1	- Marjorie's almost certain it's Attention Deficit Hyperactivity Disorder.
Irie	K2	- And how come you know all this?
	K1	- I thought Marjorie was a doctor.
	ch	- What the fuck happened to doctor-patient privilege?

In the dialogue above, Irie doubted the doctor-patient privilege in the white culture by speaking in a rude way. In the dialogue below, Irie spoke out her opinion about Millat's "disease" by denying that Millat did not get a disorder. In addition, when Joyce said that Millat and Magid need each other, Irie challenged her once again.

Joyce	K1	Because if Marjorie's right, and it is ADHD, he really needs to get to a doctor and some methylphenidate.
	K1	- It's a very debilitative condition.
Irie	ch	- Joyce, he hasn't got a disorder, he's just a Muslim.
	K1	- There are one billion of them.
	K1	- They can't all have ADHD.
Joyce	rch	- I think you're being very cruel.
	rch	- That's exactly the kind of comment that isn't helpful.
	K1	- Look. The most important thing is that I get the two of them to face each other.
	K1	- It's time.
Irie	K2	- Why is it time?
Joyce	K1	- It's time because they need each other.
Irie	ch	- But if they don't want to, they don't want to.

It is apparent that Irie was attempting to gain more power and fight for more rights for herself in her relationship with Joyce, however, it is Joyce who still held the dominant position, which can be explained by racial discrimination and class discrimination.

Table 5. Exchanges between Alsana and Joyce

speakers	dominant moves	deferential moves
Alsana	K1 Ch dK1	dA1 A1
Joyce	K1 A2 Ch	K2

Table 5 shows the moves mainly adopted by Alsana and Joyce in their conversation. It is surprisingly found that Alsana is in dominance from the perspective of sequential moves. The dialogue below was initiated by Joyce, but Alsana interrupted her by taking a series of K1 moves, warning Joyce not to interfere in her family business.

Joyce	K1	Mrs. Iqbal, I know we haven't been on the best of terms in the past, but-'
Alsana	K1	- Mrs. Chalfen, there are two rules that everybody knows, from PM to jinrickshaw-wallah.
	K1	- The first is, never let your country become a trading post. Very important.
	K1	- If my ancestors had followed this advice, my situation presently would be very different, but such is life.
	K1	- The second is, don't interfere in other people's family business.
	dA1	- Milk?
Joyce	ch	- No, no, thank you.

In the following dialogue, Joyce said little while Alsana dominated in the bilateral relationship. Alsana blamed Joyce for splitting her sons apart and destroying her family by making a series of K1 moves. In addition, she took A2 moves, which indicate that she was trying to gain dominance when facing the dominant white race.

Joyce	K2	Leaflets?
Alsana	K1	- Leaflets. Leaflets about your husband and his ungodly mouse.
	K1	- Trouble brewing, yes sir.
	K1	- I found them, hundreds of them under his bed.
	K1	- He's disappeared again, three days.
	K1	- I have to put them back before he finds out they are gone.
	A2	- Take some, go on, lady, take them, go and read them to Magid.
	A2	- Show him what you have done.
	K1	- Two boys driven to different ends of the world.

4.3 Women of Color's Power Relationship to Each Other

Table 6 shows that dominant moves adopted by Alsana include K1 and A2 moves, while Clara only adopted K1 moves to manifest power.

Table 6. Exchanges between Alsana and Clara

speakers	dominant moves	deferential moves
Alsana	K1 A2	K2
Clara	K1	K2f

The following conversation happened when Alsana and Clara were discussing how to deal with the Chalfens who had influenced their kids and their family. It can be seen from the sequencing moves that Alsana is more powerful in her relationship to Clara: she assigned herself as the secondary actor and required Clara to join her in dealing with the Chalfens. And Clara was not as decisive and powerful as Alsana, which can be seen from her saying "I got quite upset at first, but then I thought I was just being silly" and "Yes .. . I'm just thinking .. ."

Alsana	K2	Are you there, lady?
Clara	K1	- Yes, Yes.
	K1	- You see, Me, well .. . she seems to worship them.
	K1	- I got quite upset at first, but then I thought I was just being silly.
	K1	- Archie says I'm being silly.
Alsana	K1	- If you told that potato-head there was no gravity on the moon he'd think you were being silly.
	K1	- We get by without his opinion for fifteen years, we'll manage without it now.
	K1	- Clara, we always stand by each other ... I need you now.
Clara	K2f	- Yes .. . I'm just thinking .. .
Alsana	A2	- Please. Don't think.
	K1	- I booked a movie, old and French, like you like two thirty today.
	A2	- Meet me in front of the Tricycle Theatre.
	K1	- Niece-of-Shame is coming too.
	A2	- We have tea.
	A2	- We talk.

Therefore, even within the community of women of color, power inequality still exists. This inequality is also concerned with racial discrimination. Clara, a black woman carrying Jamaican genetics, was discriminated by Alsana, a Bangladeshi, to some extent.

5. Conclusion

This study investigated the roles assigned by female characters, examined the power relations between male and female characters, between the white female character and women of color, and women of color's power relationship to each other in *White Teeth* through analysing sequential moves in dialogues.

Here are the findings of the study.

Firstly, it is found that male characters are in dominance in their relationship with female characters. Although Alsana adopted A2 moves to gain power, Samad dominated in the conversation by challenging her and adopting K1 moves. In the relationship between Millat and Irie, Irie was in a weak position since she found it hard to resist what Millat asked her to do and deferred to Millat's wish by taking A1 moves. Therefore, the exchange structure reveals that female characters suffer from sexism.

Secondly, in their relationship to the white female character, women of color experience the discriminations of racism and classism, but they tried hard to battle against these discriminations. When Irie lost herself in her admiration towards the white culture, she was oppressed by Joyce and barely had her voice heard; after she found her roots, she began to fought for more rights to speak by taking challenge moves and K1 moves. In Alsana's relationship to Joyce, she managed to gain dominance by taking a series of K1 moves, in an attempt to gain confidence in words when facing the dominant white race.

Thirdly, within the community of women of color, racism also exists. Alsana had a prejudice against Clara, a black Jamaican woman. Her prejudice is manifested in her K1 moves and A2 moves, while Clara's deference is manifested in her K2f moves.

This study revealed the power relations between different characters in White Teeth from the view of exchange structure in dialogues, and found language evidence for racism, sexism and classism that exist in the novel. However, the limitation lies in that only a part of dialogues in the novel have been examined. Since sequencing moves (or exchange structure) play a significant part in revealing power relations between speakers, more efforts can be made to investigate interpersonal relationship in novels from the perspective of exchange structure.

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The Application of Corrective Feedback Theory in Integrated English Course

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ARTICLE INFO	ABSTRACT
	Integrated English Course in Chinese universities serves a group of non-English major students for the main educational training purpose of second language learning together with language learning skills development under different unit themes. In the process of learning another language, as language leaners, making mistakes is natural and inevitable. This procedure of making mistakes and correcting mistakes contribute to the gradual improvement from a starter to an advanced learner. Encountering mistakes made in various conditions in the classroom, teachers need to form proper awareness, and give appropriate feedback.

1. Introduction

Feedback in the classroom, which describes the responses from instructors, is one type of discourse facing towards students' performances, playing the vital role in the second language acquisition process. It helps learners realize the effectiveness of their output and functions as guidance for the continuing learning procedure. If the instructor does not provide feedback after activities, learners may not understand their weakness and the gap with the target language. Feedback entails positive feedbacks, like making complement shows the agreement and appreciation. However, compared with positive feedbacks, negative feedbacks, like corrective feedback (CF) has even more powerful impacts on language learners to achieve learning goals. Suitable CF helps learners make improvements while inappropriate CF decreases learners' confidence and enthusiasm.

Briefly speaking, Corrective Feedback is a kind of formal or informal comments on learner's performances on different tasks from peers or teachers. Kepner defines feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong[1].

Corrective feedback is a controversial problem, and different scholars hold different opinions towards it. Ellis

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views corrective feedback as one type of negative feed-back[2]. According to him, it is for any form of response a learner's utterance including a linguistic error. Other scholars like Krashen examined feedback as a useless and harmful process at first, so he provided little feedback to students in order not to anxious them[3]. In contrast to Krashen, Swain pointed out that language occurs through the interaction language acquisition should be on a broader perspective like from corrective feedback.

Speaking of the development of CF, since the late 1950s, attitudes towards the role of feedback have changed along with teaching methodologies in terms of the effectiveness of L2 acquisition. In the late 1950s and 1960s, based on behaviorism and structuralism, the Audio-lingual Method (ALM) was popular in L2 learning. During this time, giving feedbacks is regarded as a way of helping learners to correct mistakes and making improvement as well. In the 1970s and 1980s, Communicative Language Teaching (CLT) was commonly practiced to equip learners with communicative competence. The function of corrective feedback was seen as communicating with other people. In the early 1990s, the Interaction Approach (IAA) emerged, and corrective feedback comes as a result of the interaction that arises authentically. Since the mid-1990s, corrective feedback has been a heat discussion problem in SLA. Truscott claimed that CF should be discarded because it is ineffective[4]. But some studies suggested that CF plays a pivotal role in helping L2 students improve the quality of their writing, helping them get close to correct English. Moreover, other studies explored the effectiveness of different types of CF like oral feedback, peer feedback, audio-recorded feedback and so on. However, most studies failed to examine which feedback mode was more effective.

CF could be classified according to different dimensions. One of the ways to classify is to divide it into two types: explicit feedback and implicit feedback. Explicit feedback takes a number of forms, such as direct correction or metalinguistic explanation. Implicit feedback occurs when the corrective force of the response to learner error is marked. More specifically, implicit feedback could be divided into recasts and repetition. Also, there are other ways to divide like written feedback and oral feedback, input-based feedback and output-based feedback, and so on.

2. Literature Review

From theoretical perspectives, the effectiveness of the corrective feedback (CF) on language learners' interlanguage development has been the topic of much discussion in SLA field. Gass and Long put forward that the effectiveness of CF lends support to one group of theorists who emphasize the importance of negative as well as positive evidence in second language development[5]. The opposite theorists, taking Truscott as an example, state positive evidence is sufficient and negative evidence in the form of CF can be detrimental to inter-language development[6].

The divergence of this opposite opinion holders lies in the concerns of the uptaking levels from language learners. The study from Roy Lyster and Leila Ranta about Corrective Feedback and learners' uptake about learner' uptake in four immersion classrooms indicates an overwhelming tendency for teachers to use recasts, and also recasts accounted for the largest number of repairs but that is due to the inordinately high frequency of recasts[7]. From its data analysis, it clearly revealed that none of the feedback types stopped the flow of classroom interaction and that uptake clearly does not break the communicative flow either, which means the student's turn in the error treatment sequence. Moreover, the feedback-uptake sequence engages students more actively when there is a negotiation of form. Uptake in language courses refers to a student's utterance that follows the teacher's CF, constituting a reaction in some way to the teacher's intention.

Hossein Nassaji and Merrill Swain analyzed how CF could achieve a better effect in terms of the learners' uptaking in *A Vygotskian Perspective on Corrective Feedback in L2: The Effective of Random Versus Negotiated Help on the Learning of English Articles*[8]. They did a test to determine whether students learn from the kind of feedback they received and whether they use correctly those forms of articles they used erroneously in their compositions before receiving feedback. Therefore, for these two testers, one is given a ZPD error treatment and the other one a non-ZPD treatment procedure. The data support the effect of the ZPD corrective feedback since the students get corrective feedbacks within their ZPD outperformed the other students who just get random feedback. The finding is consistent with the Vygotskian sociocultural perspective in which knowledge is defended as a social in nature and is constructed through a process of collaboration, interaction, and communication among learners in social settings and as the result of interaction within ZPD[9].

There are mainly two CF types: oral CF and written CF. Different CF types are applied in different assigned tasks, and have different effects. Written CF is mainly applied in writing tasks and assignments while oral CF is ap-

plied more interactive situations. According to Roy Lyster and Kazuya Saito More detailed comments like grammar mistakes and punctuations are given when using written CF while sociocultural situations like classroom are much relating to oral CF[10].

Oral CF could be divided into three types: explicit feedback prompts and recasts. Lyster claimed that explicit corrective feedback means clearly indicates mistakes while Prompts include a variety of signals that push learners to self-repair[11]. In addition, recasts is the teacher's reformulation of all or part of a student's utterance in the right way, and L2 learners who get prompt corrective feedbacks show larger effects than those who get recasts.

3. Applications of CF in Integrated English Course

Currently, one of the most popular teaching planning structures in university courses, including Integrated English Course, BOPPPS structure, that does not only serve the academic purposes but also calls on for skill and cultural purposes. BOPPPS structures, briefly follows the procedure of bridge in- objectives-pretest-participation-posttest and summery. To achieve the latter objectives under this teaching structure, in the bridge in and participation stages, open questions are frequently designed to encourage students to express their own opinions and CF application is of great concerns when it comes to the content level.

3.1 Student Analysis

One of the common classroom situations exists in Chinese universities is the existence of marginal students who seldom initiatively join the teacher-students' interactions or student-student interactions. Marginal students in a class are sensitive to the Corrective Feedback on the contrary to their silence due to the fear of making mistakes. However, there are still a majority of Chinese students are willing to learn from corrections because they were corrected since the first day of learning and that almost becomes their learning habit.

Therefore, instructors need to be sensitive to the goals of the person. In a university classroom, the fact that student' English levels and interests varies, and they have different expectations from instructors. Under such complicated circumstances, instructors are required to get familiar with student's background information and offer CF in the proper way. For marginalized students, conscious and non-judgmental CF cares students feeling and is not detrimental to their study passion. According to

Bound, if instructors do not act like authorities and give personal reactions and feelings rather than value-laden statement, they shorten the distance between instructors and learners[12]. One way of doing this is to use comments of the type "I feel…when you…". For students who are willing to take CF, instructors are suggested to give specific comments and basing the comments on concrete observable behavior or materials, because generalizations are particularly unhelpful.

3.2 Course Analysis

Integrated English Course involves English language knowledge and application skills, learning strategies and cross-cultural communication as the main content, under the guidance of foreign language teaching theory, using a variety of teaching modes and teaching methods as a whole. Students can master good language learning methods, enhance their independent learning ability, improve their comprehensive cultural quality, and make them have a strong comprehensive English application ability, especially listening and speaking ability, to meet the needs of social development, economic construction and international exchange.

From this course syllabus, it is obvious to divide the educational aim into two parts: language knowledge and cultural affection. One the one side, in the SLA classroom setting, CF has significant and durable effect in terms of the language knowledge acquisition, especially grammar knowledge. In most correcting cases, giving instant corrective feedback is helpful for learners to realize their mistakes and avoid it next time. However, except language knowledge, Integrated English course also aims to develop students' cultural affection by setting different themes in each unit and then organizing classroom discussing activities. Considering the one of the educational objectives of this course that students are required to illustrate their own opinion in terms of one specific question, encouraging students to express themselves becomes the first place rather than correcting language mistakes.

Referring CF to the language knowledge learning in the course syllabus, one more concern of its application is about timing, which means CF should be given instantly and promptly. It is no use offering CF after the students has completed the assigned discussion or tasks. For example, when students are required to do a group discussion, it is better to give the CF while they are discussing and organizing the answers rather than displaying their works and discoursing the conclusions, as students are expecting to move on after preparation stages even while they are

displaying.

However, when it comes to giving CF for sociocultural tasks, instructors need to control the frequency and try not to interrupt the fluency throughout the whole process. To offer CF when students are given sociocultural tasks, as long as the mistake prevents the students' expression or the task moving on, instructors better put the language CF aside and focus on the context setting to inspire students to devote to the task, enjoy discussion and confident about second language application. In order to achieve better sociocultural goals in the syllabus, instructors are usually not considered as the most suitable CF giver, but learners themselves or peers may leave the correction deeper and longer in the receivers' learning journey.

4. Reflections and Critiques

On the one side, some points from the theories are quite constructive. Norton Peirce claimed investment signals the socially and historically constructed relationship of learners to the target language, and their desire to learn and practice it[13]. Corrective Feedbacks could be the reasons that increase learners' interest in learning the target, but it could also be the reason that prevents learners from learning the target language. Therefore, giving feedbacks need some tips in order not to hurt the feelings of learners.

On the other side, there are also some claims from the need to be discussed when it comes to the applications of the Corrective Feedback in Integrated English Course. For example, sometimes tiny mistakes are not that necessary to point out and learners would discover the rules with enough input, and in the context setting language learning situations where expressing comes to the priority, the frequency of CF application should be controlled.

In terms of the idea of avoiding giving negative feedbacks, it is of great importance if teachers are able to apply it in the appropriate time in proper way. As Rutherford considered that negative feedback is essential to L2 learners when positive input in the natural environment is inadequate to lead the learners towards the correct form of the target language[14]. Actually, sometimes negative feedbacks could motivate students to learn the target language, achieving an effective result in the end.

Therefore, making it in a positive way and reducing the negative result as much as possible is what scholars are working with. During the process of L2 learning, if someone else could give some constructed feedbacks that could be accepted by learners is quite valuable.

5. Conclusion

Integrated English Course belongs to ESL education course, in which errors are considered a natural part of the classroom teaching process and a sign of students' efforts to produce the target language. As we all know second language acquisition is one of the most complicated topics in the field and what makes it difficult is not because it is hard to study but because every human being is a different individual, having own characteristics. Therefore, it is impossible to figure out the universal rule that can be lent to every student in the classroom for instructors when giving CF.

To sum up, even though feedbacks are heated discussed and being researched, more specific and detailed researches in the future still need to be done and explore in this CF field in real classroom environment. The future directions of CF need to be considered to expand researches in this field. Firstly, Shao claimed that despite researches on recast, there is a lack of published discussion on explicit correction, metalinguistic feedback and negotiation moves like clarification and elicitation[15]. Secondly, investigating the facilitative impact of learner factors and CF can also be addressed in further researches. Moreover, CF can be provided in person, written form or through some technologies like audio form or through computers. Though the first two modes have been deeply explored, few studies have touched the latter ones.

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A Critical Discussion of Vygotsky and Bruner's Theory and Their Contribution to Understanding of the Way Students Learn

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ABSTRACT

Vygotsky and Bruner's theory , as a significant guidance in the field of education, make a influence for many students and teachers. This paper uses the ways of description and discussion to explore the implication from Vygotsky and Bruner's theory on teaching and learning.

1. Introduction

The purpose of this essay is to carry out a critical discussion of the way students learn by applying Vygotsky and Bruner's theory. In order to achieve this, the essay begins with a description and discussion of the definition of the two theories, their assumptions and premise, their application, and contribution to the field of education, and finally a discussion of their contribution to our understanding of how students learn. The essay ends with a discussion of the implications the Vygotsky and Bruner's theories to teaching and learning in our schools.

2. Critical Discussion

2.1 Vygotsky and Bruner's Theories Contribution to Understanding How Students Learn

Vygotsky is one of the social learning theorists, whose

(1962; 1978) theory postulates that people learn from social interactions, which leads to the step-by-step changes in the learning processes and behaviours of students [19,20]. The theory equally points out that in learning, the manner in which students solve problems and advance their learning development is dependent on their social interactions. These premises led to the theorist to develop their zone of proximal development (ZPD) theory, which indicates that people with less and lower advanced skills can learn more from those with more advanced skills through modelling displayed in the behaviour of more experienced and advanced individuals. Therefore, as Nelson (2016) noted, students tend to learn from observation, training, modelling, and mentoring from advanced and experienced students, making them their role models in enhancing their skills and knowledge [11]. A second important theory in learning is Bruner's theory, who in (1960) focused

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on how knowledge is organised and presented in different modes of thinking by the learner [3]. Based on a research on the cognitive development in children, Bruner (1960) proposed that there are three representations of knowledge including enactive or action-based, iconic or image-based, and symbolic or language-based, leading to the constructivist theory of learning. In this theory, Bruner (1960) suggests that learning is more effective when the student is faced with new learning materials starting and following a progression from enactive or action-based learning, to iconic or image-based knowledge and ending with symbolic or language representation [3]. This calls for the proper organisation of learning and instructional materials and plays a critical role in our understanding of the manner in which students learn.

Vygotsky's theory postulates that people learn more from social interactions, from observing others, from the interaction and communication they have with those with more advanced skills, knowledge, and experiences. This explains why students learn better in the classroom from direct discussion and interaction from social-learning activities like role play, simulations, teamwork and group work, blackboard activities with other students with advanced knowledge, skills, and experiences. Moreover, it explains why the behaviour and process of learning of students changes when they are in interaction with others, from coaches, mentors, teachers, and students with higher knowledge levels. According to Katz and Rezaei (1999), the social learning theory postulated by Vygotsky proposes that this explains why dialogue in the classroom an important tool through which individuals is individually and collectively negotiate conceptual information and learning [8]. It explains why students learn better when an individual of higher experience and knowledge is able to explain to them concepts, work with them on projects and problems, much more than when they work alone.

The social learning theory proposed by Vygotsky explains why students learn complex theories and knowledge better in discussion groups, team working projects, and with one-on-one discussion with tutors and teachers than with classroom texts. This is because the students are more likely to try out their ideas with other students in discussion groups or team work activities than independently, they are able to discuss concepts and knowledge, improving their critical thinking skills that when they work independently. Moreover, it explains why students learn and gain new knowledge better from interactive instructional methods than the teacher-blackboard instruction method. Katz and Rezaei (1999) notes that students have been identified to learn and gain concepts better from role-play, from simulations, from discussion groups and focus

groups discussion activities with other students, mentors, and tutors than from teacher-blackboard instruction method owing to the ability of the social-learning practice to allow students learn from discussion, observation, engagement, and mentorship [8].

Fourie (2013) noted that Vygotsky's theory presents the concept of the ZPD or the zone of proximal development to explain the learning development of children [5]. The theory argues that children in the zone of proximal development can perform the task independently but are not there yet, hence will need some help to successfully perform the task. The theory identifies that while children and students are able to visualise new information, they cannot conceptualise this information as their own knowledge without the assistance of a more experienced individual, perpetuating the fact that we learn from social interactions and learning occurs from external stimuli in the environment. A student while visualising numerical figures on the blackboard cannot perform mathematical calculations without the assistance of an experienced teacher, tutor, or parent to assist them understand, conceptualise, and perform the calculations. In the same manner, while a child can mount and sit on a bicycle, they cannot successfully balance and ride it without the help of an adult or a more experienced elder sibling. The zone of proximal development underscores the main premise by Vygotsky that we best learn from social influences, from the instructions and guidance of others.

Contrary to Vygotsky's theory, Bruner constructivist theory argues that students are active learners, trying to solve problems in their own way by making sense of the world as noted by Barth (2015) [2]. This occurs with the student trying to construct their own knowledge by categorising and organising information rather than taking up everything given to them by the teacher. The student will take this new information and organise it first in enactive or action-based, iconic or image-based, and symbolic or language-based knowledge. The student will take the information from actions such as role play, simulations, computer games, stories and narratives, group discussion and team projects among other actions, use this information to firm images or icons to represent key points in their mind to ease in memory development and storage, and then turn these image into symbolic or language-based knowledge where they apply and use the knowledge as noted by Baracskai et al. (2019) [1]. For example in the video game and simulation exercises in the classroom, the student will take the player's narrative using actions, interpretations of the game's context, and goals of the game, immersing themselves in the game by activities hence experiencing a learning process. In this

learning context and through these activities, they form iconic or image based information easily processed and stored by their brains, later used in speech or applied in other situations. Fuchs (2018) argues that by applying Bruner's theory it is possible to explain why when students are learning there is no separation between movement, perception, and recognition [6].

According to Liu et al. (2005), Bruner's theory provides an excellent explanation of the manner in which students learn, explaining how students represent knowledge in their learning process and explains the cognitive development of students in the learning environment [10]. In essence, the main theme behind Bruner's theory is that the learner is an active learner rather than passive, as the learner constructs new ideas and concepts or knowledge from their representation of information given to them. This learning is computational and shaped by culture. This implies that the student will use their mind to process and organise information into enactive, iconic, and finally symbolic-based information but are equally influences by their cultural background since culture affects their experience and development. The student will have a motor response in activities, in the manipulation of objects in the environment, learning how they behave and react, they then visualise the properties of these events and objects in their mind, and create language symbols of this information. To best explain Vygotsky's theory, Liu et al. (2005) draws attention to how students learn from online social games and simulations, where the interaction with other players in the online environment, enables the student to gain knowledge and experience from the gaming environment and activities, from the interactions and friendships among the players [10].

The theories of Vygotsky and Bruner can explain other learning behaviour in students as noted in theory. For example, these theories explain the use of negative and positive reinforcement to discourage and enforce negative and positive behaviour respectively in the classroom. The theories are able to explain how students learn from social interaction and from analysing information, changing their behaviour in the classroom from their interaction with others and information owing to the fact that learning ideally is a response to external stimuli leading to a change in behaviour as explored by B.F. Skinner (1974) and that cognitive development occurs from a series of invariant and universal stages as noted by Piaget (1973) and as pointed out by Peter et al. (2010). In essence, the theorists Skinner (1974) recommend that learning can take place from operant conditioning or reward and punishment to produce the desired behaviour, while Piaget's theory postulates that learning takes from a balance of

accommodation and assimilation [13-14,17]. According to Slavin (2012), students learn behaviour from negative reinforcement or punishment, which seeks to discourage students from practicing certain negative behaviours by using removal punishment and presentation punishment. In removal punishment, the teacher will withdraw pleasant consequences like break time and play time or will use presentation punishment which is the presentation of unpleasant consequences like cleaning the classroom, caning, suspension and expulsion [15].

Either way, the student learns to avoid certain negative and unwanted behaviour in the classroom like unfinished homework, unnecessary speaking in the classroom or making noise, inability to repeat what they have just been taught by the teacher. Positive reinforcement is meant to reinforce positive behaviour using affirmations, recognition, congratulatory remarks, and rewards, which are meant to make the student repeat positive behaviour like completed assignment, correct answers to questions, cooperation in discussion groups among others. In each of the reinforcements, be it negative or positive, the social learning theory recognises that students will learn appropriate classroom and learning behaviour from each other and mentors as reported by Slavin (2012) [15]. Such that a student will strive to complete assignments and get good grades to receive awards and recognition similar to another student, will avoid negative behaviour to avoid the punishment given to others who exhibited the same negative behaviour previously, will strive to get high grades to get scholarships and bursaries like a mentor and a coach.

The use of reinforcement classroom behaviour relates to the social learning theory proposed by Vygotsky because students learn from observation and interaction with other students, mentors and teachers, and will strive to get positive reinforcement from their teachers rather than negative reinforcement. Additionally, scholars like Woollard (2010) support the theories of social learning theory, constructivist theory proposed by Bruner, and behaviour reinforcement in learning by proposing that students can learn from requirement to learn in silence, carrying out repetitive activities to improve their accuracy, learning from chanting, rhyme, song, and physical actions, receiving extrinsic and intrinsic rewards for completing tasks, being recognised and praised, using charts and displays [21]. In learning effectively from charts, physical activities, and displays or illustrations, students tend to use Bruner's constructivist theory, where they gain information from actions creating action-based knowledge, which they visualise as iconic or image-based knowledge, and is stored in their memory and later retrieved as symbolic or language-based knowledge. The successful ability

to elicit the correct knowledge in this learning process leads the student to receive a positive reinforcement or reward from the teacher, hence reinforcing this learning behaviour in the classroom.

Despite evidence from literature on the role of Vygotsky and Bruner's theories ability to create an understanding of the way students learn, it is evident there are shortcomings in both theories. According to Ogunnaike (2015), Vygotsky's theory especially on the zone of proximal development has been criticised for its unclear or lack of account for the precise learning needs of children or students, their present capability level or their background knowledge, and their motivational influences [12]. The zone of proximal development assumes that the learner are able to visualise new information, they cannot conceptualise this information as their own knowledge without the assistance of a more experienced individual. It ignores the fact that many students may have background knowledge on a certain topic or subject, may have past experiences within a certain field, hence influencing how quickly they gain new knowledge, conceptualise ideas and information. The students may also have particular learning needs like attention disorder among others and have different capabilities affecting how fast they acquire new knowledge, innovate and conceptualise ideas and for this reason affecting their learning speed and capability. At the same time, children or students have different motivational influences in learning, with some motivated by the desire to achieve and gain social recognition for good performance, learn to compete with their peers among other motivating factors affecting how they learn and the speed of acquiring new knowledge. Furthermore, as Ogunnaike (2015) and Chaiklin (2003) noted in their critical studies, the zone of proximal development does not actually explain the process of learning development or explain how learning development actually takes place in learners, hence cannot fully explain the way students learn [4,12].

Additionally, in critically analysing the social learning theory proposed by Vygotsky, Lui and Matthews (2005) noted that this theory overlooks the role of the individual in the learning process by assuming that learning takes place in the collective. The theorist asserted that the mind of the individual cannot be separate from the group and hence learning takes place in a social-cultural environment or collective where the student learns from others [10]. The theory overlooks the fact that students and individuals can rise above the social norms and learn on their own based on their ability to cause personal understanding of concepts, as depending on their gifts and cognitive ability. Secondly, as Saifer (2010) noted, the social learning theory proposed by Vygotsky does not apply to all cul-

tural and social groups, meaning that not all learners gain meaningful engagement for their social interactions. The collaboration and participation of learners in social groups varies, leading to inequality in learning [15]. Moreover, different learners have different skills set affecting their learning process or the way they learn. For example, the social learning theory overlooks the fact that learners with learning difficulties like attention disorder and autism may not gain meaningful learning from group interactions owing to their learning and personality disabilities.

On the other hand, Bruner's constructivism theory of learning identifies the progression by which students acquire knowledge from enactive, to iconic, to symbolic knowledge but has inherent disadvantages and challenges which the teacher must consider when applying its principles to teaching and learning processes in the classroom. According to Ogunnaike (2015), Bruner's theory can easily cause students to be frustrated and confused in learning since it requires the students to form abstracts and relationships between knowledge, the lack of identification that students have prior knowledge which they build up on with new knowledge, that knowledge is not independent from the knower and they develop this knowledge from information they receive from the external world [12].

2.2 The Theories Implications to Teaching and Learning

The theories postulated by Vygotsky and Bruner present ideas that have direct implications on effective teaching and learning in the classroom. One of the lessons for teachers as argued by Liu et al. (2013) is that in teaching, for example mathematics, the teacher can apply the principle of knowledge representation, starting from enactive information, followed by iconic and finally language information. The teacher on the chalk-blackboard or digital blackboard presents new information on mathematical multiplication or addition, using physical objects like stones or fruits to present the numbers shown on the board and assist the students to create mental images of the mathematical representations, and using language to explain multiplication and addition of numbers, which the students can easily provide answers for from their visualisation of the objects used. The same can be done for teaching language, sciences, and other subjects where enactive information represents the range of physical activities to present new information like video games and simulations, role play and experiments, the objects and activities assist the student to form images of the new information and language or symbols reinforces their understanding of the new concept. According to Liu et al. (2013), the goal of teaching in classroom instruction must

be the focus on enabling the student to create the adequate knowledge progression model, starting from enactive information, to image information, to symbolic information. Despite the disadvantages and challenges of the Bruner's constructivism theory, studies find that is has changed the role of the teacher and learner in teaching and learning, with the teacher considered more of a learning guide rather than a dispenser of information enabling students to make their own judgments and conclusions on knowledge. This approach by recognising how students construct and organise information makes the teacher more tolerant to different diversity and cultures in learning as they assist the student to turn information from enactive, iconic, to symbolic knowledge.

In a similar manner, the social learning theory and the zone of proximal development postulated by Vygotsky can be used to improve teaching and learning in the classroom. According to Lee et al. (2014), teaching and learning changes when the teacher considers the principles of social learning in the classroom activities and instruction [9]. In order for effective teaching and learning to occur, a teacher must consider the social learning environment of the student, from the homework they do at home with parents and guardians, to the discussion groups and group projects, the role place and simulation games, to the online activities. In presenting learning instructional materials, a teacher of any subject must incorporate learning activities that encourage students to interact and socialise with others, especially those with more knowledge to encourage knowledge development. For example, the teacher can introduce role play, acting, and stimulation online games in teaching language to second language learners, with students paired with more language proficient learners in the activities. Giving the student more complex mathematical assignments to be completed as a group, which encourages students to discuss, research, and calculate the equations in order to arrive at a correct answer collectively, consequently allowing the weak students to learn numerical and mathematical skills from more advanced classmates. Thirdly, the teacher can provide students in a home economics classroom an assignment to be completed at home, which requires the learner to perform the task with their parents or guardians, consequently leading the learner to acquire new knowledge from their parent or guardian. These examples imply that Vygotsky's social learning theory greatly changes the instruction and learning process in the classroom, encouraging teachers and students to interact more. As Sheffield (2014) noted, this theory encourages greater participation of the learner in as much as they are gaining knowledge from more experienced and advanced persons, for they must observe others from the training, modelling, and mentoring processes [16]. This also means that in order to have effective teaching and learning in the classroom, the teacher must consider the integration of social learning practices, engaging students in discussion, group participation projects, online communities and offline communities of practice, social activities in co-curriculum field and community to increase their ability to gain valuable information and knowledge from external interactions.

3. Conclusion

The critical discussion has found benefits and disadvantages of the Vygotsky and Bruners theories to learning in explaining the way students learn and having an impact on teaching and learning in the classroom. Vygotsky's theory of social learning and zone of proximal development argues that students learn from interactions with others with more advanced knowledge and experience rather than their own, implying that the theory overlooks the critical role an individual's ability, learning disability, and personality in interactions can determine their level of learning from social interactions. Additionally, the theory of zone of proximal development proposed by Vygotsky was noted to lack an account for the precise learning needs of children or students, their present capability level or their background knowledge, and their motivational influences. Bruner's constructivism theory argues that students learn by organising knowledge in progression from enactive information, to iconic or image-based information to symbolic information. This theory postulates that the teacher must focus on giving the student instruction content that engages them in activities like video games and role play games in order to elicit the enactive information, providing visual display and charts or illustrations of the instruction content in order to assist the student develop iconic or image-based information which they can easily memorise and store in their memory. Finally, from the discussion in the classroom and the written content on the blackboard, the student is able to develop symbolic or language-based information which they can easily communicate. However, like Vygotsky's theory, this theory overlooks certain aspects of learning process by students including the lack of identification that students have prior knowledge which they build up on with new knowledge, that knowledge is not independent from the knower and they develop this knowledge from information they receive from the external world.

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What Research Tells Us about How Trust Is Built in Kindergarten and Why It Is Important for Children's Education

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ARTICLE INFO	ABSTRACT
	This paper mainly describes how to build a trust relationship in kindergarten and why trust is so important for children's education. As the relationship between teachers and parents is becoming more and more tense, the relationship between teachers and teachers is becoming more and more independent (Tschannen-Moran, 2014)[57]. The trust relationship has a profound impact on children's academic and social achievement (Bryk and Schneider, 2002)[5]. Therefore, the establishment of the trust relationship is of vital importance in kindergartens. The whole article can be divided into three parts: what, why and how. What is trust first, mentioned a few scholars understanding of trust and understanding? The second part is why trust is important in kindergartens and the factors influencing trust are mentioned. The third part is the focus of this paper, how to do to build trust in kindergarten. This paper mentions five solutions, including hiring good leaders; advance step by step according to the order of establishing trust relationship; building a culture of trust in schools; building trust between parents and teachers, teachers and students, and teachers and teachers; using the teaching method adopts the child-centered teaching mode.

1. What Is It——Definition of Trust

Trust is an abstract word that actually contains related parts and concepts in many disciplines, such as anthropology, psychology, political science, management, and sociology (Kramer, 1999; Lewicki, Tomlinson and Gillespie, 2006)[29,33]. Mayer and colleagues (1995: 712)[34] defined trust as the belief that the trusting party gives up its ability to supervise and control the trusted party, preferring to expose its weaknesses to a risky environment and trusting that the other party will not harm its interests. Tschannen-Moran (2003:189)[56] defined trust as a relationship in which one is willing to be hurt because of

the other's faith in goodwill, reliability, competence, and openness.

Seldon (2009: 91)[48] believed that trust is the accumulation of interpersonal relationships, and that trust will grow as it deepens. Therefore, maintaining relationships is very important. Both sides of a trust relationship have a tendency to believe each other, and this tendency is related to the individual's personality, cultural background, experience, and belief. Trusted people have several credible traits, such as the ability to achieve achievements in specific areas, the degree of goodness, integrity, and a principled attitude towards the world.

Day (2011)[9] believed that trust is established through

the accumulation of various strategic activities. Trust requires a calculation process, and the growth of trust is accumulated through each activity. In school, trust is to communicate with employees, trust employees, train employees, and develop employees; trust is that leaders and employees share expectations and goals, work out feasible plans and work hard to implement them; trust could help leaders adjust and restructure appropriately organizational structure to stimulate school vitality and contribute to school development. Day also defined trust as a value and a leader's strategy. And his research showed that there was a relationship between the growth of trust and the distribution of leadership. At the same time, the relationship between the two has evolved over time. This was especially the case when the previous leader's trust is low.

Tschannen-Moran (2003: 182) [56]also believed that trust depends on the situation and is a combination of multiple aspects. Trust may have a few stages and development processes, which may be built on a few foundations. Trust is also a dynamic structure, and it may change as relationships change.

2. Why Is Important?

2.1 Factors Affecting Trust

Trust is a very complex and abstract word, subjective, and many factors can affect it. Some of these factors may also be contradictory (Kramer, 1999; Mayer et al., 1995; Schoorman et al.) [29,34,44]. In addition, the influence of some factors may depend on cultural background, social beliefs, values and norms (Kramer, 1999)[29]. For example, teachers' abilities are evaluated based on beliefs about good teaching, and mutual trust between parents and teachers should also be related to the values and practices of parenting (and education) in society.

Emotions are factors that influence the perception of the relationship between trust parties, which play a role in the trustee's thinking on the trustee, and positive emotions indicate that the other can be trusted (Jones and George, 1998)[26]. Dunn and Schweitzer (2005)[11] found that people who are depressed have a higher level of trust in others than happy people.

People tend to trust people who have similar experiences to themselves, and people who don't trust people who are different from themselves (Kramer, 1999)[29]. From a parent's point of view, different school teaching methods, language differences, and teacher status, as well as cultural beliefs are factors that can end this relationship of trust (Keyes, 2002)[28]. If teachers are highly educated, they are more likely to be trusted by their parents in terms of cultural beliefs.

At the same time, teacher work experience can also influence parents' choice for schools and teachers. Some studies have found that experienced teachers have better communication skills and efficient classroom management. Experienced teachers are more sensitive to all aspects of their children's development and use a wealth of teaching methods. As a result, experienced teachers also work well with their parents (Jones, 2006)[27]. Schoorman et al. (2007)[44] also indicated that parents prefer to trust teachers who are older. However, the new teachers also have many benefits and parents are willing to believe. Because new teachers will be trained in the near future, they can learn more about the technical skills of the profession and the psychology of children, as well as the psychological situation and needs of individual children in the overall area (Hytönen, 2008)[25]. In addition, young teachers may often be the same age as their parents, with many of the same parenting experiences and common problems, making communication easier.

Keyes (2002)[28] believed that parents who have a superior level of education would have a higher level of trust in their teachers. Moreover, highly educated parents are more involved in children's education (Davis Kean, 2005; Flouri and Buchanan, 2003; Hung, 2005)[8,15,23]. However, studies conducted in the U.S. education environment have shown that parental trust (Adams and Christenson, 2000)[1] and satisfaction with children's education programs (Fantuzzo, Perry, and Childs, 2006)[14] has nothing to do with the level of education of parents. (Mayer et al., 1995)[34] According to some behaviors and studies, teachers with older working years are more likely than new teachers to trust their parents, and kindergarten teachers trust the mothers of highly educated girls.

There were some earlier studies have shown that boys and girls show different relationships between parents and teachers, as well as teachers and children (Hughes and Kwok, 2007; Saft and Pianta, 2001; Silver et al., 2005) [24,42,49]. This may be due to differences in the expression ability of boys and girls in early childhood, resulting in higher intimacy between girls and teachers and lower levels of boys. (Silver et al., 2005)[49]. However, in American schools (Adams and Christenson, 2000)[1], no gender trust differences were found. But gender should still be one of the factors that teachers and students need to consider for building trust, as well as teachers and parents.

Robinson (2007)[41] said the school which has a good trust relationship would have academic and social achievements. Academically, studies have shown that schools with high levels of trust are more likely to have

higher levels of reading and math scores than schools with low levels of trust. In society, students in high-trust schools generally feel safe and think that teachers are concerned about them. Because the factors that affect trust include relationships, respect for others, ability to work, and personal integrity. Therefore, high-trust school teachers are more active in innovative ways of learning, and teachers are more motivated to teach students new knowledge. There is a greater and stronger connection between parents and teachers, such as high-trust schools that invite parents to watch teachers and give advice. The higher the trust, the higher the teacher's loyalty to the school. And teachers will be honored because they are teachers throughout the school. The campus atmosphere and trust environment of the school make the school pay more attention to the students, the student-centered teaching model. At the same time, there is more teaching cooperation and exchange between teachers and teachers. Therefore, high-trust schools can have a significant impact on the development of the student part.

Hoover-Dempsey et al., (2010)[21] and Reynolds and Shlafer (2010)[39] believed that there are many more factors that affect trust in kindergarten and that these factors will affect children's growth and development and future social status, career choices, and so on. However, these factors have not yet been specifically concluded by the study. Nevertheless, it has been certain that trust is extremely important for kindergartens.

2.2 Benefits of Mutual Trust among Employees

The two most important factors affecting the development of young children are family and kindergarten. Generally speaking, parents and kindergartens are intrinsically interacting and connected. Over time, children's future academic choices and values have a profound impact (Bronfenbrenner and Morris, 1998)[3]. Thus, build trust between parents and teachers in order to be conducive to the development of children. Peet et al. (1997)[37] have also found that children's development requires a combination of practice and theory, which requires parents and teachers to work together. Parents act as mentors to children's practice, while teachers act as mentors to children's theory. The combination of the two can contribute to the healthy development of the child. And trust is the primary factor in promoting school and family cooperation, with teacher cooperation and parental participation accounting for a large proportion of education. According to studies (Clarke et al., 2010)[4], parental involvement in children's early childhood education has a profound impact on children's development as they grow up (Hoover-Dempsey et al., 2010; Reynolds & Shlafer, 2010)[21,39].

Clarke et al. (2010)[4] pointed out that one of the most critical factors in trust in kindergartens is trust between kindergartens (schools) and families. And children are a bridge of trust between parents and kindergartens. Teachers also need to grasp the relationship between their children, which helps parents to trust teachers and kindergartens more. Adams and Christenson (2000: 480)[1] defined a trust relationship between a school family as a confidence that others will help and sustain the relationship in some way, and that students are actively progressive in order to unify implicit and explicit goals.

2.3 Benefits of Mutual Trust between Parents and Teachers

Research (Bryk and Schneider, 2002)[5] found that in top schools, three-quarters of teachers have a strong relationship of trust with their colleagues, and almost all teachers have such relationships with principals. A further 57% of teachers have a strong or very strong trust in their parents. It is important not only to build trust between teachers and parents but also between teachers and teachers. The relationship between teachers and principals should be examined more.

However, it's a situation where more and more teachers are opting for isolated activities now and are reluctant to share resources and experiences with their colleagues (Seldon, 2004: 34)[47]. O'Neill (2002)[36] raised the culture of suspicion in a growing number of countries, although not all countries. And parents are reluctant to trust schools, even in Sweden's parents-run schools, trust has declined.

Fullan (2003:32)[17] believed that a leader's attitude can affect relationships. Therefore, to establish a good working relationship should first build a trust relationship. The development of trust relationships is crucial to improving work. Fullan also said trust is the foundation of the school control system, and that trust helps solve problems together. Trust can contribute to the overall development of the school. Because the relationship of trust will affect the teacher's teaching motivation so that teachers are more motivated.

3. How to Build?

3.1 Good Leader

Trust requires someone to take the lead. Only when the principal or leader takes the lead to establish a trust relationship with others, the members of the organization will follow. Generally, people only follow when they see others doing the same. Therefore, in the beginning, leaders must show full trust and build trust relationships with their subordinates. However, leaders also need to control their

rights. Instead of forcing a trust relationship with teachers, they use their charm and ability to build relationships (Fullan, 2003: 64)[17].

Tschannen-Moran (2004: 14)[55] believed that trusted leadership is at the core of production schools. The relationship between improving school trust is divided into two types. One relationship is the principal and teachers and staff, the other is the principal and external agencies. This demonstrates the importance of good leadership for school development. The most important thing for leaders to win trust is someone who is capable and responsible. Seldon (2009: 26)[48] showed that leadership requires credibility standards. Only those who meet the standards can be convinced. As a leader, you should first have the ability to deal with black and white. Second is the need for courage because there will always be various difficulties in the teaching or management process, and sufficient intelligence and the ability to take risks. The third is the need for leaders to have unlimited care for employees and understand personal development. The fourth is to operate in compliance with the rules of democracy and achieve democracy. The fifth is to be wise to deal with the complex situations in teaching activities, but also to have teaching-related virtues (Sockett, 1993: 62)[50]. Moreover, Seashore Louis (2007: 17-18)[46] believed that there is a clear interaction between the quality of leaders and the development of trust, and more capable and more convincing.

However, leaders should not only improve their quality and ability but also have self-trust. The core of building trust is self-trust. To win the trust of others, we must first trust ourselves. Leaders need to have confidence in their abilities and knowledge, as well as trust in their bodies and emotions and believe that they can control their emotions and thoughts, and not be easily confused by others (Solomon and Flores, 2001: 121)[51]. While promoting yourself, explain your ideas and thoughts to the members of the organization. Because leaders want to get support, it is necessary to also need to explain their expectations and goals to employees. This enables the staff of their own ideas and be consistent in order to contribute to the more rapid development of the school (Whitaker, 1993: 33)[60].

Good leaders should encourage faculty and staff to participate in decision-making. Rizvi (1989)[40] pointed out that employee participation in decision-making is an important factor in improving efficiency. Grace (1995: 59)[18] also supported the idea of employee participation in decision-making and also believed that employee participation in decision-making helps improve employee initiative, imagination, and confidence in the school. For schools, teachers are highly involved in school policymaking are more likely to achieve the school's common mission. But teachers' participation in decision-making is not to use the right to control others or to achieve their own purpose, but to increase the trust between teachers to solve collective problems and work together to create a campus culture of trust (Leithwood et al., 1992: 7)[30]. Participating in decision-making together in an environment of trust requires mutual cooperation and mutual trust. The core of the cooperative culture is to reasonably and fairly distribute rights among members, especially when decision-making is a matter across classrooms (Leithwood et al., 1992: 142)[31].

A reasonable allocation of decision-making power requires leaders to be able to use distributed leadership to distribute them according to the potential of different people in the delegation. In the decision-making process, it is not the leader's decision-making, but let the decision-making together, work together, work together, constitute a distributed leadership model. Distributed leadership patterns are shared relationships and joint decision-making between leaders and members of the organization (Spillane, 2001; Harris et al;2007)[52,20]. Nevertheless, the formation of distributive leadership requires conditions, starting with a leader who identifies the potential abilities of others, and is also decisive, willing to distribute power, and has the ability to distribute it fairly and equitably. Secondly, distributed leadership needs to be coordinated by plan and in a reasonable and structured way to allocate it. Thirdly, leaders need to assign power to those who are capable and want their potential to be developed to be graded. Only if these conditions are met can a distributive leadership model be achieved in schools? However, different schools may have different forms of distribution, different purposes, the level of trust between faculty and staff also varies. And different distribution forms for different stages of development of school manifestations are also different. This requires leaders to be able to find a suitable distribution form for their own school development, effective leadership, and reasonable distribution according to the actual situation. However, as leaders stay in their positions longer and longer, leadership distribution can be influenced by four factors. The first is whether leaders have a clear and objective understanding and judgment of the school. The second is whether the leader's ability to judge the observed members of the organization is reduced. The third is whether the leader has less trust within the organization with members. The fourth is whether the leader's experience and ability are degraded. Thus, leaders should keep pace with the times, look at themselves in real-time, participate in training, increase experience. However, leaders cannot use only distributed leadership models.

Because no one kind of management style fits perfectly with all the situations. All leadership models are chosen according to the actual situation. Leaders should choose a leadership model that is appropriate to the current state of the school (Whitaker, 1993: 31)[60].

Day (2011)[9] showed that there is a relationship between the growth of trust and the distribution of leadership. Therefore, Seashore Louis (2007:18)[46] said that between the new leader or the leader needs major change, the level of trust is assessed first. If trust is low, the relationship restructuring and reform measures are required to address trust issues and build strong trust relationships. The first task of the new leader in charge is to develop and trust the employee and encourage the employee to improve the morale of the employee. Since trust is the common condition of the relationship, the inevitable condition that people can produce a relationship is that there is trust between the two (Sockett, 1993: 117)[50].

Leaders should pay attention to the allocation of power. Newly appointed leaders cannot immediately assign rights to employees, because leaders must first understand the capabilities and qualities of employees. However, Sarason (1996: 335)[43] showed that the way, time and degree of rights distribution is more or less related to trust. Because rights are too tempting, it is likely that too many rights will be allocated because of a high degree of trust. Therefore, leaders need to learn to distribute rights reasonably and fairly, although this may not be easy.

3.2 Step by Step

Building trust is a gradual process. It takes time to build trust in the relationship. Day (2011)[9] summed up the seven processes of progressive distribution of trust. Take a school as an example, the first step is for the principal and teachers to have a preliminary self-judgment of trust in the principal and colleagues. The second step is to generate initial temporary trust in the teachers after the contact. The third step is to judge whether to win or reduce trust by examining the behavior of others during the process of getting along. The fourth step is the gradual increase in trust in the relationship. The fifth step is to establish a trust relationship between teachers. The sixth step is to increase the trust of the entire organization to form a trust environment. The seventh step is the result of trust, which has created the entire community and put the community in an environment of trust. Through these steps, it is also found that after each step and the point of trust growth, further action is needed to win trust in order to enter the next step in the trust process. Otherwise, the entire school and the entire community won't gain trust.

In addition, Seashore Louis (2007: 20)[46] stated that certain behaviors can greatly increase trust. For example, to make teachers feel the impact of making decisions, decision-makers can consider the rights and interests of all relevant stakeholders when making decisions, and the policies that have been implemented have a significant effect to reach a certain index. Seashore Louis (2007: 18)[46] also believed that building trust is an ongoing process. He believes that the trust between teachers and teachers or the interaction between teachers and principals enables schools to form a culture of trust. However, he also suggested that leaders assess their trustworthiness in real-time. The process of trust is not only lengthy but also a cyclical process. It is necessary to continuously maintain and evaluate the relationship of trust. Therefore, in order to establish a trust relationship in kindergartens, leaders and teachers need to progress step by step, follow the procedures, follow the steps of trust distribution step by step, and do not rush to achieve success. Tschannen-Moran (2004: 57) [33] also claimed that the progressive distribution of trust is a process that must be led and managed. To achieve results and build a community of trust, leaders need wisdom. However, Day (2011)[9] also stated that the practice of trust is not always successful, so leaders and members of the organization need to be patient and follow the process slowly. And teachers' trust in leaders cannot be blind and unconditional. Teachers must have the ability to discern whether leaders are making reasonable decisions and cannot trust unconditionally. Moreover, in order to reach the final trust relationship, it is not determined by the trust once or twice. It must be trusted in every case and it must be a relationship of repeated trust.

3.3 Building A Culture of Trust

Seldon (2004: 34)[47] found that isolated activities among teachers showed a steady increase. Trust is an important indicator of success. The same is true for schools. The important criterion for judging whether a school is a good school is whether the school can form a culture of trust. Although trust relationships alone cannot solve problems in teaching or organizational structure, research has found that few schools with few or no trust relationships are high-quality schools. Therefore, it is especially important to develop a trust culture in schools. At the same time, Seldon (2009: 2)[48] stated that a new environment of trust develops habits after initially requiring a conscious behavior. And this is likely to require leaders to play a leading role in slowly forming an atmosphere of mutual trust between members of the organization. The initial elements of action often considered to generate trust include communicating the vision, explaining the value, etc. (Day, 2011)[9]. Therefore, leaders can first explain their goals and

expectations to the teachers at the school, explain to the teachers their views and thinking about school development, and gradually build relationships with the teachers. However, the trust environment will also be challenged or violated. When the trust crisis occurs again, the trust problem will break the environment again.

Day and Leithwood (2007: 184)[10] indicated that an inclusive community can be built to build trust. An inclusive community can be likened to a kindergarten, where care and ethics are emphasized. Create common goals and expectations in the school, so that teachers and staff have consistent goals. In this community, teachers are encouraged to adopt new learning methods, and teachers and principals are encouraged to engage in active dialogue and ask questions. Let the entire school develop a culture of trust (Seashore Louis, 2007: 4)[46] Day (2011)[9] has found that schools can become stronger through a culture of trust.

Day (2011: 215)[9] have studied that factors that contribute to a culture of trust include: care for well-being, open and honest communication and understanding, modeling behavior, friendliness, sharing and collaboration, respect and valuing, high expectations, and collective responsibility for progress: involving everyone in evaluation, monitoring, and improvement.

●Care for well-being: Aspects that may create a trust culture are care, candid and honest communication and recognition, shaping behavior, kindness, cooperation and partaking, modesty and prudence, decent anticipations, responsibility for team progress and desire so that members are involved in monitoring and improvement. Attentive caring behaviors and school philosophy, these acts make the campus as whole security, office, teaching links have been significantly enhanced. In fact, the sense of safe-keeping and coziness brought by the school is beneficial to establish the whole union's "faith" of the school.

●Communication and understanding: Interaction and communication are vital bridges of trust between the two sides. Not only hand in hand, win-win collaboration but also maintain a truthful and frank attitude. Information needs to ensure openness and transparency. This is also a factor of responsibility to both sides of trust. In theory, it's honorable.

●Modeling behavior: Establish an advanced model, as an orthodox for all staff to realize, so learn the typical spirit and action. Launch and implement a target blueprint and extreme spiritual expectation index through similar "model consciousness".

●Friendliness: Kindliness created a free and unbridled spiritual world that shaped a sense of belonging to the school and delivered an appeal for cooperation. Attack of-fice and teaching space into a comfortable family.

●Sharing and collaborating: Sharing and cooperation are also prospects to expansion conviction and acquire to conjoin by generous allotment.

●Respect and valuing: Humility and caution are the keys that cannot be ignored. There is no difference between students, treated equally. Between educators and pupils, pay attention to the psychological pressure of students and make mutual progress. Among teachers, teaching experience complements each other. Concerning superiors and subordinates that should be affectionate and respectful.

●High expectations: High-pitched expectations are the spiritual driving force for good behavior and an important component of values. However, the same or not of values is the foundation and motivation for constructing a trust association. Expectations must always upright. If in a low-pressure state, it is difficult to gain confidence and build relationships.

●Collective responsibility and accountability: The team is responsible for collective progress because a single tree cannot be a forest and a single string cannot be a melody. Everyone has the consciousness to participate in the construction of the seminary system. Only when all the staff effort organized, in order to run the atmosphere flourish.

In the overall environment of kindergartens, teachers 'teaching methods for children and cooperative behavior with parents affect parents' trust. Cultural norms emphasize the importance of the environment in the development of mutual trust. Therefore, it is extremely important to create an environment of trust culture in kindergartens.

3.4 Trust Relationship

There are three types of environments for improving school trust relationships: principals and teachers, teachers and teachers, school professionals and parents (Bryk and Schneider, 2002: 41)[5].

For the relationship between the principal and the teacher, Alt Nkurt, Y. and Y Lmaz, K.A., (2011)[2] found that when leaders use rights, rights are mostly positively related to teachers' trust in the organization. While the ability of leaders and the reward mechanism for teachers is the source of teacher motivation, it does not have much impact on trust. Therefore, in order to improve the organizational trust of employees, school administrators can choose to use their professional knowledge, charm and use the power of rewards to cooperate to promote the improvement of employee trust. However, this study was aimed at primary schools in Turkey and may differ from establishing a trust relationship between principals and

teachers in kindergartens.

In general, trust between teachers may be more challenging than trust between principals and teachers. Day (2011)[9] found that in well-functioning schools, teacher-teacher relationships are interdependent in many ways. Because different teachers have different teaching models and teaching concepts, it may be difficult for teachers to reach an academic consensus. Trust is based on shared goals and ideas. Therefore, teachers should often share resources, exchange learning regularly, and discuss teaching plans and decisions together. In daily activities, teachers should trust the judgment and ability of colleagues.

Trust is an important part of the relationship between home and school. For building trust between teachers and parents, a study (Adams and Christenson, 2000)[1] found that the trust between parents and teachers in elementary school is higher than in middle school and high school. In addition, at the elementary school level, parents trust teachers more than teachers trust parents. Therefore, to improve the trust relationship between teachers and parents at a lower age, more efforts are needed on the part of teachers. Teachers should trust parents more, for example, conduct home visits to understand parents and families in multiple aspects, and actively interact with parents to deepen mutual understanding. But Day (2011)[9] said that building trust cannot be rushed. This is an interactive process, and both sides of the relationship need to share thoughts, feelings, and so on.

In addition to the above three types of trust relationships, the trust relationship between students and teachers is also part of the establishment of a school-wide trust relationship. Van Maele, D. & Van Houtte, M., (2011)[59] displayed that teachers show a low degree of trust in students, and then the relationship between students and teachers will be hindered. Teachers' views on the teachability of students can encourage students to learn and play a vital role in the relationship between them. Most students care a lot about how teachers think of themselves. For example, if a teacher thinks that a student is teachable, his grades will be greatly improved, and the degree of trust between teachers and students will be greatly improved.

3.5 Teaching Method

There are three teaching methods during kindergarten: child-centered, teacher-led and child-led (Daniels and Shumow, 2003; Lerkkanen et al., 2012a, 2012b; Stipek, 2004)[6,31,32,53]. The child-centered approach emphasizes the emotional and autonomous support provided by teachers and the positive behavior of children in learning (Stipek, 2004)[53]. Experiments showed that child-centered teach-

ing methods are trusted. Under this model, teachers take the interest stake and needs of children as the premise of learning environment can enhance children's self-confidence and self-esteem of a positive learning attitude (Stipek, 2004)[53]. Thus, a child-centered teaching model is more conducive to learning and meeting children's development in kindergarten (Sylva et al., 2006)[54]. The deployment of child-centered practices can also support the development of children by working with parents (Hoover Dempsey et al., 2010; Reynolds and Shlafer, 2010)[21,39].

For kindergartens, because kindergarten doesn't pay much attention to academic performance, teachers' social, emotional and motivational development skills are more concerned. The education of kindergarten teachers in these areas has become more important in today's teacher education institutions (Ojala and Talts, 2007)[35]. Both new and old teachers must learn to trust the ability of parents with different backgrounds and values to eliminate prejudice. Pre-employment training is also a very important part. Through pre-employment training, new teachers can recognize the diversity of parents and children, and learn to deal with family relationships and different education methods. Learn from experienced teachers and summarize the deficiencies in your work. Teach teachers special skills on how to communicate with families of different cultural groups.

4. Conclusion

Trust may be influenced by cultural background, social beliefs, values, education, etc. The child's gender is also a factor that affects the trust relationship between parents and teachers. Teachers with different educational backgrounds and experiences will also be affected by differences in issues such as experience and affect trust. Trust is affected by many factors, but high trust in any relationship has a good effect on educating children.

Building trust in kindergarten requires good leaders first. Management plays an important role in creating an environment of trust in the organization. Therefore, leader, excellent management level is the important factor of whether the organization form a trust environment. But the ability of the leader is also crucial. Leaders need to be credible. Leaders themselves should have professional knowledge, secondly to know the reasonable distribution of leadership, but also can Scudamore, able to identify talented people and appoint one with leadership (Sockett, 1993:62)[50]. Trust between people and people's trust in the organization needs a process (Seldon, 2009: 10)[48]. kindergartens should be built into an inclusive community (Day and Leithwood, 2007: 184)[10], so that a culture of trust can be formed in schools. In this way, members will

cooperate with each other, have the same goals and expectations, and make progress together (Leithwood et al., 1992:142)[30]. In establishing trust relationships, weekly requirements should be considered. Not only the relationship between teachers and parents but also the relationship between teachers and teachers and the relationship between teachers and students. As for teaching methods, we should adopt a student-centered and teacher-assisted teaching mode.

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Analysis on the Significance of Foreign Literature Translation to Cross-Cultural Communication

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ARTICLE INFO	ABSTRACT
	As a carrier of cultural communication, literary works play an important role for culture spreading. The creation, reading and translation of literary works have been regarded as major approaches to spread cultures. With the successful implementation of "The Belt and Road", increasing exchanges between China and the world in new era ask for spreading domestic cultures and absorbing foreign cultures at the same time. As a result, it is necessary to strengthen the study of foreign literature translation, which is of greater importance, to provide supports for effective cross-cultural communication.

1. Introduction

In the context of globalization, cross-culture can be rapidly communicated and disseminated, which makes different countries and nations blend the culture with each other. Literary works play an important role in the process of cultural spread and communication. However, due to the influence of culture, context and other aspects, the effectiveness of literary translation is greatly reduced during the translation of literary works. Therefore, the translation of foreign literary works is of great significance during the period of cross-cultural communication. This paper analyzes the significance of foreign literature translation to cross-cultural communication.

2. Cross-Cultural Communication and Literary Translation

2.1 Cross-Cultural Communication

We can often hear about cross-cultural communication, but the concept of cross-cultural communication is rarely known in daily life. "The communication between people with different cultural perceptions and symbolic systems is enough to change communication events." This is Samovar's definition of cross-cultural communication. From a global perspective, cross-cultural communication is an exchange between different countries and nations, which will not be stopped because of different classes. Subcultural communication can also be regarded as cross-cultur-

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al communication.

The main spread approaches of cross-cultural communication include: verbal communication and non-verbal communication. Foreign literature translation is non-verbal communication. In order to ensure the reliability of cross-cultural communication, it is necessary to understand the specific cultural background. At the same time, there will also be various cross-cultural conflicts, such as object conflict, relationship conflict and weight conflict, which need to be resolved by reasonable means in foreign literature translation in the process of cross-cultural communication.

2.2 Literary Translation

Translation is the bridge of cultural exchange during the communication among countries and nations in the world. It is easier for people to accept the culture by using reasonable means to localize foreign literature. Literary translation has many functions. First of all, it can make information transmitted and communicated; second, it can promote the global exchange of culture and promote the progress of civilization and science all over the world through literary translation[1].

Foreign literature translation is not only the prosperity of our own culture, but also the study of advanced culture. Therefore, it is necessary to follow the actual situation of foreign countries and our own country, reduce the conflict in translation and improve the quality of translation in the process of translation. By reading and research foreign literature translation works, we can realize the collision and exchange of culture and literature, and promote effective cross-cultural communication and exchange.

3. The Significance of Foreign Literature Translation to Cross-Cultural Communication

3.1 The Transformation of Language Medium by Translation

Although foreign literature translation is the text translation based on foreign literature, it is the re-creation and translator's re-comprehension on the literature works rather than the direct presentation of foreign literature. In literary translation, people prefer to see creation. Literary translation is not a simple text translation, but a comprehension and innovation of the original text from the aspect of creation. In literary translation, fans of the original works will have a meticulous pursuit of literature, even can not tolerate any "betrayal". "Betrayal" means that during the translation of foreign literary works, the style

of the works is lost, or the charm of the works disappears, which caused that the emotions of the original works can not be expressed well[2]. During the process of translating literary works, it become the focus of many translators to reorganize the original text and translate the work to ensure the localization of literature without losing the originality of the work.

Words are the basis of literary works. Through the expression of words, the value and connotation of the whole works can be expressed. In the process of literary translation, translators not only need to accurately translate the text, but also to recreate the written language so as to avoid the boring situation of words and languages. Translation is not only the re-creation of language, but also a means to make two languages closer. The translation of foreign documents is the important carrier of cross-cultural communication. Translation enables people to have a deeper understanding of foreign culture and they can also understand the culture and spirit of the country and nation through works[3]. Therefore, in the process of translation, it is necessary to understand the cultural symbols of foreign countries and to be familiar with the syntactic structure of the language so as to avoid literal translation. In fact, cross-cultural is the difference of ideas and contexts in a great extent. It is not easy for translators to clear these barriers and make foreign cultures communicate and spread more smoothly in their own countries. Foreign literature translation plays a positive role and promotes the progress of civilization when foreign culture is spreading in China.

3.2 Update of Citation Dictionary

Excellent foreign literature with rich connotation value has become the treasure of all mankind. As a spiritual food, it plays an irreplaceable role in the progress of global human civilization. The translation of foreign literature is not a simple task, but a process of recreating and processing foreign advanced literature and art, so that foreign literary works can appear in front of people's eyes. In order to play the maximum value of human spiritual wealth, it needs to be shared. Therefore, foreign literature translation is a beneficial project, which can provide help for the progress of human civilization and cross-cultural communication of literature, and make it effective in literary translation as the bridge and link.[4]

When foreign images, allusions, characters and others enter into the culture of other countries through literary translation, it is unknown what kind of sparks and chemical reactions will be produced. Many people want to know what our own culture looks like when it enters into other cultures. In fact, for a long time, the introduction of for-

eign literary translation, images, allusions, characters and others has enriched and replenished the citation dictionary, which has provided a lot of materials for China's literary creation and laid a solid foundation for the progress and innovation of China's literature and art. Cross-cultural communication needs a platform and foundation, and foreign literature translation provides the possibility to consolidate this foundation[5]. People of different countries and nationalities firstly get to know each other through literary works before they communicate with each other. Therefore, foreign literature translation is of great significance to the updating of citation dictionary.

3.3 Extradition of Cultural Experience

In fact, we mainly learn about the world from literature and art, which is also a window for other countries and nations to understand the world. Foreign literature translation translates foreign documents into native characters, so that native people can see the private house mode, cultural value, history and religion of foreign countries. Through such a cultural display, people can realize the transmission and exchange of culture, and it is also an important way for a nation to enter into the world culture and carry forward its own culture. Only on the basis of understanding the background and basis of foreign culture, we can make our own culture go to the world better[6-7]. Literature is the carrier of culture, and in the process of understanding other nationalities, literary works are the important way and window.

For example, the spread of Chinese traditional culture in the west is achieved through literary translation. The Taoist aesthetic principle of "viewing things from objects" is the westerners' understanding of Taoism or traditional Chinese culture, which is indirectly understood by the translation of literature translators. When they see the Chinese literary works which are translated by translators, they will have a general understanding of Chinese culture and art[8]. However, the translation of Chinese literature has some difficulties, especially the poetic and artistic conception of literary works, and the philosophy hidden in the text also makes the translation more difficult. Therefore, during the period of literary translation, translators should have a high literary quality and translate works in a perceptual point of view, so as to achieve the extradition effect of cultural experience.

3.4 Providing New Spiritual Resources for the Native Culture

It is not advisable to create literary creation without considering the practical situation, it is also impossible to achieve the prosperity of our national culture without communication with other countries. Through literary translation, a large number of foreign excellent works can be introduced into China, which can provide spiritual resources and inspiration for the national literature creation. During the May 4th Movement of China, people's ideas were relatively free and romanticism prevailed at that time, which gave birth to a large number of romantic poems, such as A Doll's House, which describes a new youth, Nora. She is a teacher who is emancipated in mind and dares to pursue freedom. In the 1980s, a large number of works appeared after Reform and Open-up, and many writers began to talk about the influence of foreign literature on themselves. In fact, for a country and a nation, the entry of excellent foreign literature is a blessing. It is the influence of foreign literature translation that makes the works that can enlighten people's thoughts begin to spread in our country, and more people can change their thinking under the influence of works, and open their closed minds so that culture can be continuously supplied to the brain just like blood. In the process of cultural exchange with the world, China has become more open and goes to the world with a new mentality. It is no longer like a small family with a closed door and has no understanding of the world.

3.5 Promoting the Modernization of Traditional Culture

What a nation owns should be shared with the world. In foreign literary translation works, local culture or national culture can draw spiritual resources from it to provide support for the prosperity of knowledge and culture. In the process of going to the world and modernization, the traditional culture of our nation needs a remolding of culture and thought, and we also need to re-examine the status of our national culture in China and the world. Therefore, in the process of the development of national culture and the prosperity and diversification of local culture, we also need to actively absorb the beneficial elements of foreign literary works in the context of cultural globalization. In fact, foreign literary translation, to a great extent, will bring advanced ideas and thoughts. When readers read the translated literary works, it is a process of ideological enlightenment or self-improvement. In China's long-term development process, Chinese culture plays an important role, and the reason why Chinese culture has been prosperous for a long time is that we are inclusive and take the advantages of a hundred schools to help realize the Chinese dream in the long-term development process.

How can Chinese traditional culture play a positive role in the realization of the China Dream in modern

times? One of the most important methods is to learn from foreign literary works. Through the exchange with global culture, the charm of Chinese culture can be better burst out, which can not only realize the modernization of Chinese traditional culture, but also promote the pace of Chinese traditional culture to the world. In fact, how to show vitality and realize modernization of our national culture is a comprehensive problem. However, the study and absorption of foreign culture is an important way. We should actively promote our national culture to the world and to the modernization through foreign literature translation.

4. Optimization Strategies of Foreign Literature Translation

During the period of cross-cultural communication, the quality of foreign literature translation plays a very important role. However, how to ensure the role of foreign literature translation in cross-cultural communication and achieve the effectiveness of foreign literature translation has become the focus of many translators. The content below is an introduction to the optimization strategies of foreign literature translation.

4.1 Based on the Original Text

When the translator determines the work, he should study the literary work carefully. During the translation, he should not change the work greatly based on his own subjective thoughts, or it will change the meaning of the original text. Therefore, the translation of foreign literature must follow the original text and carry out translation on the basis of the original text. Only when the meaning of the original text is not destroyed can the translated version be guaranteed to fit the connotation of the original text to the highest degree.

4.2 Understanding Two Kinds of Cultures

Literary works are the carrier of culture and they will be greatly influenced by culture. When translating foreign literature, we must fully understand the culture of the original country and nation firstly, so as not to lose the direction of literary translation. At the same time, the understanding of the original national culture can also make it better to grasp the connotation of the text. Translators should also understand their own culture, so as to make the translated works more easily accepted by their own nation or their own people, and realize the collision and exchange of the two cultures.

4.3 Translator's Literary Accomplishment

In fact, it is not difficult to find that there are different versions of the same foreign literature in China, and the literary level of these versions is also quite different. In other words, the translator's literary accomplishment will directly affect the literary level of foreign literature. If the translator has a high literary quality, he will translate the connotation and artistic conception of the original text and express it through reasonable words better.

4.4 Using Reasonable Translation Methods

In the process of translating foreign literature, it is necessary to innovate the translation methods. Through the use of more reasonable translation methods, the effectiveness of translation can be effectively improved. For example, translators use relatively new or advanced translation methods in the course of translation, which can greatly improve the overall level of translation, and can make literary works more advanced.

5. Conclusion

In summary, under the background of cultural globalization and during the culture communication of all countries and nations, foreign literature translation needs to promote cross-cultural communication and provide help for cross-cultural communication. Advanced cultures are interlinked and they can both enlighten people. Culture is a process of mutual reference and exchange. In the process of cross-cultural communication, foreign literature translation plays an important role, which can provide support for the prosperity of Chinese culture and make our culture in the world culture. In the new era, China's international exchange is becoming more and more frequent, especially in the implementation of The Belt and Road. Foreign literature translation provides the opportunity that China can communicate with the world and understand the world and the world can also know China.

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Discourse Construction of Ideological and Political Education in Colleges and Universities under Multidisciplinary Discourse Theory

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ABSTRACT

The discourse construction of ideological and political education in colleges and universities is an important task to strengthen the leadership and discourse power of ideological work in colleges and universities. The relevant theories of western multidisciplinary discourse research provide rich theoretical reference for the discourse construction of ideological and political education in colleges and universities. Based on linguistics, sociology, political science, philosophy and other disciplines, ideological and political education in colleges and universities should reasonably absorb its theoretical achievements on the sociality, power, democracy and authenticity of discourse, providing theoretical and practical references for the construction of ideological and political education discourse in colleges and universities in terms of content, power, expression and value.

1. Introduction

The discourse construction of ideological and political education in colleges and universities is an important task to strengthen the leadership and discourse power of ideological work in colleges and universities. The traditional research on ideological and political education ignores the systematic research on discourse as the carrier of ideological and political education activities to a certain extent. However, linguistics, sociology, political science, philosophy and other disciplines have made rich achievements and profound insights in discourse research, especially the relevant theories of western discourse research provide rich theoretical reference for the discourse construction of ideological and political education in colleges and universities. Based on this, exploring the discourse construction of ideological and political education in colleges and universities under the multidisciplinary discourse theory has positive theoretical and practical significance for enhancing the pertinence and effectiveness of ideological and political education in colleges and universities, breaking the current practical

dilemma of ideological and political education discourse in colleges and universities, and accelerating the construction of ideological and political work system in colleges and universities.

2. The Sociality of Discourse and the Construction of Discourse Content in Ideological and Political Education in Colleges and Universities from the Perspective of Linguistics

The study of discourse can generally be traced back to the father of modern linguistics, Swiss linguist Ferdinand de Saussure. Saussure first proposed the concept of "parole" independent of "language". In Saussure's view, "language" is actually a common denominator of all people's "speech". As a "social system", it exists in everyone's mind. As a "speech subject", social individuals are full of characteristics of personal use in the process of self-expression by borrowing "language". This heterogeneity needs to be investigated from the social environment. In other words, as a personal psychological category, "speech" is manifested in social life due to its variability. [1] As a result, Saussure put forward the concept of "speech" with the same sociality as discourse. Until now, revealing the sociality behind discourse has become a hot research topic in linguistics. As an important method and inevitable trend of linguistic research, discourse analysis deeply discusses the sociality of discourse and further points out the independent construction of social existence by discourse. Norman Fairclough, a well-known British discourse analyst, once pointed out the positive and independent construction of discourse to society, that is, all discourse is not only a reflection of social existence, but also can actively construct social existence, that is, it emphasizes the reaction force of discourse to social existence[2].

Linguistics's profound revelation of the sociality of discourse is helpful for us to deeply understand the importance of discourse content construction in ideological and political education in colleges and universities. On the one hand, the discourse content of ideological and political education in colleges and universities directly bears the specific content of ideological and political education for young students, such as the Party's theory, national policy, ideological morality, value criteria, etc., and has obvious social functions, that is, the function of guiding young students' ideology and constructing value order. On the other hand, the discourse content of ideological and political education in colleges and universities is not only an intuitive reflection of the content of ideological and political education itself, but also can guide young students to have a new understanding and absorption of the Party's

theory, national policy, ideology and morality, values, etc. by virtue of the internal construction of the discourse content. Thus, the construction of ideological and political education discourse content in colleges and universities is related to the value shaping of young students. Therefore, colleges and universities should re-examine the urgency of the construction of ideological and political education discourse content. One is to face the needs of the country, the rejuvenation of the nation and the concerns of the society, update the discourse content of ideological and political education in a timely manner, so that the discourse content of ideological and political education can adapt to the latest requirements of the Party and the country for ideological and political education of young students in a timely manner. Second, on the basis of mastering the characteristics of the times, students and discourse laws, we should promote the discourse content of ideological and political education in colleges and universities to keep pace with the times and keep pace with the times, and scientifically construct the discourse content system of ideological and political education in colleges and universities. The third is to face the ideological needs of young students, keep up with the pace of development in the network era, fully absorb positive network discourse and life discourse, promote the appropriate translation of ideological and political education discourse content, and enhance young students' understanding and recognition of ideological and political education discourse.

3. The Discourse Power and the Construction of Discourse Power in Ideological and Political Education in Colleges and Universities from the Perspective of Sociology

Continuing the research thinking of linguistics on discourse, sociology closely links more social factors such as power with discourse research. French post-structuralist Michel Foucault first tried to explain various social rules and practices of discourse use in different historical periods. Foucault believes that discourse must be regarded as a kind of social violence. Therefore, discourse essentially represents a practice of preset power relations. It actually means a rule of the game, indicating the objects it chooses and rejects, and inviting social individuals to voluntarily participate in self-construction. [3] Therefore, Foucault not only pointed out the power demand behind the discourse, but also pointed out the self-construction of social individuals in the production of discourse. Similar to Foucault, French sociologist Pierre Bourdieu regards discourse as a kind of social symbolic violence that reflects a certain group's status, thoughts and power, and proposes that

discourse is based on the interaction of "authority-belief" relationship, and constructs its legitimacy and legitimacy in the group's identification with the power relationship behind discourse. [4] As a result, sociology puts forward the power of discourse and the recognition of discourse power.

Sociology's profound revelation of the power of discourse provides important theoretical basis and reference for us to construct the power of discourse in ideological and political education in colleges and universities. The so-called discourse right of ideological and political education in colleges and universities can be understood as that colleges and universities spread the meaning of ideological and political education to young student groups according to the purpose of ideological and political education, and thus establish the dominant power of mainstream ideology and young students' recognition of mainstream ideology. Based on the height of constructing the discourse power of ideological and political education in colleges and universities, the discourse itself presupposes a certain social power relationship, and guides young students to voluntarily participate in self-construction in the presupposition of this social power relationship, that is, to form a certain world outlook, outlook on life and values, and to achieve self-identity. At the same time, through the structure of its own discourse content system, ideological and political discourse in colleges and universities is guiding young students to identify with mainstream ideology in the interaction of "authority-belief". Therefore, the ideological and political discourse in colleges and universities should adhere to the guiding position of Marxism, take Marxist identity education as the main line, construct the discourse power of ideological and political education in colleges and universities, and enhance the discourse identity of young students to mainstream ideology.

4. The Democracy of Discourse and the Construction of Ideological and Political Discourse Expression in Colleges and Universities from the Perspective of Political Science

The issue of discourse and democracy has always been an important interest in political science research. Mary Ann Glendon, a famous American scholar, once attributed the "democratic disease" in American society to the form of "right discourse" in the United States. It is believed that although the excess public discourse of rights in the United States has a long-term social and moral connotation, it has turned the political discourse in the United States into a clumsy imitation of the discourse of rights, thus killing the opportunity of universal dialogue and damaging the cornerstone on which orderly democracy and freedom de-

pend[5]. With the development of network technology, this discussion on discourse and democracy is more direct. As early as the 1970s, western academic circles put forward the theory of "tele-democracy" on the issue of discourse democracy in the Internet. Later, American scholar Cass R. Sunstein discussed the discourse in the Internet from the perspective of democracy. Sanstein believes that due to the regional virtual series connection, the public often gets screened narrow information on the network, which leads to the division of the society and the public opinion market, leads to "group polarization", and makes it easier for various hate groups to connect and influence each other, thus leading to heterogeneous democracy[6]. To this end, the Government should establish a network republic that can provide a multi-information environment.

The discussion of discourse democracy from the perspective of political science has important enlightenment significance for the construction of discourse expression in ideological and political education in colleges and universities. First, the expression of ideological and political education discourse in colleges and universities should guard against the risk of "excess meaning", that is, excessive political preaching discourse will obscure the meaning and value of discourse. In this regard, colleges and universities should promote the transformation of discourse expression as the starting point and promote the ideological and political education discourse in colleges and universities to pay attention to young students' real life, emotional experience and spiritual world. Second, the discourse of ideological and political education in colleges and universities should clarify the subjective relationship of discourse expression, promote the discourse stand of "Intersubjectivity", adhere to the unity of dominance and subjectivity, promote the equal dialogue between ideological and political educators and young students in colleges and universities, and innovate the discourse expression system of ideological and political education in colleges and universities. Third, the ideological and political discourse in colleges and universities should establish network thinking. Actively promote the transformation of ideological and political education discourse expression in colleges and universities to cyberspace, Actively adapt to the new changes and challenges of network public opinion, adhere to the emotional identity of young students as an important standard to test the transformation effect of ideological and political education discourse expression in colleges and universities, keep pace with the times, keep pace with the situation and make up for the lack of grand narrative of ideological and political education discourse in colleges and universities with life narrative.

5. Authenticity of Discourse and Value Construction of Ideological and Political Discourse in Colleges and Universities from the Perspective of Philosophy

Due to the direct correlation between discourse and human existence, the discussion of this issue will inevitably involve philosophy, especially the horizon of humanistic philosophy. However, bringing the meaning and essence of language itself into the core position of philosophical research makes language a new starting point and new foundation for philosophical reflection on its own tradition, thanks to Martin Heidegger's "Linguistic Turn". Heidegger put forward the proposition that "language is the home of existence" and then put forward the task of "leading to language". In Heidegger's view, due to the influence of modern science and technology and computational rationality, the authenticity of language is covered up and must be remedied by the "Sagen" of poetic language[7]. Like Heidegger's philosophical height based on humanism, J ü rgen Habermas, a contemporary German philosopher, understands discourse in society as a kind of communication behavior completely different from strategic behavior under instrumental rationality, and puts forward the concept of "universal pragmatics" as a general theory on communication, that is, coordination of behavior through consensus power of language understanding. In this regard, Habermas also put forward four effective requirements that discourse should follow, namely comprehension, authenticity, sincerity and correctness, so as to establish an "ideal speech situation" of communicative behavior[8]. To be sure, Heidegger and Habermas gave humanistic philosophical care to the discourse situation including discourse, but their salvation path itself has abstract color.

Similar to the discussion of the authenticity of discourse from the perspective of philosophy, Marx and Engels' discourse thoughts also require the realization of discourse revolution based on the standpoint of human liberation, which inevitably involves the discussion of the value of discourse. Based on the fundamental task of cultivating morality and cultivating people in colleges and universities, the discourse value construction of ideological and political education in colleges and universities must be based on the value standard of cultivating new people to take on the great responsibility of national rejuvenation and socialist builders and successors with all-round development of morality, intelligence, physique, art and labor. In this regard, we can understand the value construction of ideological and political education discourse in colleges and universities from the two dimensions of

"truth" of knowledge and "goodness" of morality. Based on the "truth" level, the discourse of ideological and political education in colleges and universities should be based on the principle of communicative rationality. We should establish an equal and sincere discourse communication relationship between colleges and universities and young students, and sincerely express our views towards the real social life that young students are concerned about, so as to achieve mutual understanding and trust, and further guide young students to consciously undertake the mission of the times of national rejuvenation. Based on the level of "goodness", Ideological and political education discourse in colleges and universities should face the construction of young students' spiritual home, Actively depict a good picture of the development of the country, society and the times to young students, enhance their confidence and belief in facing the future life, and at the same time establish a discourse content system of ideological and political education from multiple dimensions such as moral belief, ideological belief, value pursuit and code of conduct, so as to actively promote the all-round development of young students' morality, intelligence, physique, art and labor.

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Main Problems and Countermeasures in Writing English Major Papers

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ABSTRACT

According to the Degree Regulations of the People's Republic of China, our country implements a three-level Bachelor's, Master's, and Doctoral degree system, graduates at all levels must pass the course examination and thesis defense before they can obtain a degree certificate. It can be seen that writing academic papers is a very important skill. For English majors, academic papers need to be written in English to illustrate their academic achievements. However, judging from the current papers of English majors, there are prominent problems in thesis writing, such as: blind selection of topics, empty content, scattered research, and improper attitudes of students. This study mainly adopts the literature method, on the basis of reading academic writing-related literature and English majors' paper, the author finds out the commonalities of English major students' academic writing and puts forward effective countermeasures. This study will provide new strategy for English majors to improve their thesis writing ability, avoid making general mistakes, and to a certain extent, reduce the tutoring pressure for essay instructors, so as to improve the academic writing quality of English majors.

1. Introduction

Academic papers are an inspection of the comprehensive qualities of English majors' professional knowledge, writing ability, innovative thinking, as well as their scientific research competence, language organization, and ability to solve academic questions independently. Writing academic papers is a process of mutual processing of thinking and language. With the development of information technology, human wisdom has enabled the continuous step of society as a whole. Any idea, inspiration, question, phenomenon or knowledge can only be retrained and conveyed in precise language. In 1999, in order to solve economic and employment problems, China expanded the number of enrolled students in Colleges and Universities, resulting in a certain decline in the quality of students. The English Major was once a popular choice for Senior High school graduates, which attracted a large number of students. In recent years, there have been many academic frauds, leading the focus of public to academic writings again, the Ministry of Education is highly concerned that more stringent measures will be taken to review academic papers.

In the late 1990s and early 20th century, the academic writing research of English major attracted academic the attention of academic circles. Zak Lancaster (2016) compared stance expression in HG and LG papers in two undergraduate courses, stance is expressed via self-mentions, hedges, attitude, and disclaim markers, HG papers projected greater contractiveness, critical distance, and

discoursed alignment[1]. Jianping Xie(2020) outlines main strands of research according to the analytic framework, and sorts out major methodological approaches in academic English writing, identifies four strands, the stance, the met discourse, the appraisal and the voice[2]. Through empirical research, This thesis discusses the main problems in the writing of academic papers of English majors, discusses the sources and solutions of these problems, so as to provide ideas and methods for English majors.

2. An Overview of Academic Writing of the English Majors

First of all, it's necessary to find out what academic paper is, and what the difference between academic papers and compositions is. Papers are the main form of publication of scientific research by researchers, the researchers here can be teachers or students, and anyone can be called a researcher, has the right to write and publish papers. The quality and quantity of papers are important indicators of a researcher's academic level. The purpose of composition is to express, and the purpose of thesis is to elaborate, the former belongs to literary texts, and the latter belongs to practical texts. The composition has strong subjective emotional color, and the writing methods are also diverse. The thesis is a branch of composition, a complete manifestation of the process of scientific experiments and logical analysis of experimental results, the discussion of scientific issues, a tool for academic exchanges, and the embodiment of academic achievements. Papers must be innovative, including the topic, the method, and the conclusion. The paper should be scientific as well as standardized, of which structure generally consists seven parts: title, abstract, introduction, central body, conclusion, acknowledgements and references. The structure of the paper should be organized in a logical way, sentences vary, are not too long, nor too short.

Chinese English majors enter the first stage of English learning from the primary school, and enter the highest and final stage of English learning which is called academic paper writing. It's uneasy for English majors to write papers even in their mother tongue—Chinese, which requires them to actively respond, consolidate their basic foreign language skills, and take elective academic guidance courses to lay the foundation for course papers and graduation papers.

3. The Main Problems of Academic Writing for English Majors

Professional English paper writing cannot be accomplished overnight. There are a series of steps from topic selection to draft, mistakes are hard to be avoided and vary from person to person. This study enumerates the main problems of English majors in writing, mainly from three dimensions of paper writing, English professional knowledge, and students' personal behaviors.

While EAL (English as an additional language) scholars across the world are increasingly under pressure to publish internationally, many are confronted with serious language barriers during the process[3]. Paper writing is the biggest difficulty faced by both English majors and non-English majors, and it is also the most prominent problem of the poor quality essays. On the basis of reading a lot of literature and researches, I found that students have serious deficiencies in the aspects of topic selection, literature review and academic standards when writing papers. A good paper attaches great importance to engagement and academic behavioral skills, in detail, engagement is positively related to students' academic performance, and academic behavioral skills predict students' academic performance[4]. The views held by researchers are the central idea and the soul of the whole paper. The establishment of a clear academic viewpoint is the most important part of the paper. Many students cannot explain their points reasonably, or directly borrow others' points and put them into own paper. It is a vital precondition for academic paper to draw out a good topic, which should strive to be correct, to be novel, to have grounds. There is an old saying, a good beginning could be half way success, and the same is true of academic papers. English majors lack professional consideration when choosing titles, and the title they choose are often too wide in scope, too difficult in research, and outdated in content, which increases the difficulty of writing. Students should first brainstorm, think about whether the topic is worth studying, then collect data, read literature, understand the research status, and finally narrow the scope of the topic, prepare the title, the title should not big, old, difficult. Follow clear principles of topic selection, so that the development of the thesis has a goal and depth. Selecting a topic is the first step of the thesis, only if the first step is done steadily, the follow-up work will proceed smoothly.

3.1 Literature Review

Many students don't know how to write the research review, or they just simply list the previous viewpoints. Different from the main body, the basic elements of the research review should include the research background, research status, evaluation of the current research and references. Literature review is an indispensable chapter in a paper. The successful completion of literature review means that researchers have a clear understanding of the

main theories and current progress in this research field. Then, the task of researcher is to develop new research perspectives on the basis of previous achievements. However, English majors are prone to the following situations:

(1) Extensive list of previous views and articles; (2) Unable to form their own opinions; (3) Give up critical research and avoid conflicts; (4) choose literature subjectively without considering research disputes. Literature review is also regular and feasible. The Chinese students prefer to stand neutrally when making reference to other voices[5]. Researchers should learn to summarize by themselves, find out the deficiencies of the current research status, and learn to critically and dialectically treat the research problems, clear up own research ideas.

3.2 Academic Norms

Academic norms refer to the principles to be followed in the research and involved in the whole process of academic study. I would like to focus on the two aspects of paper structure and format, both of which are common problems for English majors in paper writing. First of all, many students are incomplete in terms of format, such as lack of abstract or preface, and lack of necessary chapters because they don't understand the functions of each structure in the paper. In addition, loose structure, unclear organization, illogical argument and monotonous argument methods are also factors that cause the quality of the paper to be poor. Secondly, some problems in the format of the paper are easy to be ignored by students, resulting in not standard paper, so that they can't successfully submit. For example, the format errors include the chart part, such as the setting of caption and cross-reference, English input and number, many students always set English as Chinese font. Norm mistakes are objective, which are easy to be avoided. To master the correct academic norms, students need to carefully study excellent journal papers, and often seek advice from tutors if they don't understand.

3.3 English Professional Knowledge

Chinese college English majors take TEM-4 and TEM-8 exams in their Grade 2 and Grade 4, does this mean that the English knowledge level of Chinese College English majors has reached a high level? In fact, that's not the case, Tem-4 and TEM-8 are undergraduate teaching examinations designed to test the syllabus for undergraduate English majors, and the quality of academic writing is not determined by the exam level. Both English undergraduates and English postgraduates still have a lot of shortcomings in English professional field. For example, they do not have a good understanding of western culture,

and it's difficult to conduct in-depth research on papers with culture as topic. The sentence is not smooth, with low readability, which falls far short of the standard of academic papers. The end of foreign language teaching is to cultivate the learners' comprehensive language application ability, and the test of language learning from low to high is listening, speaking, reading and writing, fluency in textual presentation is the ultimate goal of foreign language learning. The high frequency of English basic errors can be attributed to the fact that student's having not mastered the fundamental knowledge and the other is that academic research is not rigorous enough.

4. Writing Strategies for English Majors

The types of language skills differ in nature-productive (speaking and writing) and receptive (listening and reading) [6]. English academic writing course is one of the most important key curricular for English majors. It is offered in the third year of the university at undergraduate level and in the second year at graduate level. Both courses are offered after a certain period in the university, so that students can have a better understanding of their major and research direction. It's suggested that academic writing courses in colleges and universities should be set up as compulsory courses for majors in each department, instead of being taught in the way of public courses, teaching students in accordance with their aptitude should be carried out, and the reform of academic writing courses should be unique in teaching content. Teachers in the foreign language school know the difficulties in academic writing of students in the foreign language school, and teachers in the music school know the problems that often occur in paper writing of students in the music school.

The teacher's role is to help students improve their academic writing and acquire academic writing skills, but most teachers don't realize that they take on more responsibility in helping students improve their essay writing skills. The responsibility here is not to say that the teacher takes over the writing of the paper, but to take some measures to improve students' ability. Teachers need to encourage students, not just criticize, improve the enthusiasm of students' research, and provide effective feedback on students' strengths and weakness during their writing.

The professional knowledge level of English majors is divided into knowledge aspects and competence aspects. In terms of knowledge requirements, students should master English language knowledge, English literature knowledge, English country knowledge, be familiar with Chinese language and culture, and understand relevant professional knowledge and basic knowledge of humanities, social sciences and natural sciences, and form

interdisciplinary knowledge structure. In terms of ability, students should have English pragmatic ability, English literature appreciation ability, cross-cultural communication ability, critical thinking ability, research ability, independent learning ability and practical ability. To improve the level of English majors, we must continue study, keep pace with the times, and participate in social practice.

5. Conclusion

This study finds that English majors have many problems in academic paper writing, including paper writing, professional knowledge level and subjective shortcomings of students. In terms of paper writing, students' topic selection is not innovative and clear enough. Literature review simply fills in previous research results but lacks of critical spirit. They do not pay attention to academic norms and write arbitrarily. English majors are generally deficient in professional knowledge and ability, and their attitude towards academic research is not optimistic. Based on this phenomenon, I give three suggestions to improve the academic writing level of English majors from the perspectives of school curriculum setting, teacher guidance and students' subjective initiative. This study provides a new method for English major students to improve their essay writing ability, improve the academic writing quality of English major students in China, and opens up a new perspective for future academic research of English major students.

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Education in the Future: The Universal Life of Technology

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ABSTRACT

Future education is highly integrated with technology and highly open education. The rapid development of information technology urges education to embrace the change brought by technology enthusiastically. The alienation of thinking under technology package must not be ignored and guard against the tendency of "technology determinism ". Therefore, this paper interprets the irreplaceable life education from three angles: the reform trend, the basic pattern and the practice construction, and makes full use of technology to restore the meaning of life at the same time.

1. Introduction

With the rapid development of information technology, the future education will be a comprehensive penetration of technology education, technology seems to serve education, in fact, step by step erosion of people's thinking, resulting in a crisis of technical thinking. The thinking of this problem is particularly urgent and important. Therefore, we should pay attention to the life benefit brought by the innovation of educational technology, let technology become the auxiliary means for people to realize the value of life, and always stick to the growth of life.

2. The Changing Trend of Future Education: Pointing to Student-Based

"The arrival of the information technology era has broken through the space-time boundaries of education, enriched the distribution and expression of resources, and made the teaching environment move from digital to intelligent, which provides a wide range of space and time for individualized, adaptive and selective learning."[1] If you are bound by the traditional educational framework, it is not the challenge of technology application, but the challenge of education itself. Future education points to the future, but also reflects on and continues today's education. Therefore, a reasonable analysis of the development trend of education in the future has important reference significance for the current education reform.

2.1 Future Education Will Break Through Space Constraints and Share Quality Educational Resources

The future classroom is not necessarily in the traditional classroom and other fixed, closed space, mobile phones, tablets and so on will become a learning tool, really do anytime, anywhere learning. "The future classroom must be a cloud classroom, including electronic textbooks,

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electronic desks, electronic schoolbags, electronic white-board... In terms of resources, from analog media to digital media, and then to network media, the resources are all in the education cloud, the content is extremely rich, so as to meet the personalized learning." [2] Future education will be close to life, nature and society, so that students in the rich, open world head forward, personal life experience. Relevant social knowledge and learning are better combined. With the promotion of educational informatization and relying on new technology, high-quality educational resources will be widely spread with the exchange and collision of culture, so as to realize the integration and sharing of high-quality resources. Therefore, education in the future society will be the education of all people, not only the responsibility of schools and education departments. In the future, everyone is the holder of resources, all children can enjoy quality educational resources. Therefore, education to more equal, open, intelligent direction of development.

2.2 Education in the Future Will Be Freed From the Constraints of Time and Pay More Attention to Lifelong Education

Future education will get rid of the shackles of the time axis, redistribute, and end the misunderstanding of time. After 60 years of age still learn to become a mainstream, truly achieve "never too old, never too old ", constantly enrich and improve themselves. "Given the foreseeable pace of change, we can speculate that knowledge is getting old and out of date, and what people think is right today will become wrong tomorrow ," U.S. futurist Tofler said in his book The Impact of the Future... Future college students must learn to get rid of outdated concepts... In short, they must learn to learn... Illiteracy in the future is no longer illiterate, but those who have not learned to learn. [3] Learning means daring to criticize and think, to innovate in thinking, to find and solve problems, from childhood to the end of life. "Education for 2030, emphasizing the development of learning ability and lifelong education, is a more sustainable education." [4] The acquisition, creation and application of knowledge and ability become the cause of social collective efforts. Only lifelong learning can cultivate talents who are dedicated to society and realize the value of life.

2.3 Education in the Future Will Improve Teacher-Student Relationship and Initiate Dialogue on Teacher-Student Life

In the future, the wide application of information technology in the classroom does not mean that the status of teachers is weakened, but more teachers and students need emotional communication and life dialogue. "Teachers and students in the process of free life dialogue, open to each other's life spirit, mutual acceptance, unfettered interaction, so that students from the teacher's single language control of the ideological cage completely liberated." [4] reconstructing the good dialogue relationship between teachers and students, we need to change the inherent concept of teachers. Teachers are no longer high leaders for students, but companions for students' life growth. "The best educational technology is not one that defines human technology, but one that is open to the multiple possibilities of human life growth. It is one that presents life vitality in the application of technology and then realizes it in virtual classroom discussions. A technique that can still maintain the essence of a Socrates teaching method. In other words, it is a kind of educational technology with the essence of teacher-student dialogue and student-student dialogue." [5] Teaching is no longer the process of teachers' one-way output of knowledge, but the process of teacher-student interaction, mutual learning and common progress. In the future classroom, the teacher's educational concept is constantly innovated, the teacher's life consciousness is promoted, the individual's life dignity is more respected, and the equal life dialogue is carried out. The separation of teacher-student relationship in class field can be solved more effectively. This relaxed and harmonious teacher-student relationship is more conducive to arousing students' interest and potential in learning and cultivating students' innovative ability.

3. Basic Patterns of Future Education: Creating Appropriate Education

With the change of information technology and the arrival of knowledge economy, the focus of school education in the future changes from imparting students' knowledge and skills to cultivating students' all-round development and lifelong learning ability. "From the present point of view, the field of 'educational technology' has never been short of the creation and application of 'methods', which itself is born for 'methods', but what is missing is 'methodology', especially the reflection on the relevance of various emerging technologies and education, methods and people ." [5] How to meet the needs of individual students for personality and lifelong development, society for innovative talents, education and teaching for professionalism and flexibility, is the future education to break through the development. Future education aims to create appropriate education for students, empower teachers and students, and make education serve people.

3.1 Higher-Order Thinking Of Students

For a long time, school education has stayed in the stage of "memory, understanding and application", which gives students the ability to understand the world, but it is not enough to support students to have the ability to transform the world. Therefore, in future education, there will be not only teachers and students, but also machines. How to avoid students being manipulated by machines? Break the traditional thinking pattern and train students to construct knowledge and experience. "What should strengthen more is the human independent learning ability, stimulates the human to reflect on own limit, unceasingly enhances own ability value, enters' the machine is strong, then the human is strong, then the machine is strong' virtuous circle." [6] The deep integration of information technology and classroom requires students to quickly capture, obtain valuable information in massive data and accurately analyze the data for migration and application. Higher thinking is not obtained by teachers. The process of raising students from low-level thinking to high-level thinking is the process of teachers providing resource platform, students' self-construction and gradual process. Shallow learning only focuses on the grasp of knowledge symbols, and its goal is to become a knowledgeable person. Deep learning pursues the unity of symbolic learning, logical form learning and intrinsic meaning learning, and its goal is to become a person with high knowledge, wisdom and spirit." [7] The education of low-level thinking trains students to become human beings, and the education of high-level thinking trains students to become perfect people and lifelong learners.

3.2 Human Culture in the Curriculum System

"In the current process of primary and secondary school class construction, sometimes will inevitably be confused by the dazzling technical conditions, and lost the basic functions of sports people." [8] In the future technological state, the innovation and convenience brought by the wide application of information technology to the classroom to some extent obscure the importance of humanistic education, which makes people fall into the misunderstanding of only attaching importance to the practical value of science and technology and the rational value of tools. Therefore, in the future education, we should adhere to the concept of humanism education and optimize the curriculum system. But "the education of humanistic spirit is not the education of pure humanities, but the communication between natural subjects and humanities, especially the value of humanities education, which not only educates students to face up to the relationship between man and society, nature, man and history and the world, but also teaches students to learn to treat science correctly while mastering science." [9] In the future, all kinds of technical means will bring fresh and good teaching experience to the classroom to a certain extent, and it is inevitable to cultivate students' information technology literacy adapted to the development of the times. In the development of information technology literacy, humanistic literacy is also essential. "The category of humanistic literacy includes moral, aesthetic, philosophical, belief, emotion, attitude, values and so on. These are the key characteristics of human being, which is difficult for the intelligent body to set foot in." [10] The promotion of humanistic literacy is more conducive to self-rebuilding and upgrading in the future technological social environment. Therefore, we should pay attention to the educational value of humanities and change the situation that humanities are in a weak position.

3.3 Enrichment of Teachers' Role

The wide application of artificial intelligence in the future can not weaken the status of teachers, emotional, creative work still needs teachers to complete." Without the nurturing of emotion, without the care of human nature, it is impossible to cultivate real people by machines alone." [9] Therefore, teachers should be able to accurately grasp the needs of students' life growth, give spiritual care and care, and let students receive "warm" education in the cold world in the future. This requires that the role of teachers will change, teaching scholars, leaders, companions and other roles intertwined. Teachers should not only perform the duty of educating people in subject teaching, but also take into account the work of educating people outside subject teaching, and guide students to care for and perfect life. The rich role of teachers also requires teachers to improve their own quality and ability. "In addition to the need to have the artificial intelligence era special needs of the 'digital competence' 'information competence' and so on, teachers' teaching imagination, teaching creativity and so on will be placed in an increasingly prominent position." [11] Teachers need to actively renew knowledge, ideas and methods based on self-growth and self-rich needs, lifelong learning, continuous pursuit of progress, continuous improvement of self-requirements, influence students in a subtle way, and let the classroom radiate vitality.

4. Practice Construction of Future Education: Always Stick to the Logic of Life

The application of information technology in education has long gone beyond the role of auxiliary as an external

tool, gradually immersed in all aspects of education, so that technology from external tools step by step into the endogenous elements of education, promote the renewal of educational ideas, the reform of educational forms and contents, the deconstruction and reconstruction of educational system. No matter how change, unchanged is the essence of education, while mastering knowledge and technology, adhere to the healthy growth and development of life, technology serves the growth of individual life.

4.1 Respect for the Subjective Status of Life and Return to Life

"In a certain sense, education is to face human life, through human life, for the improvement of the quality of human life and social activities, is the people-oriented society most reflect the care of life a cause." [12]In life education, respect the main position of teachers and students. Teachers' specialization has been continuously improved, and educational concepts have been constantly updated. On the one hand, the educatee can adapt to the development needs of modern society and avoid being controlled by machines; on the other hand, the educatee sublimates the spiritual world, recalls the metaphysical significance of education, and realizes the transcendence of life in the process of self-life construction. Ability to manipulate machines. Teachers should not only see the high efficiency brought by technology for students' learning, but also see the life benefit brought by technology for students and cultivate students' independent self-consciousness. Teachers can really enjoy educational life, students can really enjoy learning life. As Zhai Xiaoning, president of the secondary school affiliated to the Chinese people's Congress, said: " In the Internet age, we should not only pay attention to the instrumental pursuit of education, but also pay attention to the overall and harmonious development of students, pay attention to spirit, faith, ideals and beliefs, cultivate students' humanistic feelings of love and compassion, so that students have a kind heart."[16]Fundamentally speaking, the talents trained in the future education can actively and freely manipulate and control the machine, and transform it into an auxiliary means to promote self-education and self-life growth, and move towards "truth, goodness and beauty ".

4.2 Cultivate Students' Belief in Life and Listen to Life

From the perspective of the future, the educational technology respected is the technology that leads students out of many difficulties and constantly stimulates their life potential. "The school is a life field, the school must have the life texture." [13]The future school is a place full of vitality, which fully embodies students' initiative and life growth while technology is widely used in the classroom. The emergence of technology will inevitably bring some alternatives. "The substitution of technology for human beings is, on the surface, the substitution of function, the substitution of senses, the substitution of experience and the substitution of occupation. In its depth, it is the logic of technology, the logic of machine, which replaces the logic of human and the logic of life." [14] In the future of information explosion, we should persist in giving play to the leading role of education and cultivate students' belief in life. While teaching experience, teachers should also carry out faith education to make the educatee feel the value of life belief. We should not only let the educatee master knowledge and skills, but also guide their life and soul, develop their thinking and cultivate their moral character, and cultivate the courage and confidence that the educatee dare to challenge the unknown.

4.3 Pay Attention to the Emotional Exchange of Education and Care for Life

The future society is bound to be a society of man-machine coexistence, and the two-way relationship between teachers and students is transformed into a new triangular relationship between teachers and machines and students. How to make students stick to the bottom line of life in the face of the machine, the emotional communication between teachers and students plays an important role in balancing the relationship between the two. Teachers' emotion is not only limited in teaching, but also in communication with students. To some extent, this kind of emotional communication affirms the Noumenon value of emotion and embodies humanistic concern. The world is changing, and school education will face changes in the future. To alleviate the danger of this rapid change to students is a task that the machine can not complete. "This kind of pacification work can only be completed by the head teacher who has the same emotional experience as the students." [15]Teachers have irreplaceable value, which needs to be highlighted by teachers' personal ability to express, understand students, communicate with students and empathy. Teachers' teaching and role model, the rendering of personality charm, the emotional exchange between teachers and students, and the sincere mutual help between students and students can not be replaced by cold machines. Teachers' empathy ability urges teachers and students to feel the inner touch in the dialogue, so as to think and analyze problems at the height of life and put them into educational practice. While enjoying the convenience brought by technology, teachers and students can

realize the value of life and actively pursue the meaning of life.

5. Conclusion

In a word, the future education with the extensive application of information technology and the persistence of life can not only grant students the knowledge and skills of survival, but also lead students to adhere to themselves and realize the transcendence of life.

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