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Cultural Differences and Translation of Chinese and English Color Words

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ABSTRACT

In the 21st century, the communication between countries becomes more and more frequent, and the requirements for translators become higher and higher, which requests that translators should master professional knowledge and improve their professional ability. As the color words appear more and more frequently in international communication and the meaning of color words vary due to differences in geographical location, religious belief, language habits, etc., it will be easy to cause misunderstandings if translators fail to understand the connotation of color words and apply appropriate methods. Based on this, the paper summarizes some effective translation methods by taking the common usage of six color words as the entry point and combining the differences between Chinese and English geography and religion.

1. Introduction

The exploration of color perception and color category has a long history, and the related philosophical speculation and explanation can be traced back to the ancient Greek times. Plato believed that the process of human color perception needs three basic conditions: light source, reflective object and eyes with reflective function. Aristotle, on the other hand, paid attention to the types of color components, and divided it into simple colors and compound colors. In the 17th century, British scientist Newton solved the mystery of color through experiments, that is, the color is caused by the reflection and refraction of light on objects. Since then, color research has embarked on the road of scientific development. Since 1958, more than 3,000 books have been written on the study of color words, which has deepened people's understanding of the color word system.

Color is people's perception of the objective world, and it is impossible for any two languages to match the words of color one by one. Color words are an indispensable part of human language. People's feelings, understandings and expressions of colors reflect distinct cultural features. Due to differences in geographical environment, religious belief, history, culture and thinking habits, there are also many differences in the translation of color words between Chinese and English. With the frequent and in-depth international communication, it is particularly important to correctly grasp and translate color words.

2. Literature Review

A E Moss expressed in his Basic Color Terms: Problems and Hypotheses that abstract problems had arisen for Berlin and Kay's developmental theory of basic color terms. In the paper it was proposed that a threefold dis-

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tinction between linguistic, psychological and physiological levels of basicness might help to solve some of the problems.

In Color Categories: Evidence for the Cultural Relativity Hypothesis, based on the research that found substantial evidence of cognitive color differences between different language cultures, Debi Roberson, Jules Davidoff, lan R L Davies, and Laura R Shapiro extended previous findings to show different cognitive organization of color to both English and another language with the five color terms. Moreover, Categorical Perception effects were found to differ even between languages with broadly similar color categories.

Luo Xiaoying summarized effective translation strategies by taking differences in red color as the entry point and combining differences in Chinese and western cultures, customs and so on in his paper On Comparison of Chinese and English Red Connotations and Meanings and Its Translation Methods published in 2015.

Chang Liang proposed two translation strategies of foreignization and domestication in his book Domestication and Foreignization of Color Words in Chinese-English Translation, and pointed out that translators could adopt literal translation, literal translation with annotations, free translation and free translation with annotations according to the actual needs of translation.

In the Comparison of Semantics Between Chinese and English Color Words, Shen Xiaofei points out that the meaning of words includes denotation and connotation, and the associative meaning of color words is mainly due to the differences in cultural background, perspective of observing things, special economic events, historical and geographical environment and other factors.

3. Four Important Reasons for the Differences between Chinese and Western Color Words

3.1 Geographic Factor

Ancient China is located in the east of Eurasia and the west coast of the Pacific Ocean. The Chinese people adore the yellow because of the cradle of the birth of their ancestors — the Yellow River basin and the Yellow River civilization. It is said that the ancestor Nuwa, the goddess in Chinese methodology, was born in the loess, so "loess made man" symbolizes the human origin of the Han nationality, which is opposite to the "god made man" theory of the British culture. Yellow Emperor is the first emperor of the Chinese nation, so the emperor is closely related to yellow.

In the Han culture, the history of agricultural society is long and people have been clinging to the loess for generations. They are interdependent with the land and deeply attached to it. If the Han civilization is rooted in the land moistened by rivers, then the western culture is born in the blue waves. Britain is surrounded by the Atlantic Ocean, with the North Sea in the east and the English Channel in the south. The worship of blue originates from the island environment where the Anglo-Saxons live. Surrounded by the sea, the English people make a living by the sea and they developed trade and shipping industry to bring them profits. Thus, the color of the sea became an object of worship.

3.2 Religious Factor

Different religious beliefs inevitably lead to different related terms. The British believe in Christianity, the Bible says that the believers who betray Jesus always wear yellow clothes, so in English, yellow usually makes people think of betrayal. In ancient Chinese philosophy, heaven was the supreme god and could dominate the world. Under the concept of respecting heaven and god, people naturally associate heaven and the emperor, because the emperor inherits the will of heaven to rule the country. Yellow Emperor is the earliest emperor in China and people respect and worship him very much, so yellow is the highest in the eyes of Chinese people. In ancient times, only emperor could wear yellow clothes. Besides, the Chinese always believe in Buddhism, and Buddhas in the buddhist temples are golden, so golden in the eyes of the Chinese people usually means noble.

3.3 Thinking Modes Factor

The ancient Chinese culture emphasizes the people-oriented, that is the human needs, human dignity and human values, to explore the moral value system. The cultural sources are Confucianism, Taoism and Buddhism. The Chinese way of thinking is the "nature and man in one" the ethics of artistic thinking, and his whole epistemology has caused the confusion of main body and object. Combined with theory of Zen doctrine, it is easy for people to attach their subjective emotion to the nature, leading to meaning vague and rich implication, especially semantic fuzziness and versatility of the cultural words. Therefore, word has lost its original meaning, and it is given plenty of meanings by people. The understanding of the semantic meaning of cultural words depends on the comprehension of the thoughts of ancestors and the literature of past dynasties.

English culture is the philosophical thought of "two parts of the same" and the scientific epistemology of ra-

tionalism. In addition to logical derivation and abstract speculation, knowledge and experience are also taken as important approaches, and experiments and demonstration are emphasized in scientific research. In terms of the embodiment of cultural words, there is certainty and clarity.

3.4 Communicative Value Factor

The Chinese people seek to convey certain images with the shortest symbols, so that the recipients can develop rich association and imagination. They usually adopt personification to give subjective meanings to the objective things. In interpersonal communication, the Chinese people pay much attention to love, and do not care about personal interests, putting coordination of interpersonal relations in the first place. They often lay emphasis on the harmony of both sides in the communication process to avoid causing conflict.

While in British culture, people seek goodness and beauty on the basis of truth. Aesthetics tends to be objective, and they express in a clear and logical conceptual system, and pay more attention to objectivity rather than image. In interpersonal communication, it is often about the matter rather than about the person, and they pursue individual and individualistic values, loyal to their own hearts. They respect and trust others in an equal relationship.

4. The Characteristics of Word Formation of Chinese and British Color Words

4.1 The Characteristics of Word Formation of Chinese Color Words

As we all know, Chinese is one of the languages with the most abundant color words in the world. Its basic color words mainly include black, white, red, green, blue and yellow. The word formation of Chinese color words is flexible, diverse and extremely complex.

4.1.1 Objects by Color

The characteristics of the formation of Chinese color words, such as blood red, milk white, goose yellow, are mainly reflected by the concreteness and intuition of the thinking of Chinese people. When Chinese people use words to express concepts, they are always used to make words by the concrete objects around them.

4.1.2 Metaphor

One of the most important external characteristics of things is that they all have their own unique colors. The natural connection between colors and things makes them associative, and the associative nature of color words makes them figurative in word formation. Many color words in Chinese use the method of "metaphorical objects plus color words", such as rose red, eggplant purple, peacock green. Chinese basic color words not only need to be realized through figurative means in word formation, but also cannot be explained without figurative means. Since ancient times, the use of examples and metaphors to explain the color word is a more common method.

4.1.3 Flexibility

The flexibility of Chinese basic color words is determined by the flexibility of Chinese language and the thinking habits of the Chinese people. Its flexibility is not only reflected in the way of word formation, but also in its flexible use of parts of speech. In Chinese, basic color words generally work as adjectives, which mainly plays the role of defining and describing. However, like English color words, Chinese basic color words can also be used as verbs, nouns, etc., which is obvious in Chinese literature.

4.2 The Characteristics of Word Formation of British Color Words

Basic color words in English refer to the words that are used to express the color of things, namely white, black, red, gray, brown, yellow, etc. Most of these are monosyllabic words, whose etymology is almost entirely Anglo-Saxon. English basic color words also include some foreign words, such as azure, auburn, and the vast majority of their etymology is Romance. However, most of these words are longer and less dynamic than the basic color words of Anglo-Saxon etymology in their usage and importance. There are two main characteristics of the word formation of English basic color words.

4.2.1 Polycategorial Features of British Basic Color Words

When it comes to color words, people tend to think they are adjectives, which is not always the case. English basic color words can have different parts of speech, such as verbs, adverbs, etc. For example:
The leaves become yellow. (Adjective)
The leaves have yellowed. (Verb)
Yellow means that autumn is coming. (Noun)

4.2.2 English Color Words Can Meet the Needs of Expression by Multiple Means

The basic color words in English can express the complicated color concepts in the following ways besides the

hyponyms of adjectives:

Words such as deep and dark are added in front of color words to indicate the intensity of a certain color; light and plain to indicate a light color; bright and rich to indicate a lively color; dull and pale to indicate a darksome color.

Suffix "-ish" can be added to a certain color word to mean that the color is light and pale. For example: reddish flowers, grayish wisps.

The English basic color word can be preceded by another color word to indicate a mixture of colors. For example: yellow green, blue green, golden silver.

5. Common Usage of Six Basic Color Words

5.1 Red

In Chinese, red is the color word with the most positive meaning, often indicating happiness, success and warmth, etc. Such as get of a good start, red list and red envelope. In the traditional Chinese wedding, the bride usually wears a red dress and a red veil. Red words of "Xi" and red candles will be affixed to the bride's home, which not only adds to the festive atmosphere of the wedding, but also makes people think of the cheerful days after the wedding of a young couple. English is the same as the Chinese: red is often used to represent celebrations, such as red - letter day (the day of the festival), roll the red carpet for sb (welcoming someone warmly). What is different from Chinese is that in English red is often linked with blood, extension, cruel and dangerous and so on. Such as red hands (bloody hands), red ruin (fire disaster), red alert, in the red (losses, liabilities).

5.2 White

At the mention of white, the Chinese people will first think of the funeral. Since ancient times, if relatives deceased, the family must wear white mourning clothes, and set up a white hall. White also symbolizes failure and futility. For example, in a war, the losing side always carries white flag as a sign of surrender. Chinese people also use white to symbolize elegance and brightness, which is similar to the British people, such as white soul (pure soul), a white man (the man is loyal), a white witch (a witch who does good deeds), and white days (lucky days). Interestingly, white implies weakness and hypocrisy in English. For example, white liver/feather (coward), whited sepulcher (hypocrite). When we translate Chinese into English, we may notice that many cannot be simply translated into white. 白手起家 (poor and blank), 白费力气 (to beat in the air).

5.3 Black

In ancient China, black symbolizes nobleness, fortitude and impartiality,and etc. While in drama masks, black masks symbolize the characters' upright and selfless characteristics, such as Bao Zheng and Li Kui. Black and bright opposite, so black symbolizes darkness, death, terror, insidious, such as black heart, triad, black car. In the bible, darkness symbolizes evil and evil, so in English, black mostly represents bad news, such as black news, black-letter day, to look black with anger, but not all the words used with black are derogatory, such as a business in the black profitable enterprise, black ice thin ice.

5.4 Yellow

Yellow was the representative color of the Chinese nation in ancient times, and yellow symbolized power and dignity. It is said that the Yellow Emperor, one of the ancestors of the Han nationality, often wore yellow clothes and crowns, so yellow became the color of emperors, and the common people were forbidden to wear yellow clothes. Contrary to the connotations of yellow color in Chinese, Judas, who betrayed Jesus, was dressed in yellow. Therefore, in English, yellow is not the color that people advocate, but has derogatory meanings, such as timid, jealousy and suspicion. For example, yellow belly (coward), a yellow dog (ignoble man), and yellow looks (sour and suspicious looks).

5.5 Blue

In Chinese, blue is the color of the sea and sky, giving people a feeling of peace and tranquility. But in English, blue is often extended to be sad and melancholy, for example, blue smile (woebegone smile), blue Monday (depressing Monday), feel blue (someone feels sad). Also blue is often associated with high and powerful nobles. For example, blue blood (someone comes from noble family), blue book (book that records some famous people), blue-brick universities (powerful and influential universities). What we have to know is that in spoken English, it usually has an immoral meaning, such as make a blue joke (the joke is indecent and unacceptable), blue film (the film has too many sexual scenes), blue revolution (sexual revolution).

5.6 Green

Like other countries in the world, China uses green as a symbol of peace and hope, and green light as a signal of safe passage. Green means friendly, peaceful and tranquil, and it also symbolizes the harmony of nature and the vig-

or of youth. For example, Green Peace (an organization advocating green and peace), green belt, green house. In English, green sometimes also means inexperienced and jealous, such as green hand (inexperienced man), green from school (not long after graduating), and green-eyed (jealousy). There are also some other meanings of green color, for example, green room (restroom for actor or actress), a green winter (the winter is not cold).

6. Four common translation methods of color words

6.1 Literal Translation

Sometimes some Chinese color words that represent the characteristics of things can find their corresponding words or phrases in English. In other words, some English color words are equivalent to the cultural meaning of Chinese, and there are cultural commonalities between the source language and the target language. In this case, literal translation can be adopted. The so-called literal translation means that under the permission of the language of the target text, the content of the source text should be faithful while the structure of the source text should be maintained, such as metaphor and national characteristics. The translation strategy of literal translation is particularly suitable in the context of cultural equivalence between China and the west, because literal translation can faithfully express the content of the original text, and reflect the cultural and vivid image of the source language, enabling readers of different languages to deeply understand the cultural characteristics of the source language, and promote cultural exchanges between China and the west. For example: green light, White House, black list, black market.

6.2 Free Translation

Both Chinese and English have their own traditional customs and they express the concept of color in their own ways, which leads to the non-correspondence between the expression of English and Chinese color words and their translation. In the process of translation, if translators simply use literal translation, they will inevitably produce many mistakes or even misunderstanding. Therefore, free translation is the best choice. The so-called free translation, starting from the meaning, is not limited by the words of the original text, and not rigidly adheres to the original sentence structure, but still requires the translation to correctly express the content of the original text, and achieve natural fluency .Free translation requires us to have a deep understanding of the cultural background

of the source language and the target language, and to express the information contained in the source language in words that can be understood by the target language readers. For example: "红白喜事" can't be translated into "red and white happy things", it will make foreign readers feel confused, in fact from what we understand in our daily life, it can be translated as weddings and funerals, and we translate "红茶" into black tea rather than "red tea". These examples indicate that the translator have to understand the different culture of two countries.

6.3 Adding Color Words

When the color words in the source language express a metaphorical meaning, literal translation cannot express the complete meaning of the source language. At this time, adding one or two color words according to the expression habit of the target language can achieve the same or similar meaning with the source language, thus making the translation more accurate. For example, "He likes to climb to the top of the mountain on a sunny evening to see the sunset" is translated into "He likes to climb to the top of the hill to enjoy the red sky on sunny evening". "We should drink more boiled water" is translated into "We should drink more plain boiled water in our daily life", here we have added "plain", which is mainly used to distinguish boiled water from other colorful drinks and so on.

6.4 Zero Translation

Zero translation is a strategy adopted to overcome the insurmountable barriers between languages and guarantee the authenticity of translation. It means that we translate the words of source language without using the target language, but only from the pronunciation rather than the literal meaning. It can be used to translate some people's or geographical names. For example: Tsinghai (name of a province in China), Nv'er Hong (name of liquor). This translation method retains the flavor of the source language, but we find that it is only suitable for the translation of some specific names of people or places, because they belong to the distinctive national culture.

7. Conclusion

Color words have always been the focus of philosophers and linguists, as well as one of the frontier topics in contemporary linguistics. The study of color words, especially the study of color words in different languages, needs to involve the local aspects of the attributes of color words, such as grammatical attributes, semantic attributes, pragmatic attributes and so on. More importantly, it needs to unify all aspects of the study.

Color words are a mirror reflecting language and culture. By learning and analyzing the color words in different cultural backgrounds, and adopting the methods of literal translation, free translation and changing color words flexibly in translation, people can better understand the text, thus effectively conducting cross-cultural communication and promoting the cultural communication between English and Chinese. For Chinese and western people, most colors have the same visual effect, but as we know, in many literary works or real life, there are many deviations or even misunderstandings in literal translation. Therefore, it is very important to clarify the connotation of color words in source language and target language.

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Analysis on the Teaching Mode of Chinese-foreign Cooperatively-run Higher Institutions in the Context of Internet+

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ABSTRACT

Under the background of "Internet+", the development of Sino-foreign cooperatively-run higher institutions have changed significantly. Relying on the "Internet+", exploring new teaching directions has become the focus of attention of relevant personnel. After understanding the influence of "Internet+" on Sino-foreign cooperatively-run higher institutions, this paper analyzes the problems in the traditional mode of teaching, and puts forward the teaching mode for "Internet+" with English as an example. The results of this paper show that the emergence of "Internet+" technology has promoted the development of English teaching mode, so relevant personnel should face up to the positive impact of "Internet+" and explore new teaching paths. Only in this way can we constantly adapt to the future teaching needs.

1. Introduction

Since the reform and opening up, the Chinese-foreign cooperatively-run higher institutions have developed year by year, and the number of students has expanded from less to more, indicating that China's Sino-foreign cooperatively-run higher institutions have made certain achievements. At the new era of science and technology, the emergence of "Internet+" technology has accelerated the improvement of traditional teaching mode, which provides a new direction for Sino-foreign cooperation in running higher institutions. Especially when the global epidemic spread in 2020, the traditional teaching mode has ushered in great challenges, and it is urgent to adjust the teaching ideas and media. Therefore, in order to better meet the requirements of future development, the related personnel of Sino-foreign cooperatively-run higher institutions need to explore a new path of teaching mode, which is also the purpose of this paper.

2. The Important Influence of "Internet+" on the Mode of Teaching Chinese-Foreign Cooperatively-Run Higher Institutions

2.1 Opportunities of the Internet

"Internet+" technology has led to the rise of Sino-foreign cooperative teaching mode, which is the result of

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the support of information technology. People's ability to obtain information has been significantly enhanced, which provides the necessary foundation for the expansion and enhancement of the advantages of cooperative school running projects. At present, most Chinese and foreign teachers in Sino-foreign cooperatively-run higher institutions use WeChat, Weibo and other "Internet+" technologies with Chinese characteristics to send pre-class academic materials to students, push international frontier professional knowledge hot spots, and give curriculum evaluation and feedback timely. Taking the WeChat platform as an example, multimedia materials such as text, voice, picture and video can greatly stimulate students' interest and better strengthen their understanding on professional background[1].

The "Internet+" improves the efficiency of English teaching. In Sino-foreign cooperative teaching, relying on its information transmission ability, teaching personnel can make full use of the Internet to complete distance education and share excellent teaching resources at home and abroad. China's current popular software, Tencent conference, greatly helped learning institutions during the epidemic to maintain normal academic exchange activities. In addition, it can also improve the service ability through mobile terminal teaching management, including student check-in, reservation classroom, examination service and so on[2].

"Internet+" constructs a platform for student management and learning. Due to the influence of "Internet+", teaching mode changes, for example, teachers can organize classes through the Internet and students can record and submit their homework. Smart classroom in the era of "Internet+" uses big data analysis to make a comprehensive and objective evaluation of students' learning process. This multiple evaluation method is more evidence-based and reasonable[3].

2.2 Challenges Posed by "Internet+"

For Chinese-foreign cooperatively-run higher institutions, the development of "Internet+" technology not only brings about the reform of teaching mode, but also brings many challenges, which are worthy of attention. "Internet+" technology development broadens the channels of information collection. By accessing to the Internet, people can easily obtain information. As a result, for Chinese-foreign cooperatively-run higher institutions, "Internet+" technology makes students and teachers face more influencing factors when searching, screening and extracting information. For example, there are a large number of public videos related to English teaching on the Internet. For students, these videos can meet their learning

needs to a certain extent. Therefore, the special demand for Sino-foreign cooperatively-run higher institutions will be further reduced. At the same time, the authenticity, value advocacy and objectivity of information also greatly affect the teaching task, students' evaluation of teachers, and even the evaluation of the overall operation of those higher institutions.

3. Analysis on the Status of the Schooling Modalities of Higher Institutions

3.1 Lack of Coherence in English Teaching Programmes

However, during the development of the training program, there are obvious differences in the assessment methods of students' learning performance at home and abroad. In this case, the teaching results produced by colleges and universities at home and abroad are obviously different because of the inconsistent teaching objectives and teaching status, which will cause a problem that the two sides may face challenges in dealing with the teaching materials, equipment resources, credit setting and examination methods of English courses[4]. In our country, the training of students' English is mainly examination-oriented, while foreign countries pay more attention to students' application of language and visual listening and speaking ability.

3.2 Single Teaching Model

In the Chinese-foreign cooperative teaching mode, Chinese teachers need to take into account the influence of students' English foundation, students' English proficiency and other factors, so as to consider the mid-term and final exams during the teaching period. Chinese teaching personnel often focus on the mastery of book knowledge in the classroom in order to meet the requirements of students' vocabulary growth, proficiency in grammar, and ability to read and write. As a result, English teaching is based on indoctrination and passive learning mode, and it is difficult for students to complete active learning in class. In addition, rigid procedural English teaching ignores the fluidity and interactivity of the language, and it is difficult to stimulate the communication between teachers and students[5]. In contrast, foreign English teachers pay more attention to the students' learning mood during the teaching period, so the classroom teaching atmosphere is active. However, the lack of systematic explanation and training of the necessary knowledge and skill points is obvious at the same time, so that students can not reach the ideal score in the language examination. It can be seen

that the differences in teaching materials selection, teaching methods and teaching objectives between the teachers of both sides result in the single target of the English teaching model. Both the Chinese indoctrination model and the foreign interest model are difficult to improve the students' English ability coherently.

4. A Path Analysis of the Implementation of the "Internet+" Chinese-foreign Cooperative Teaching Mode

4.1 To Actively Build A Learning Platform and Strengthen the Interactive Sharing of Chinese-Foreign Cooperation

In order to meet the teaching needs with the Internet in the future, teachers should explore new methods of interactive sharing of teaching resources, so as to make local students fully adapt to the needs of English learning at home and abroad. It also allows Chinese and foreign students to benefit from the new teaching model. For this reason, this paper holds that the online learning platform created by "Internet+" aims to realize the sharing of teachers and teaching resources between the two sides. Students can not only download learning resources on the platform, but also communicate with foreign students in oral English. Sino-foreign cooperative colleges and universities should strengthen all-round cooperation and synchronous construction in technology and teaching. The hardware condition of the institutions is one of the key factors affecting students' choice of cross-border higher education[6].

During the period of building the learning platform, the design of foreign language curriculum and resource bank is based on Moodle technology, which can effectively realize the integration of foreign language teaching resources and meet the needs of foreign language information teaching[7]. Moodle technology can provide video and create teaching scenarios, while students can get real learning experience on this platform, stimulating rich teaching and learning experience. On the one hand, teachers can discuss the teaching resources with other local and foreign teachers through the Moodle platform, which can effectively improve the single teaching mode and address the lack of coherence of the teaching plan in the traditional teaching mode, so that the teaching resources can be shared between Chinese and foreign higher institutions. For students, using the platform can obtain more autonomy, according to their interests and hobbies, to download learning resources or join the Internet workshop, or even participate in face-to-face video communication directly with foreign students. In this way, Chinese and foreign students can achieve more effective information sharing.

4.2 To Realize Fragmented English Learning Through the Mini-Lecture Teaching Model

The main advantage of Chinese-foreign cooperative English teaching mode is that it can directly restore foreign English teaching methods and create bilingual teaching environment in China. Therefore, in the face of new teaching requirements, teachers rely on "Internet+" technology can further improve the mini-lecture teaching mode. (1) Teachers use the "Internet+" platform to directly upload the key knowledge points of English courses to the platform to help students clarify the core contents of their study. Students can read the learning materials and quickly grasp the key contents of English knowledge points through the online platform. In this way, teachers can stimulate students' desire to think and discuss through proper guidance, and students can post their views on the network and communicate with other students, This kind of information exchange between students can achieve the effect of "checking and filling gaps", so as to improve the teaching effect of mini-lecture[8].(2) When teaching, teachers can divide learning goals into several parts and points, each of which has the advantage of simple structure, and students can learn and master by reading and recording. When students finish this step, they can click on the next knowledge point on the platform, and the platform will provide the following content. The platform also provides timing function, as normally the length of time for each mini-lecture is 10-15 minutes. After the teacher decomposes the learning objectives, the student goes through general study process in 3-5 minutes. Teachers at this time observe the performance of student and evaluate his or her learning result on the network platform.

4.3 Giving Full Play to the Advantages of the Internet and Realizing Live Broadcast Teaching

With the support of Internet technology, webcast teaching has become the main direction of teaching in the future, especially for the special teaching project of Sino-foreign cooperation. This webcast teaching mode can break the influence of time, region and other factors on English teaching and lay the foundation for improving teaching quality. For example, foreign language teachers can hold lectures regularly through live broadcast software. Teachers can illustrate knowledge points by using established teaching programs. After that, teachers can use the split screen technology provided by the live broadcast platform and then select a random student, sharing the screen with the student to exchange views. During the live

teaching period, teachers can express his understanding and evaluation of the target learning materials. For example, when many students express their doubts about a certain knowledge point, they can explain it in detail in the next live broadcast period to improve teaching and learning quality.

Based on the "Internet+" platform, the traditional teaching methods can greatly improved in the Chinese-foreign cooperatively-run English teaching, and the main position of students can be highlighted through various paths. Using the "Internet+" technology, students can be divided into several groups, and each groups can form a study circle directly on the platform. Then each group can select a certain people in charge, whose role is to arrange collective discussion. During the online teaching, teachers will allocate students discussion time, randomly select a group. Group leaders can use the same method to let his or her members have equal opportunity to speak. Under the background of "Internet+", the teaching mode of Chinese-foreign cooperatively-run institutions have changed obviously. In the face of the new teaching environment, the relevant personnel need to fully realize the influence of "Internet+" on English teaching and explore new teaching paths. Only in this way can higher institutions give full play to the advanced nature of network technology, arouse students' enthusiasm and lay the foundation for improving learning effect.

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The Ways to Create Problem Situations in Physics Teaching of High School

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ABSTRACT

In middle school physics teaching, the design of appropriate problem situations is very important. It can stimulate students' interest in the content of this lesson, enhance students' motivation for learning, and promote the learning efficiency of students' independent cooperative inquiry.

1.Problems in the Creation of Current Physics Teaching Situation

Physics is a relatively abstract subject for middle school students. Many students are afraid of difficulties in physics learning. In physics teaching, teachers must devote more effort to design every aspect of the classroom and stimulate students' interest in learning. Enhance learning motivation and3 make complex, abstract, and boring physics learning simple, contextual and interesting. In the course introduction and other links, teachers need to design problem situations.

But at the moment, many teachers still directly throw out the content of the explanation, throwing the highly abstract concepts, axioms and laws directly to the students, so that the students cannot apply it after receiving the recruitment, and there is a physics-specific "understanding, but "Can't do a problem" situation.

There are also teachers who randomly design question situations, which complicate and obscure the relatively clear questions themselves, and have no accurate answers to answer; or digress from the question and do not properly control the variables; or the enlightenment is not in place, causing a lesson to be listened to , The students do not know what to say. I have to say that such teachers account for a certain percentage of physics classes in middle schools.

2.Ways to Create Physics Problem Situation

2.1 The Experimental Method Creates Problem Situations

Physics is an experiment-based discipline. Therefore, students are often attracted when creating problem situa-

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tions with experiments.

For example, when studying the section of "Galileo Free Fall Motion", students could not imagine that while releasing feathers and iron balls from a static state in a Newton bottle in a vacuum, they would fall at the same time. So, the teacher can demonstrate the experiment of the Newton bottle during the first class, and ask the students why the feathers in the Newton bottle can fall at the same time as the iron ball, but in real life, the feathers fall slowly, while the iron ball falls faster. In order to stimulate students' interest, construct the big problems of the whole class, and let students continue the following courses with the mood to solve the problems.

2.2 Physics History Law Creates Problem Situations

Behind every major discovery in physics, there are one or many great scientists. Teachers use the method of creating problem situations in the history of physics to construct an academic atmosphere when studying a certain problem, so as to stimulate students' interest in physics.

For example: when teaching "Faraday's Law of Electromagnetic Induction", the exploration history of magnetism generation is a very long process. At first, Ampere placed a magnet next to a wire with useful electrical appliances and waited for the time; later, Coraton placed the sensitive ammeter and the bar magnet coil in two rooms, running around and missing the opportunity; until Faraday invented it It was only with the first generator that the problem of magnetic generation in the history of science was solved. The whole presentation process can be combined with slides and pictures, so that students can deeply feel the hardships of scientific inquiry and the great interest in it.

2.3 Deriving the Method of Proof to Create A Problem Situation

Mathematics is an important tool of physics, so the method of mathematical derivation and verification is also a very important method of physics. In this process, even if students are unable to deduce successfully, they will learn to master the derivation methods through cooperation and exploration in later stages.

For example: when teaching "Relationship between Displacement and Time of Uniformly Variable Linear Motion", since students have learned the relationship between the speed and time of uniformly variable linear motion in the first two chapters, and have already been exposed to the image method, they can be asked at the beginning of the class Derive the relationship between displacement and time in linear motion with uniform speed.

2.4 The Method of Creating Problem Situations in Connection with Reality

The physics taught by teachers and learned by students is often abstract and concise physics after physics modeling. But in real life, physical phenomena and later applications often need to consider more factors. Many students feel that they know it when they listen to physics in class, but they will not be able to do problems afterwards, let alone apply what they have learned. The reason is that I have not experienced the inquiry process of physical modeling. Therefore, in physics classes, students can be appropriately allowed to solve practical problems independently.

For example, when teachers explain the concept of "acceleration", students often feel that it is more abstract. In fact, the creation of every physical quantity has its specific meaning. Therefore, when explaining this concept, a problem scenario can be constructed: ordinary small cars and passenger trains can reach a speed of 90 km/h. However, the time it takes for them to reach this speed after starting is different. For example, a car reaches a speed of 90km/h in 20 s, and it takes about 500 s for a train to reach this speed. Who is "increasing" faster? How much does their speed increase in an average of 1 second?

Through the setting of actual problem situations, students can imagine that a physical quantity is needed to describe the speed of change. Thus, there is a certain understanding of acceleration.

3. Principles to Be Followed in the Creation of Physical Problem Situations

The above-mentioned methods for creating several problem situations can be applied in actual teaching. You can use one of them, or you can use several of them in combination. But if you want to create a better problem situation in the physics teaching process, you need to follow the following principles:

3.1 The Purpose Needs to Be Clear

When designing the situation of physics teaching problems, it should be based on the content of the new knowledge points learned, and it should not be too difficult or partial, otherwise the students will not be able to show the ideal state.

3.2 The Process Should Be Intuitive and Visual

When designing a problem situation, more perceptual

materials should be invested in the entire design process, and some pictures, videos, prints, etc. should be put in appropriately.

3.3 Highlight the Principle of Contradiction

In the study of physics, students are affected by the sub-concepts of daily life, and they often have some one-sided or even wrong ideas. Therefore, in the process of physics learning, these unspoken concepts need to be lured out and then eliminated in one fell swoop. Therefore, when designing a problem situation, you might as well highlight the contradiction.

3.4 The Principle of Classroom Efficiency

Individual physics teachers have extremely low ability to master the classroom. The entire class is not complete, and the proportion of the design problem situation is too large, resulting in low efficiency of one class and little content for students. This situation is more common among young teachers. Therefore, for this part of teachers, it is necessary to strengthen professional training and consolidate basic skills. Let yourself be able to excellently complete the design of a lesson problem and the links of explanation and practice.

4. Conclusion

The construction of the problem context plays an important role in both the simple teaching process and the question-based teaching of inquiry topics and sub-questions. It conforms to the "teacher-student dialogue" and "student-student dialogue" in the new curriculum reform concept, and also shows the spirit of "independent and cooperative inquiry". Based on the construction of better problem situations, the students' interest in physics learning can be stimulated, and the motivation of physics learning can be enhanced. It can effectively promote the transformation of students' learning styles and cultivate students' innovative ability, and it also reflects the teaching philosophy of teachers' new curriculum reform.

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Application of Case-based Teaching Based on Flipped Classroom in C++

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ABSTRACT

Among programming languages, C++ programming language is relatively difficult to learn. In order to help students learn C++ language better, two solutions is proposed in this paper. The first solution is to introduce the idea of flipped classroom into C++ teaching. Because of the many difficulties in C++, students can watch and discuss with their classmates anytime and anywhere through the video explanation of the flipped classroom. Teachers explain the key points and difficulties in offline classrooms, which will help students quickly master C++ knowledge points.

The second solution is to design a case based on a real project and then integrate the case into daily C++ teaching. In this way, students can quickly transition from the level of knowledge mastery to the level of knowledge application, which helps to cultivate students' coding ability based on real project.

1.Introduction

Among programming languages, C++ programming language is relatively difficult to learn. Because it not only has C++ language pointers, but also includes an understanding of object-oriented modeling. So it is very necessary for the research on C++ teaching[1]. In traditional C++ teaching, the C++ textbooks on the market are written according to the knowledge points. Generally speaking, each knowledge point in C++ textbooks is presented with a small example. The advantage of doing so is that students can have a better grasp of the specific application of the knowledge point, but the disadvantage is that it is difficult for students to grasp the role of the knowledge point in specific practice from a more general and macroscopic perspective[2]. Our solution to the above problem in this article is to use a case to run through all the knowledge points of C++. In this way, students can understand the usage of each knowledge point in specific actual projects. This is more conducive for students to master the knowledge points.

On the other hand, in order to ensure the effect of students' learning C + +, we introduce flipped classroom into our daily teaching [3]. Before class, students can learn the video of the course first. In the class, the teacher introduces project examples, puts forward the specific needs of the project according to the knowledge points of the class, guides the students to think step by step, and finally completes the mastery of the knowledge points while completing the specific project. This teaching mode has two advantages. The first is that flipped classroom gives students more preparation time for learning before class, and the second is

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to strengthen students' understanding of knowledge points in specific practice with the method of case teaching. Practice has proved that this is a better method.

2.Introduction to Flipped Classroom Teaching Method

The idea of a flipped classroom was initially attributed to two chemistry teachers in American high schools, Jon Bergmann and Aaron Sams[4]. Around 2007, they encountered the situation that students were unable to attend class for a long time due to their illness. In order to help these students who can't come to school for a long time to keep up with the teaching progress. The two teachers made videos of the course and uploaded them to the Internet for students to watch. After a period of time, many other students also like this way of learning by watching videos. The two teachers changed their teaching methods so that students in the class watched videos after class. During class, the teacher was responsible for completing homework or difficult problems in the experiment. In this way, the traditional teaching habit of "teachers explain in class, students do homework after class" has changed to "students preview by video before class and teachers guide students to complete homework or experiment in class". This is the origin of flipped classroom.

The development of the flipped classroom is divided into two stages. The first stage is related to the Khan Academy promoted by Salman Khan. When the concept of flipped classroom was first put forward, due to few excellent video sources, the concept of flipped classroom did not get large-scale promotion. Salman Khan founded the Khan Academy and launched a large number of public service video courses. This makes the impact of flipped classrooms expand rapidly. The second stage of flipped classroom development is closely related to the rise of MOOC[5]. The full name of MOOC is "Massive Open Online Courses". The difference between the MOOC and the previous online courses is more emphasis on two points: one is to emphasize "interaction and feedback"; the other is to advocate the establishment of an "online learning community". Before the MOOC, teachers put video on the Internet for students to browse and learn. Basically, there is no interaction teachers and students and feedback from student. The video in the MOOC encourages students to add interactive questions and quizzes in the video. At the same time, students are encouraged to learn deeply by searching various resources on the Internet.

3.Introduction to Case Teaching Methods

The "case teaching method" we are discussing now is a teaching method proposed by the former Dean of Harvard University, Christopher Columbus Langdell. It was first used in the teaching of law major and is the main teaching method in the law schools of common law countries. Later it is widely used in medicine and management and other disciplines[6].

Case teaching method means that teachers carefully design a case that can cover all the knowledge points, and then guide students to discuss the knowledge points involved in the case, thus students can master the knowledge points and skillfully use them in specific actual case [7]. The transformation of students from knowledge transfer to knowledge understanding and then to knowledge application is completed. Case teaching can string all the knowledge points of the course together, so that students have a general grasp of what they have learned. Because the cases used in case teaching are real examples in reality, it is of great help to improve students' practical ability.

4.The Application of Flipped Classroom In C++ Teaching

In the teaching of C++, we use the video of the flipped classroom from the national-level excellent course of Xuetang Online. The C++ excellent course is divided into two courses, one is basic knowledge course and the other is advanced knowledge course. Limited to the teaching plan and content of the course, part of the C++ content taught in our class is in the basic knowledge part of the excellent course, and part in the advanced knowledge part. Generally speaking, since the textbooks of the excellent course are basically the same as the content of the textbooks used in our class, which makes it more convenient for students to use the textbooks we used for learning.

The essence of flipped classroom is from the traditional teacher-centered learning model to student-centered, which makes students' learning time more flexible, and students can even use fragmented time to learn, which greatly improves students' freedom. In addition, students can pause while listening to the video, and then go to the Internet to search for information related to the knowledge point and have a detailed in-depth understanding. At the same time, we set up a QQ group for course discussion to guide students to discuss in the group. Students can help each other, and teachers can also participate in student discussions and explain the key and difficult points of the course. When conducting classroom teaching, teachers should organize classroom teaching well, guide students to group discussion on key points and difficulties. As for grouping, it is recommended to set a limit on the number of students about every group first, and then let the stu-

dents choose group freely. When grouping, the students should know that the teacher should evaluate the situation of the group discussion in the future. The teacher will set up a group discussion assessment form, and then score the contents of the form according to the group discussion, which can stimulate the students' learning enthusiasm. In this way, the original teacher-centered teaching model can be changed to a new student-centered teaching model, which can greatly stimulate students' independent learning ability and increase students' enthusiasm for participating in classroom interaction.

5. Design Ideas of Case Teaching Method in C++

After pre-learning and classroom discussions, students should have a good grasp of the relevant knowledge points. The next step is to deepen the relevant knowledge points and complete the internalization of knowledge. This article mainly uses case teaching to realize the process of knowledge internalization. According to the main knowledge points of C++, this paper designs a case that can cover all the knowledge points of C++. If students have mastered the content of the case, the relevant knowledge points of C++ can basically be mastered[8].

The specific requirements of the case are as follows. In this case, we simulate a college student management system. The system has the following functions. All the data of undergraduates and graduate students are saved in the data file, and now all students need to be organized to hold meetings. Student must use the idea of C++ object-orient-

ed programming to accomplish the above tasks. It should be noted that the extensibility of the program should be considered when the class is designed. Specifically, there may be many student classes added in the future. Such as doctoral students, international students may be added in the future. The requirements of the system are basically corresponding to the knowledge points of C++ and the corresponding relationship is shown in table 1.

The implementation relationship of the above system can be drawn with UML. The specific class diagram is shown in figure 1.

Figure 1. The specific class diagram

6. Effect Analysis of New Teaching Method

In order to evaluate the teaching effect of the case-based teaching method in the flipped classroom, we distributed questionnaires to the students majoring in software engineering and computer science and technology in

Table 1. knowledge points of C++ and the corresponding relationship

Classes and objects	Class, member function, constructor, encapsulation, destructor	Design and implementation of CStudent class. It contains the definition of class, the definition and implementation of member function, and the implementation of constructor and destructor.
Inheritance and Derivation	Derived classes, constructors and destructors of derived classes, member functions of derived classes, and combinations of classes	The design and implementation of CBenke Student (undergraduate class) and CYanjiu Student (graduate class) are introduced. Undergraduate and graduate students need to inherit the relevant content of CStudent. The implementation of constructor and destructor of CBenkeStudent (undergraduate class) and CYanjiuStudent (graduate class). The implementation of member function of CBenkeStudent (undergraduate class) and CYanjiuStudent (graduate class). The definition and implementation of CDepartment class(class describing the department).
Polymorphism and virtual functions	Virtual function, virtual destructor	Set the member function StartMeeting in the CStudent class as a virtual function, and the implementation of the StartMeeting function of the CBenkeStudent (undergraduate class) CYanjiuStudent (graduate class) class.
Input and output stream	Reading and writing of text files, ASCII files and binary files.	Put the data of all students into a file, read the data of all undergraduate and graduate students from the department, and then initialize all the undergraduate and graduate objects in the CDepartment with the read-out data. Finally, all undergraduates and graduate students will be organized in the CDepartment to complete the meeting.

Figure 2. Students' satisfaction with teaching methods

Figure 3. Average score of final examination paper

the class of 2016[9]. A total of 178 students participated in the questionnaire and the results of the questionnaire are shown in the figure 2. Most of the students are satisfied with this new teaching method. 85% of the students are satisfied with the new teaching method. The main reason why students are satisfied with this teaching method is that they can participate in the classroom by themselves, which not only gives full play to students' initiative, but also arouses their thirst for knowledge. Thus the students' ability to solve problems has been improved.

In terms of learning effect, we made statistics on the

final examination paper scores of 2013 and 2014 software engineering majors and computer science and technology majors who did not carry out the new teaching method. At the same time, we also made statistics on the final examination paper scores of students of software engineering major and computer science and technology major of 2015 and 2016 who carried out the new teaching method. The results are shown in the figure 3 below.

It can be seen from the above figure that the scores of grade 2015 and grade 2016 students have been greatly improved after the implementation of the flipped class-

room case teaching method. The average score increased by about 7 points. This fully shows that the case teaching method based on flipped classroom has a very good effect.

7.Conclusion

After the ideas of the flipped classroom and case teaching are applied to C++ teaching practice, it can effectively improve students' practical ability in C++. Flipped classroom video allows students to learn and review at any time. The case teaching and the teacher's targeted explanation in class enable students to quickly grasp the key points of knowledge. At the same time, because the case comes from a real project, students will have the ability to develop real projects after mastering the case. It is proved that after the two teaching methods are integrated together, students' ability to master knowledge has been greatly improved. In the next step, we want to allow students to participate more in the design of the project, and strive to design more practical and interesting projects.

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Research Report on the Effect of Network Teaching Mode of Art Courses under the Concept of Ideological and Political Education

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ABSTRACT

Since the National Conference on ideological and political work in Colleges and Universities, the Party Committee of Beijing United University has closely focused on the fundamental problem of "what kind of person to train, how to train and for whom to train", and regards the course of ideological and political thinking as the fundamental measure to carry out the fundamental task of building up people by virtue. In 2020, in the event of the new epidemic situation, the school actively implemented the work plan of "stopping classes and not stopping learning" in Beijing, and opened the historic revolution of the whole school network teaching in education and teaching.

In recent years, Beijing Union University in the "curriculum ideological and political" construction is constantly open up. In order to promote teaching practice and teaching research, the school teacher teaching development center set up the first teaching promoters of Beijing United University in 2019. The project team was set up by the school teaching promoters to study the effect of the online teaching mode of art courses under the concept of ideological and political education.

1. Introduction

Since the national conference on ideological and political work in colleges and universities, the party committee of Beijing United University has closely focused on the fundamental question of "what kind of person to train, how to train and for whom to train people", and has taken the course of ideological and political thinking as the fundamental measure to carry out the fundamental task of creating people by virtue. Beijing Union University, as a municipal university in Beijing, has been exploring and studying the work of educating people. In recent years, in the "curriculum ideological and political" construction is constantly open up. Since (2017)199" opinions on the implementation of promoting the Construction of "Curriculum ideological and political "(2017-2018)", a series of systematic theoretical guidance has been formed for the construction of "Curriculum ideological and political". From "curriculum thinking and politics" to "professional thinking and politics" to "three full education", Beijing United University consciously insists on building up people by virtue, consciously insists on taking students as the

center, and closely revolves around the fundamental problem of "what kind of person to cultivate, how to cultivate and for whom to cultivate people", and has carried out a series of training and study work.

In 2020, in the event of the new epidemic situation, the school actively implemented the work plan of "stopping classes and not stopping learning" in Beijing, and opened the historic revolution of the whole school network teaching in education and teaching.

Under the guiding ideology of the course ideological and political construction of Beijing Union University, and combining the characteristics of the course ideological and political construction of the College of Art "tracing back to red" and "Beijing flavor", the project team applied to the school teachers' teaching development center and approved the project under the theme of" the effect study of the network teaching mode of the art course under the concept of the course ideological and political education "How to fully excavate the ideological and political elements of the course in the traditional "oral teaching" teaching mode, And in the face of network teaching how to effectively, orderly, quality, quantity of education and teaching research.

First, do a good job in the "Internet + curriculum ideological and political education" art curriculum teaching work

The members of the project team are involved in vocal music, film, performance, lines, shapes, digital images, clothing design and so on. Members fully consider and practice the network teaching mode of art courses, summarize and comb on the basis of the achieved results, and explore how to establish a more stable teaching activity structure framework and activity procedure under the concept of ideological and political education in the curriculum. At present has practiced and sorted out certain data.

In the first half of 2020, the school urgently adjusted the curriculum to online teaching, using network resources and technical means to ensure the development of teaching work. According to the guiding ideology of the construction of "curriculum ideological and political" in the school, the project team gives full play to the role of "Internet + curriculum ideological and political education", and does a good job of network teaching. It is carried out through a series of steps, such as adjusting the teaching content, changing the teaching mode, reshaping the learning style, and feeding back online and offline. Among them, adjust the teaching content, the new crown pneumonia epidemic related content into the classroom. The epidemic war between China and the world is the best patriotic education element of curriculum politics. To change the teaching mode, teachers go to the cloud head

to become anchors, but also part-time to do "customer service". To some extent, the participation of online students is stronger and the attention to individual students is higher. And online feeding line, is, education is ultimately student-oriented.

2. Development of Network Teaching of Art Courses under the Concept of Ideological and Political Education

2.1 Optional Course Film Analysis

The course is a professional optional course in the performance course of the College of Arts. The teaching of theoretical knowledge is carried out by the way SPOC online teaching. At the same time, the teaching reform is carried out in combination with the course "Light and Shadow Story-narrative Art in Film", multimedia video created independently, live broadcast online and so on. In the practice link, observe the propaganda film of the major media to fight the epidemic situation, combine the knowledge of the film technology means learned in the classroom, start shooting the video short film, carry on the patriotism education (the theme "I praise the motherland with youth"). In the learning and testing link to change the teaching model, broaden the knowledge dimension, classroom questions for voice questioning, students in the enterprise WeChat group text exchange; students in the enterprise WeChat group text questions, lectures in the process of communication and answering questions. Reshaping learning style, transparent academic evaluation, SPOC, MOOC each unit of course test questions in homework and examination; SPOC, MOOC weekly course discussion area questions; SPOC the objective questions of the platform question bank final examination; reserve practice time in class after class, students make micro-film video post-mail.

Film courses, while teaching film technology, narrative art, sharing and watching the classic film clips for detailed explanation and analysis, such as: through the domestic film Wolf Warriors 2 scene explanation, Iran film "Little shoes" composition explanation, Indian film "evacuating Kuwait" music explanation, so that students feel "behind us has a strong motherland —— China"; through the domestic film" Red Lantern hanging high "sound knowledge points to teach" feudal society persecution of women, cherish today's beautiful life "; By teaching the narrative art through the British and American films "Three Billboards" and the Korean film "Parasites", the students feel that" the false evil ugliness of the film reaction is to call out the true, good and beautiful"…… of the audience. At the same time, observe the propaganda films of the major

media to fight the epidemic, combine the knowledge of the film technology and means learned in the classroom, let the students start shooting video clips and carry out patriotism education (the theme of the video short film "I praise the motherland with youth", A total of 32 micro-film production and production).

2.2 Cross-major Elective Course Introduction to Art

The course is a cross-major elective course at the school level. It is studied through the application of multimedia information technology and network curriculum resources, and the traditional teaching methods are replaced. Through practice, it can promote the improvement of students' learning effect and teaching quality.

The course is taught on the "Blue Mo Yun Class" platform, Upload online teaching resources a total of 83, Including learning task book, teaching plan, teaching video, multimedia courseware, audio-visual resources, knowledge expansion link resources, and so on, 120 students, Online resource learning participation accounts for about 96. After class quizzes, brainstorming, group discussions, answering questions, Total 34, Student participation is about 100. Give full play to the superiority of the platform, Integration of teaching resources according to teaching needs, lay a good foundation for students to learn independently. Students can express their views on learning content in the discussion area, Students can communicate with each other, Student participation in each class is over 95%, Students here make up for the reluctance and initiative of classroom teaching, Even set a record of 90 minutes and hundreds of discussions, The teacher gives the experience value according to the student's speech and the complementary speech, Here students speak with thought and exploration, And communication sparkles innovation, The whole teaching is orderly, enthusiastic, lively, Online communication inspires enthusiasm, Dig out their ability to learn and express, All this happens to be what art courses need.

Take "Tao Yuanming's Secret Love of Peach Blossom Source" as an example. It is necessary to master the influence of philosophy on art, understand the philosophical spirit contained in Peach Blossom Source, and Tao Yuanming's philosophical temperament. Such as "life is as open as clear water, will see the most beautiful things", this is the curriculum of ideological and political education with beauty. Finally, we recommend Lai Shengchuan's "Secret Love Peach Blossom Source", so that students can continue to appreciate the impermanence and waiting of life in the art classics, and share it with you through discussion. The good effect of teaching can not only promote the full play of students' learning ability, but also ensure the development and promotion of students[1].

2.3 Major Elective Course "Design and Production of Film and Television Advertising"

The course is an elective course for digital media art majors. From the target post backward ability requirements, adhere to 80% theory + practice, practical content modularization. Pay attention to the students to design and serve the motherland to serve the capital, dissemination and development, the curriculum pays attention to our country, especially the Beijing area characteristic cultural heritage excavation, the record, the inheritance. By means of teaching methods such as teaching method, discussion method, task-driven method and case teaching method, the emphasis is on teachers' demonstration and analysis of relevant domestic and foreign award-winning film and television advertisements and MV works to enable students to understand and master the creative methods, performance means, lens use, post-processing and other links of creative theory and methods. Then the teacher assigned the simulation task to the students (National College students Advertising Art Competition), and the students completed the creation of the works by means of discussion and teamwork according to the requirements of the competition[2].

The first goal of the course is to enable students to master the relevant theoretical knowledge of the creation of film and television advertising works. This goal is mainly achieved through teaching by teachers and case teaching. The second goal is to enable students to have the practical ability of film and television advertising creation. This goal is mainly achieved by tutoring students to complete creative and sub-lens creation through group discussions according to the requirements of the strategy sheet, and through hands-on shooting and later creative practice. Most of the students in this class achieve better results; The third goal: to develop students' language expression ability, this goal is mainly achieved through the creative elaboration of students' drawing analysis of classroom speeches and film and television advertising works. The fourth goal: to cultivate students' team work spirit and professionalism, this goal is mainly achieved through team group works, most students achieve better, a small number of students (about 20%) more selfish, poor sense of teamwork[3].

3. The Effect of the Net Education of Art Courts

Through the network teaching, with the help of the four

advantages of the network, we can break the space limitation, broaden the knowledge dimension, transparent academic evaluation, and help research learning. By breaking space constraints, teaching resources and related content can be viewed on the server at any time. By broadening the knowledge dimension, teachers can update the content of the online learning platform at any time and continuously expand the amount of knowledge. At the same time, teachers and students can discuss, communicate and broaden the knowledge of teachers and students. Through transparent academic evaluation, learning self-test, homework submission, examination scores are completed online, with the help of online sharing function, teachers, students, educational administration, supervision experts can participate in academic evaluation, so that the evaluation is fairer and more transparent. Through the help of research-based learning, students choose courses and teachers on the Internet according to the needs of learning, evaluate themselves at any time according to the learning effect, and can get comments from teachers and students at any time, and go deep into research-based learning[4].

The project team will continue to study in the follow-up courses, combing how the role of teachers can be transformed from "teacher" to "guide", how "teaching emphasis" can be transformed from "how to do" to "how to learn", how to transform "student status" from "teaching object" to "teaching subject" and how to change "learning style" from "passive learning" to "active learning". I believe that these four aspects of combing will have greater significance and gain for the development of online teaching of art courses under the concept of ideological and political education.

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A Study of the Translation of English Legal Vocabulary under the Guidance of the Skopos Theory

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ARTICLE INFO	ABSTRACT
	With the rapid development of society, most of countries around the world are all attaching importance to the construction of the rule of law. Many countries are drawing lessons from each others' excellent legal achievements. Legal translation is an important branch of translation field and is playing an increasingly essential part in legal changes. With the deepening of China's rule of law, China's construction of legal system has stepped into a new phase. A large number of excellent Chinese legal documents are being translated into English, and many laws of Britain and America also have been translated into Chinese. The globalization of law has been an irreversible tendency. With the vigorous development of legal translation, how to correctly translate foreign legal achievements into Chinese has become a very arduous task for translators. The research field of legal translation includes the study of vocabulary, discourse, sentence and so on. The quality of translation of English legal vocabulary is key to deciding the quality of the whole translation of the legal text. Guided by the Skopos theory, which is a well-known theory put forward by German School of translation, the author makes a preliminary study on the translation of English legal vocabulary. By using and analyzing example sentences, the author makes summary about five characteristics of English legal vocabulary: common English vocabulary expressing legal meanings, use of ancient English vocabulary, parallel use of synonyms, use of modal verbs, use of professional terms and legal jargon. On the premise of conforming to the Skopos theory, four strategies of translating English legal vocabulary are summarized by the author according to these characteristics of English legal vocabulary, which are respectively fuzzy processing of English legal vocabulary, giving play to translators' subjectivity, possessing consciousness of legal texts, correct use of domestication and foreignization. The author stresses the important role of translators' subjectivity in the translation of English legal vocabulary, the correct use of domestication and foreignization and lastly links characteristics of English legal vocabulary, the Skopos theory and strategies of translation of English legal vocabulary effectively. The study has the certain innovation and reference significance in improving the quality of legal translation.

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1. Introduction

1.1 Purpose of the Study

Legal translation is a type of very applied and formal translation in the field of translation. The author chooses to study the translation of English legal vocabulary because it is the core of legal translation and is an important part in displaying the seriousness and exactness, solemnity of legal language. Firstly, the author uses some representative sentences to conclude main characteristics of English legal vocabulary, which are common English words expressing legal meanings, the use of modal verbs, the use of old English vocabulary, the use of special terms and legal jargon and parallel use of synonyms. According to these characteristics of English legal vocabulary, the author uses the Skopos theory as the guidance to conclude some strategies to cope with the translation of English legal vocabulary to make the author have a more thorough understanding of legal translation. This study of translation of English legal vocabulary is the first and new challenge to the author. The intention of the author is to make use of this study to improve the ability of analyzing and solving questions, further open the horizon of studying translation. The author hopes the study of translation of English legal vocabulary will be meaningful and helpful to improve the quality of legal translation.

1.2 Significance of the Study

As students majoring in English, they should not only learn and command rules and methods about common translation, but also have a basic knowledge about the formal translation such as legal translation. Through this study, people can initially learn about the standardization and exactness in legal translation. Furthermore, through writing this graduation paper, the author systematically learns about a famous translation theory-the Skopos theory, which includes development, founders and main opinions of representatives. The study can show people how to apply authoritative translation theory called the Skopos theory to translation of English legal vocabulary, which is the first and new challenge to the author and will be helpful to the whole legal translation and displays the exactness and seriousness of legal translation.

1.3 Background of the Study

With the acceleration of globalization of law, china's construction of rule of law also achieves remarkable progress, simultaneously, legal exchanges with foreign countries have been increasingly frequent. Therefore, the legal translation becomes an effective media and tool to realize complementary advantages in the interaction of laws. The legal translation becomes more and more important in exchanges with other countries, especially with countries who use English as their mother language. With deepening the conception of governing the country by laws, the process of modernization of china's legal system is advancing rapidly. In order to participate in political and economic activities with the international community, China has also accelerated the pace of learning excellent legal achievements from developed countries.

2. Literature Review

2.1 Foreign Research

Famous foreign research once put forward that the very nature of legal language makes it a very difficult language to teach. In this process of teaching legal language, special attentions must be given to the teaching of highly specific legal terminology. Gibbon also advocated that the law and its practitioners have developed a range of unique legal concepts, and these can be expressed efficiently only by using legal jargon[1].

There are some renown translators from the German school of translation, they proposed and developed an very important theory called the Skopos theory, main representative research includes Katharina Reiss, Hans. J.Vemeer, Justa Holz-manttari, Nord.

Kathleen Les put forward the prototype of functional translation theory and advocated that the textual function should be regarded as a criterion of translation criticism when people take the original equivalence theory as the center. Hans Vermeer formally proposed the Skopos theory. He holds that intentions of translation determine processes and strategies of translation. Jasta Herz Mantali further put forward the conception of the translation action and advocated viewing the process of translation as the transmission process of messages between people. Chris Tyenne Nord presented principles of function and loyalty in translation.

2.2 Domestic Research

Gu Xueliang and He Jianle make studies about characteristics of English legal vocabulary in legal translation from the aspect of linguistics. They summarize that some characteristics of English legal vocabulary in legal translation, which are the use of common words expressing special or professional meanings, the application of old English vocabulary, the use of repeating synonyms, the use of the technical terms and professional routines, the use of modal verbs[2]. Dai Yongjun, Zhong Weihe mainly study the translation of English legal vocabulary on the basis of the Skopos theory.[3]Dai Yongjun summarized

that the Skopos theory mainly includes three key principles, which are the principle of purpose, the principle of coherence and the principle of faithfulness. Translators should take advantages of the Skopos theory as an important guidance to study the translation of English legal vocabulary. The professor Ye Shaoning emphasizes the importance and necessity of translator's subjectivity in the translation of legal professional terms. He refers to that the translation of special terms is a kind of transformation and is very linked with the translator's subjectivity. The Researcher Yuan Huaping stresses that it is necessary to have a thorough knowledge about strategies of domestication and foreignization in legal translations.

3. Research Theory

3.1 Reasons of Choosing the Skopos Theory

The Skopos theory is one of the most celebrated translation theories and once exerted big influence in the world of translation. The Skopos theory is not suitable for the literature translation but is very suitable for the formal and applied type of translation. The Skopos theory has the strong adaptability and vitality to translations of legal texts because it mainly emphasizes the faithfulness to original texts and importance of the translation purpose, which is very coordinated with the exactness and solemnity of legal texts. So, the Skopos theory is perfectly corresponded to the requirement of the translation of English legal vocabulary and can be used as a perfect guidance to study the translation of English legal vocabulary.

3.2 Introduction of the Skopos Theory

Firstly, the Skopos theory was created by the famous German School of Translation in the 19th century. The Skopos theory is based on the functional linguistic in a broad sense and the intention is to make translators free from the bond of source language. What emphasizes in the Skopos theory is the treatment of the translation from the new perspective of translators. An essential core of the Skopos theory is that methods and strategies of translation rest with intentions and functions of specific translation texts. Secondly, supporters of the Skopos theory also emphasize that translators should avoid paying full attention to original texts and advocate eliminating limitations that original texts bringing to readers. They also encourage translators to step out of the limitation of traditional equivalent theory during the process of translation. The use of the Skopos theory endows people with certain level of freedom to give play to their subjectivity. Thirdly, the Skopos theory mainly includes three core and elementary principles, which are the principle of intention, the

principle of coherence and the principle of faithfulness to original texts. The principle of purpose emphasizes that strategies and principles of translation are decided by purposes of translations, the principle of coherence refers that the logic, the order, the consistence should be displayed in translation texts. The principle of faithfulness emphasizes that translators should make translation texts become loyal to original texts as soon as possible.

3.3 Main Representatives of the Skopos Theory and Their Opinions

Main representative scholars of the Skopos theory includes Katharina Reiss, Hans.J.Vemeer, Justa Holz-manttari, Chris Dean Nord, they respectively put forward their own opinions. In 1971, Katharina Reiss firstly linked functions of texts as standards of the translation criticism in her works called the Principle of Restriction of Translation Criticism. She argued to evaluate original texts from relationships of functions of original texts and translation texts, which was the origin of the Skopos theory. Hans Vermeer is the first founder and developer of the Skopos theory on the basis of theory of the behavior. He believed that the result of translation is decided by the method of translation. The foundation of any translation are purposes and behaviors of translations. Next, Justa Holz Manttari mainly analyzed actions, conditions and effects of translators in the process of translation and further developed the Skopos theory. Finally, Christiane Nord put forward the principle of faithfulness and made the Skopos theory more affluent and complete. The important content of the Skopos theory are three basic principles, which are the principle of faithfulness, the principle of coherence, the principle of purpose. The principle of faithfulness is subordinated to coherence. The principle of coherence and faithfulness are subordinated to the purpose of principle.[4] And the principle of purpose is the first standard.

4. Characteristics of English Legal Vocabulary in Legal Translation

By using some examples of translations of sentences can make a summary about five characteristics of English legal text: common vocabulary with legal meanings, use of ancient English vocabulary, parallel use of synonyms, use of modal verbs and legal jargon.

4.1 Common English Words with Legal Meanings

In translations of legal texts, translators usually encounter the phenomenon that some common words in legal translation usually express their legal meanings instead of initial and common meanings, because this phenomenon

is decided by the specific context of the certain legal text. For example, the word 'act' usually refers to one's own behaviors or performance, but in legal texts, it means that legal documents compiling the outcome of the careful discussion of a committee or society or a legislative body. For example, the act would force employers to adopt a quota system when recruiting workers. Act refers to a statute in draft before becoming laws in legal translations instead of one's behavior. Appeal usually refers that something is attractive for somebody or requests put forward by somebody, but in legal texts, appeal means that a kind of legal proceeding in which the appellant asking a higher court for help for the intention of obtaining a review of a lower court's decision and a reversal of the lower court's judgement or the granting of a new trial. The defendant has appealed the higher people's court to revoke accusation of him. In this sentence, Exhibit usually refers to that somebody makes something visible or apparent, but in legal texts, "exhibit" refers to important evidence or proofs in a legal case. Let us analyze another sentence: The attorney has collected enough exhibits to prove that her trustee is innocent. This sentence means that the attorney has collected enough materials that can prove his trustee is of no crime, "exhibit" should be translated into evidence. "Complain" usually refers to one's discontent, displeasure or unhappiness about something, but in legal texts, it refers to that someone makes a formal accusation of someone or put forward a formal charge. The fourteen-year-old boy was complained by the locate court for the crime of robbery. in this sentence, "complain" should be translated into "accuse". "Damage" usually refers to any harm or injury resulted from somebody or something, but in legal texts, it refers to the amount of money because somebody breaks something or harms somebody. The plaintiff seeks 7500 dollars in damages from the defendant.[5] The word "Damages" means "compensate money of injures" instead of "harm", which is coordinated with the commonsense of law. According to above examples, the author can demonstrate that many words show professional meanings in legal texts. These common words sometimes express legal meanings in legal texts and translators should avoid translating them according to meanings of common expressions. So, we must make a concrete analysis of legal texts to make sense of legal meanings according to contexts.

4.2 Use of Modal Verbs

The Law is mandatory and compulsory for people, and it stipulates people's rights and obligations and order people to observe regulations and rules, so legal texts include many modal verbs with distinct imperative tongue. People usually meet some common modal verbs such as "shall", "should", "must" and so on, which are used by in many legal documents. The modal word "may" mean that somebody can do something or somebody has rights to do something. The modal word "must" mean that somebody has no reason to refuse to do something and show people strong subjectivity. The modal word "shall" mean that somebody has the legal obligation or duty to achieve something. "Shall" is the most frequent modal verb in the legal texts. For example, a people's court shall have the authority to require the parties to provide or supplement evidence. [6] In this sentence, "shall" means that the responsibility and obligation that should be undertaken by someone, and "require" refers to orders or requirements put forward by someone, both of which are all compulsory and obligatory. For the second sentence: no common citizens may be arrested except with the approval or by decision of people's procurator or by decision of people's court, and arrests shall be made by a public security organ.[6].In these modal verbs, "shall" is the most frequently used in legal documents, because "shall" can mostly describe objective facts and is more formal. "Shall" differs from "must" with strong subjectivity, and "shall" also expresses the directive and mandatory implications and one's legal obligation, at the same time, we should distinguish "should" and "shall". Should refers to the ordinary duty or moral duty, but it is difficult for translators to differentiate the two words, so when we translate "shall" or "should", we can sometimes omit their meanings of regulation. For the third example, the maximum term of an indeterminate sentence shall be four years and the term shall be fixed life imprisonment for A level of crime.[8] .In these sentences, if we choose to ignore the translation of "shall", the translation texts will be more exact and objective and be helpful to rule out translators' subjectivity to make translation become more exact.

4.3 Use of old English Vocabulary

There are existing large amounts of old English words in legal documents because these old words have been endowed with specific implications and has been acknowledged by people after a long time. Secondly, the use of old English vocabulary can also make the legal texts become more succinct and solemn and adds much stylistic features to legal language. Use of these old English words are the most distinctive characteristics of legal translation differs from common translation. By instance, "hereafter" means "later", "whereof" means "about", "thereby" means "so", whereas means "according". For example, This contract is made in a spirit of friendly cooperation by and between Party A and Party B, whereby party A shall invite party B for service as a foreign staff on the terms and conditions stipulated as follows.[7] In this translation, whereby party

A means by which Party A, whereby is equivalent with by which. In this translation, translators can use other structures or expressions to replace old English vocabulary so as to make sense of the original sentence but it does not comply with the rule of legal translation. For the second example, the sellers reserve the right to cancel this contract at any time if they cannot make the delivery as called for the terms hereof by reason of circumstances beyond buyer's control.[3] In this translation, hereof means the terms of this contract itself. Translators should observe the omission in the sentence and supplement this contract, otherwise, the sentence will be translated incompletely. Translators should summarize the old English vocabulary that often appears in the legal text. "Hereby" can be replaced by "in according with", "whereas" can be replaced "by considering that", "hereby" can be replaced by "by reason of" and so on. Then it will be easier for translators to translate old English vocabulary.

4.4 Parallel Use of Synonyms

In legal translation, translators meet the phenomenon that many synonyms are in parallel use, which makes legal texts become more precise and complete and displays the seriousness and exactness of legal translation. For instance, "sole and exclusive" should be translated into "sole". "every and each" should be translated into "each". "Duty and obligation" should be translated into "duty". "Null and void" should be translated into "non-effective". "Terms and conditions" should be translated into "clause". "Losses and damages" should be only translated into "damage". "Cover and conclude" should be only translated into "conclude". For example, The property acquired by either party as a result of a contract shall be returned to the other party after the contract is confirmed to be null and void.[6] In this sentence, the phrase "null and void" is a fixed pair of synonyms, "null" stresses lack of any legal or binding force, "void" stresses an empty area or space, which are complementary in implications. The translator should choose the most proper meaning instead of separating them to translate respectively, otherwise, the translation will be far away from the accuracy and completeness of the translation. For another example, the contents of a contract shall be agreed upon by the parties thereto, and shall in general, cover and include the following causes[6]. The phrase "cover and include" shares the same meaning in legal texts, so the translator should only need to choose the most proper and exact Chinese explanation to translate these pairs of synonyms instead of translating them solely and separately. For the third example: The contract stipulates that the packing and wrapping fee paid by the seller shall be borne by the buyer. The phrase called "packing and wrapping" belongs to the parallel use of synonyms,

which makes the legal texts more precise and ensures the integrity and exactness of the whole legal text.

4.5 Use of Professional Terms and Legal Jargon

In legal texts, the profession and exactness of legal vocabulary is one of the most distinct characteristics. There exist many special terms that express specific legal concepts. These special terms are produced from long-time development of laws and legal exchanges, such as goods, witness, omission, construction, determination, avoidance,execution,plaintiff,defendant,recidivism,bigamy,claims,monogamy.There are other legal jargon such as "court below, day in court, "Liquidated damages. Legal jargon has been created and shaped in many years of legal development and used among jurists. Lawyers and judges and other persons related to law. Special terms or legal jargon are profession terms are different in the daily use, special terms are usually used in official documents, but legal jargon are only used among internal professionals. Legal translators working on legal translation should command meanings of a certain amount of common special terms and legal jargon to cope with legal texts with strange terminology. Translators should remember fixed and habitual legal implications of these special terms. For example, the day on which the limitation period commences is not included in the period[6]. In this translation, limitation refers to that a period of time that a legal case makes effects instead of restrictions or refinements of something. Without prejudice to section, the following shall be treated as properly executed[6]. The phrase "without prejudice to" means that the principle of not violating certain law instead of not producing harm to somebody or something. Translators should make sense that this is a fixed legal jargon. Translators should not translate these special terms in according with literal meaning. By contrast, the correct choice is to use their specific meanings with legal implications. This treatment also meets the principle of faithfulness in the Skopos theory.

5. Strategies of Translating English Legal Vocabulary

The chapter mainly includes strategies of coping with English legal vocabulary according to above characteristics of English legal vocabulary on the basis of the Skopos theory. These translation strategies are based on characteristics of English legal vocabulary and the guidance and principles of the Skopos theory.

5.1 Fuzzy Processing of Translation of Legal English Vocabulary

The strategy of fuzzy processing of translation of legal

English vocabulary is suitable for two situations. When we encounter some uncertain or fuzzy English legal words or the phenomenon of parallel use of synonyms, translators should avoid translating rigidly, otherwise, it will have bad effects on the frequency and readability of translation texts. On the contrary, translators should adopt the fuzzy processing of translation of legal English vocabulary, which can further improve the quality of the legal translation and is coordinated with the principle of coherence of the Skopos theory.

5.1.1 Reasons of Adopting the Fuzzy Processing of English Legal Vocabulary

Firstly, the author should make a definition of the fuzziness of legal language. The fuzziness of legal language refers to that some legal provisions or expressions can not be defined clearly in semantics. The fuzzy processing is used by translators when they do not make sure they can accurately translate the meaning of one legal word or parallel synonyms. For example, translators often touch these fuzzy expressions such as reasonable time, appropriate action, not more than. Some parallel synonyms such as losses and damages, terms and conditions. The fuzziness of legal language is not contradictory to the accuracy of legal language. The intention of taking the fuzzy processing of translation of legal vocabulary is to make translation more rigorous and exact, simultaneously, it can also add the flexibility to the legal translation and leaves more room for translators, on the contrary, if translators choose to translate English legal vocabulary meticulously and arbitrary, then translation texts may distort meanings of original texts and bring misunderstandings to readers. Two sides will maintain contact and hold appropriate consultations on bilateral and international issues of common interest.[9] In this translation, "maintaining contact" and "holding appropriate consultants" belongs to fuzzy expressions, which displays the uncertain extent of two behaviors, and this fuzzy processing is more exact and persuasive than concrete numbers.

5.1.2 Two Approaches of Fuzzy Processing of Legal Vocabulary

The equivalent translation and the fuzzy variation translation are usually applied in the fuzzy processing, the equivalent translation usually refers that using fuzzy vocabulary of a kind of language to translate the other fuzzy vocabulary. If sentence of imprisonment is imposed, there are limits on the term of imprisonment-more than eight months and less than two years[9]. In this sentence, the translator can adopt the literal translation method of fuzzy

equivalence, using "more than", "less than" in the original sentence in Chinese. The fuzzy variation translation refers that using non-equivalent fuzzy vocabulary to translate the same fuzzy conception. The state constitution provides that it is lawful for the citizens to hold guns, with the result of hundreds and hundreds of innocent people being died of gun-killing[5]. Hundreds and hundreds of in the original sentence is a vague conception in English. Translators should adopt the method of variation and vague equivalence to translate hundreds or thousands of people according to Chinese expression habits, which means that the number of people who died is large because of unrestricted use of firearms. Except using the two methods of fuzzy processing. Translators should also remember some common and fixed meanings of fuzzy vocabulary, such as due process, ll reasonable meansand so on. it is two and two makes four that the term of imprisonment administered by the defendant was minimal and not excessive. "Two and four" is an exact expression, which is translated into vague words "obvious" to make legal translation more precise and is coordinated with the law. Partners of special general partnerships shall bear unlimited joint liabilities for loss and damages caused by intentional or gross negligence the phrase "loss and damages" should be only translated into "loss", because "loss" is equivalent with "damage". In some extent, which are the synonyms. So, we should adopt the fuzzy processing to use one meaning to replace, which shows the seriousness and exactness of legal translation. This translation of strategy is very accorded with the faithfulness of principle in the Skopos theory.

5.2 Giving Play to Translator's Subjectivity

5.2.1 Reasons of Choosing the Strategy

In any kind of translation, translators should be loyal to original texts firstly instead of showing own creativity and subjectivity casually, but it did not mean translators are completely limited by original texts. Any translation is a kind of creation on the basis of original texts. The task of translators is to make his translation texts understood by most of people and simultaneously make translation texts become as accurate as soon as possible, so it is necessary for translators to give proper play to their subjectivity to make the translation more exact. This strategy is coordinated with the faithfulness of principle in the Skops theory.

5.2.2 Definition of Translator's Subjectivity

Translator's subjectivity refers to that a translator reflects his actions, status, ability in the process of translation on the basis of obeying the objective of translation.

Traditionally, translation was deemed as a process of switching code. Translators was subordinated to the legal texts, but in modern study of translation, translation is more usually defined as a kind of communication behavior. The famous jurist Constantinesco once defined legal translation as a dual operation including the switch of law and interlingual transfer.[8] Although legal translation stresses the faithfulness to original texts and high-level exactness and seriousness, but this cannot fully deny and kill translators' subjectivity in legal translation.

5.2.3 Concrete Applications of Translators' Subjectivity

In general, translator's subjectivity in the translation of English legal vocabulary is mainly showed in the phenomenon of polysemy and the choice of modal words.: for example, this is the toughest crime bill that congress has passed in a decade, Democratic leaders have challenged the president to sign the bill. Translators translate "bill" into "act", instead of translating them into paper "money". Therefore, when translating English legal vocabulary, translators must give play to their subjectivity and carefully distinguish specific meanings of words in the text, because many words have more than one meaning, so it is imperative that legal translation should not be done without a serious attitude towards translation instead of adopting a step-by-step manner. For the second example, Contractor shall assume full responsibility for the entire project work until its acceptance[5]. It is inexact to translate acceptance into "receive". Because in the contract of project, the quality of the project must be carefully checked and is accorded with quality before it is formally completed, otherwise the contractor will not be liable, so it is more reasonable to translate it into "check and receive", instead of being translated into "receive". Translators should play their subjectivity to make common sensual judgement and think and observe to find out hidden meanings. When translators meet the uncertain English legal vocabulary, they should refer to the dictionary or literature in time to ensure the seriousness and exactness of legal texts instead of relying on experience or guessing, which is an irresponsible behavior violating regulation of translation. For the third example, the balance shall be settled upon the arrival of goods at the port of destination.[5]. There are two kinds of translations are only different in one word, but in fact, it is contrary in the concrete meanings. The first translation violates the rule of law. Because in the contract of big goods, relative laws stipulate that buyers should pay money at once, but the first translation does not point out the specific time, which will cause the misunderstandings to readers and may produce risks and

bad results of civil compensation. So translators should avoid being very rigidly but to make a further judgement whether find out the complete meanings, which needs translators to play their subjectivity and digs out hidden legal meanings to make translation texts more precise. Therefore, in legal translation, on the premise of following original texts, exerting the translator's subjectivity to modify translation of English legal vocabulary appropriately can effectively avoid detailed errors in translation, which are reflections of the deserved serious attitude of a translator. Translators should not overexert subjectivity, otherwise, the translation texts will be far away from the meanings of original texts. In summary, On the premise of keeping a serious attitude, translators should give play to subjectivity to translate English legal vocabulary to make translation texts become more accurate.

5.3 Possessing the Certain Consciousness of Legal Texts

No matter what kind of translation is, translator should possess the certain consciousness of texts and avoid translating texts word by word and sentence by sentence. British scholar Firth once said, every word is a new word in the new content.[10] Polish linguist Malinowski once refereed to that discourses and contexts are closely combined, and language environment is indispensable for understanding language.[11] Translators should refuse to be a translation machine. Translators do not need to make the translation texts fully equivalent with original texts, simultaneously, translators should take readers into consideration. Beside commanding basic meanings of vocabulary, translators should possess consciousness of legal contexts, in other words, translators should deliberate and choose the most appropriate meanings according to concrete legal contexts, making the translation of English legal vocabulary coincide with the purpose and implications of the whole legal texts. The newly revised federal law prescribe the pro-choice abortion policy is lawful.[12] The former translation translate "pro-choice" into "the policy of killing children", this translation is more oral and informal and violate the seriousness and exactness of legal language, on the contrary, it is very precise and formal to translate it into "abortion policy". For another example, a contract executed by both parties on the basis of a true declaration of intention is binding on both parties. In this sentence, "Execute" is usually translated into "implement", but in the law of contract, it should be translated into "sign" or "sign up". So translators must pay attention to the specific context and possessing the sense of legal context, otherwise, it will produce ambiguity and misunderstandings. This strategy is very coordinated with the principle

of coherence and faithfulness of the Skopos theory.

5.4 The Effective Adoption of Domestication and Foreignization

5.4.1 Definition of Domestication and Foreignization

The domestication and foreignization are a pair of relative conception in translation, which was formally put forward by American famous scholar called Laurence Venuti in her workings The translator's Invisibility. Domestication refers to a strategy that translators adopt the transparent and frequent translation style and try their best to reduce the reader's strangeness to translation texts. Foreignization refers to a strategy that translators deliberately break rules of translation texts and keep the features of original texts.[13] In legal translation, most scholars argue that adopting the foreignization strategy is more reasonable because the legal translation must be loyal to original texts, but the author thinks that the legal translation is a new kind of communication activity. Translators not only respect original texts but also simultaneously take the understanding ability of readers into consideration. So the author believes that translators should study to integrate the strategy of domestication into the strategy of foreignization to cope with legal translation.

5.4.2 Applications of Domestication in Translation of Legal Vocabulary

The adoption of the domestication plays an important role in the translation of English legal vocabulary. For example：A contract is nothing but an agreement between two or more parties to do something or not to do something in return for something of value named consideration among people who made a habit of practicing contract law[14]. In this translation, translators adopt foreignization to translate "the party and consideration" party" and "remuneration", but the translator violates the legal commonsense and related regulations of law, in the law of contract, "party" should be translated into "person concerned", "consideration" should be translated into "counter-performace".Translators should adopt the domestication to make the translation more precise instead of being content to reappear the meanings of original texts. The translators should make the translation have the stronger readability and avoid bringing misunderstandings to readers. For another example, A legal member of local Evangelical church, he believed that his pornography campaign ..., in this sentence, if translators adopt the foreignization, pornography campaign will be translated into "anti pornography campaign", but if the translator adopts the domestication to change his mind and translate it into

"eliminate pornography".[15] It will be easier for readers to understand and more comply with the habit of Chinese thinking, and the translation will be more accurate and brief. So translators should pay deserved attention to the role of domestication in the translation of legal vocabulary and make sense adoption of domestication can reduce the barriers of understanding for readers. The domestication is an important supplement to foreignization and they are two strategies that are complementary in the translation of English legal vocabulary. Readers' level of understanding is the important standard and judgement of any legal translation. Translation texts that set many obstacles for readers will lose values and significance. What we should do is not to deny the role of foreignization but to learn to use domestication to make translation become more precise and understandable.

5.4.3 Applications of Foreignization in Translation of English Legal Vocabulary

Domestication and foreignization are all common translation strategies, they respectively have distinct advantages. The application of foreignization emphasizes the high level loyalty to original texts. From my opinion, adoption of domestication or foreignization is mainly decided by the concrete situation of the complexity and difficulty of source texts, but sometimes may ignore the readability of translation texts and acceptance ability of readers. The author holds the opinion that when people translate some very complicated English legal vocabulary that may bring readers difficulty in understanding translation texts, translators should put the readability on the first place instead of rigidly translating word by word. Translators should adopt domestication to deal with translation of English legal texts. But when we translate professional terms and old English vocabulary, translators should be very faithful to original texts to adopt the strategy of foreignization. The general provisions of the Criminal Law of our country stipulate that if serious consequences are caused by accidents or force majeure, it shall not constitute a crime. "Force majeure" belongs to a kind of legal professional term, translator should adopt the strategy of foreignization to translate it into "force majeure", which is a fixed expression with legal implications. Please complete and return the form herein contained. Herein is an old English word and is translated into "attach". There are many other old English words, such as hereby, hereto, whereas and so on. In summary, with the long-time legal exchanges with each other among countries, these professional terms and old English vocabulary have become habitual and fixed expressions with legal meanings, so translators should adopt the strategy of foreignization, showing respect for

them and avoid changing them casually. This strategy is very accorded with the principle of faithfulness of the Skops theory.

5.4.4 Conclusion of Four Translation Strategies of English Legal Vocabulary

These translation strategies are based on characteristics of English legal vocabulary and three key principles of the Skopos theory. In essence, the fuzzy processing of translation of English legal vocabulary, applying the certain consciousness of legal texts and adopting the domestication and foreignization are all concrete reflections of translators' playing their subjectivity. In any translation, translators must study to deal with translation in the light of specific conditions and specific texts instead of being a translation machine to translate word by word even though when we translate legal texts.
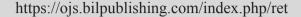
6. Conclusion

In this paper, the author chooses one of the most famous theories called the Skopos theory as the guidance to make a primary study on the translation of English legal vocabulary. Firstly, the author briefly introduces the purpose, significance, background of the study and the research situation in china and abroad. Secondly, on the premise of the Skopos theory, the author respectively analyzes five characteristics of English legal vocabulary and concludes four strategies of translating English legal vocabulary with some representative examples to demonstrate innovative opinions. Four translation strategies of English legal vocabulary are summarized under the guidance of the Skopos theory and characteristics of legal English vocabulary. Besides, in fact, the adoption of domestication and foreignization, possessing the consciousness of legal contexts and the fuzzy processing of English legal vocabulary are all specific reflections of translators' playing their subjectivity. In any kind of translation, translators should avoid being a translation machine. Translators should integrate their own thoughts, feelings and critical thinking into translation texts in the process of legal translation, although characteristics of legal translation set more limitations for translators than common translation. Translators should ensure the readability of translation and make translation texts convey correct and effective messages to readers on the basis of respecting original texts, making full use of legal translation to make more excellent and valuable foreign laws to be absorbed by china and serve the construction of china's rule of law. Lastly, many domestic researchers solely study characteristics of English legal vocabulary or strategies of legal translation or the Skopos theory, but few researchers link three aspects effectively. Besides, the author creatively emphasizes the essential role of translators' subjectivity in the translation of English legal vocabulary and when to choose domestication or foreignization. So the paper has the certain innovation and certain research meanings in improving the quality of legal translation.

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On Theoretical Practice of Cooperative Learning Teaching Approach

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ARTICLE INFO	ABSTRACT
	Cooperative learning is a kind of teaching theory and strategy initiated by new curriculum reform as well as a new learning style proposed by new curriculum standard. In recent years, with the constant deepening of educational reform, cooperative learning teaching approach has aroused more and more attention. This study introduces cooperative learning teaching approach from three aspects: the definition, history and methods, in order to understand the deep meaning of theoretical practice of cooperative learning teaching approach.

1. Introduction

The society today has made much different from that of the old days, demanding new form of thinking and acting. It means that the complicated social conditions have brought to the forefront the importance of learning to be cooperative with others (Slavin, 1985). However, most college learners just lack such sense and skills. There are two reasons: first, for many years, Chinese learners are exposed to frustrating exam competitions in schools and have learned to compete with each other for the limited chances, because not all of them can be admitted to colleges. Sometimes some learners' successes decrease the chances of others. As a consequence, their sense and skills on competition are much stronger than on cooperation. Second, the society today needs people who can cooperate well with others and focusing on social skill development will increase the learners' achievement.

2. Definition of Cooperative Learning

Many researchers have contributed a lot to the development of Cooperative Learning (CL), the understanding of CL is differing from one researcher to another, because it is based on many different kinds of theoretical basis. Many scholars propose their own definitions, but it has been defined in different ways, it is hard to choose an exact definition.

Although the definitions are different in shape, they have shared characteristics such as the group learning, common goal, and so on. So, all the CL approaches share the following basic elements: positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills and group proceccing (Johnson & Johnson, 1993).

To sum up, CL is a learning strategy and a classroom organization, in which students work together in small

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groups toward a common goal. Within a CL group, students actively participate in the learning activities, cooperate with other group members and receive rewards based on their efforts and success. Others' learning as well as their group members are responsible for one, therefore, learners are more likely to encourage each other to work hard.

3. History of Cooperative Learning

The history of CL can be traced back as early as the 17th century. Yet strictly speaking, the origin of modern CL dated from 1896 when John Dewey advocated that teachers were not the only sources of knowledge and students should be able to help each other and learn in an interdependent way (Bao, 1999). Soon in the middle of the 1970s it emerged as a new leaking approach in the United States. With the development of jigsaw and other teaching methods in the late 1980s, this approach became more and more popular.

Since the late 1980s, research and experiments have been done into CL in China and have achieved a great deal. In the early 1990s, some Chinese researchers and instructors introduced CL into classroom instruction in elementary and high schools. CL appeared in China, traditional classroom reform is the biggest reason. Traditional teaching methods had been employed in all kinds of classrooms in the past time, although it had a lot of advantages, the disadvantages of neglecting individual difference were more and more obvious. Consequently, more and more researchers argued that CL could promote teaching quality so that teacher-centered could be removed and student-centered mode could be encouraged.

Nowadays CL is considered as one of the most popular strategies in the United States and has been widely employed in classroom instruction by more than fifty countries all over the world (Guo, 2002), and in China, more and more researchers employed this approach into classroom.

4. Methods of Cooperative Learning

4.1 Learning Together

Learning together was developed by Johnson and Johnson in middle of 1960s. During the learning process, students work as a group to complete a group task, share ideas and provide support to ensure that everyone in the group is involved and ask for help from each other before asking the teacher, and the teacher praise and reward the group base on the group performance (Johnson & Johnson 1989). The learning together method provides a concep-

tual framework for teachers to plan and carry out CL in teaching according to the real situation.

4.2 Group Investigation

The Group Investigation method was developed by Sharan and colleagues, it is similar to Learning together, but emphasizes on student self-regulation of learning activities. Group investigation includes both a cooperative group process and a cooperative goal structure (Sharan & Hertz-Lazarowitz, 1980). During the process, groups take on topics in a unit which is studied by the whole class, and then further divide the topic into tasks within the group. The students investigate the topic together and finally present their findings to the class as a whole.

In this method, cooperative skills should be taught and reinforced in the group learning process; in addition, positive interdependence and individual accountability which have been mentioned above would encourage group members to promote language learning. In classrooms, group investigation may be employed in the many different forms, such as class report and group discussion.

4.3 Jigsaw Methods

The Jigsaw method was developed by Aronson and his colleagues in 1978. Simply speaking, this process of Jigsaw method is like that: teacher divides material into several parts, and each group takes charge of one part. Within a group they discuss, learn and investigate this part together. Students are then asked to teach that part of the lesson to the rest of the students in other groups. In addition, the students from the other groups also have the same material to learn, therefore when a group presents their findings of the material, other groups' students can share their different opinions, even discuss with the teaching group, then take turns presenting their part (Aronson, 1978).

In this way, cooperation among students occurs not only within each Jigsaw group but also within the whole class. Jigsaw method is the one of the most widely known methods on CL and it creates twice cooperation in the classroom and encourages students to communicate with others. It can be used for various learning activities and arouse students' interest in language learning because of its flexible application in language classrooms.

4.4 Student Teams Achievement Divisions

Student teams-achievement divisions was developed by Slavin and his colleagues. An essential component of Student team's achievement divisions is competition among groups. Students work in their groups to help each

other to prepare for the competition. The main aim of Student team's achievement divisions is to motivate students to encourage and help each other master skill and to promote the achievement of all students (Slavin, 1995). The active competition motivates students to provide peer support for achievement. Students work in mixed ability teams to master material presented by the teacher, then, students take individual knowledge on the material, and the teams may earn reword based on improved their own past records. Therefore, all team members would learn hard, explain questions to one another, help other members, because the only way of the team can succeed is to ensure the team members' activities focus on one another practice, and encouraging one another to achieve.
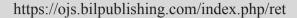
5. Conclusion

Through cooperative learning, teachers would hand the learning initiative over to students and provide them with more time and space to construct as well as more chances to exhibit their thinking modes and learning strategies. The advocation of cooperative learning in classroom teaching is an effective method for transforming students' learning style and its even greater value lies in the fact that an attitude towards life is determined and students can learn a series of contents and excavate more learning resources by taking advantage of learning partners. Cooperative learning, as an effect learning strategy, can effectively change the single and passive learning style in some colleges and universities in China and give full play to the subjectivity of students and exploit their multiple intelligence.

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Research on Interactive Online Teaching of Python Language Foundation Course

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ARTICLE INFO	ABSTRACT
	Python language, as one of the most popular programming languages, has become the preferred programming course in Colleges and universities. However, in traditional teaching, the dull and monotonous teaching of Python course leads to the low teaching efficiency of Python course and the unsatisfactory learning effect of students. Therefore, there is an urgent need for new teaching methods to improve classroom efficiency. Adopting Python interactive online teaching can not only improve the teaching efficiency of Python course, but also promote the reform of information technology course.

1. The present situation of Python Programming Teaching

At present, Python has become one of the most popular programming languages in the world. The main reason is that Python is open source and free, has rich net terminal resources, simple and beautiful language, and has a wide range of applications. In this context, it is very important for colleges and universities to actively set up and construct Python language foundation courses for non computer majors. However, in the traditional teaching, students of different majors in different regions and schools learn to use different computer teaching languages[2]. Non-computer majors have a relatively shallow understanding of computer professional knowledge. The basis of their learning program design is to stimulate their interest in programming, cultivate computational thinking, apply what they have learned, solve specific professional problems, and realize the integration of professional disciplines and computer technology cross fusion[3]. Language programming learning is a long-term accumulation process, learning grammar is more complex and boring, many students in the learning process in order to write and run code need to spend a lot of time and energy, only teach in the classroom, so that the teaching efficiency is low. Many schools can not meet the requirements in the allocation of learning, which also leads to the students' learning effect is not ideal[2]. Therefore, to carry out Python Programming Teaching in non computer majors, we need targeted teaching design.

2. Curriculum Orientation and Objectives

"Python Language Foundation" is a basic course for statistics major, involving Python syntax, data type, function, file operation, object-oriented, data analysis, data visualization, etc. Through the study of this course, students

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can master the basic knowledge of Python development, have the basic programming ability of python, and basically have the ability to apply Python to solve practical application problems. At the same time, it also lays a good foundation for the subsequent study of data analysis related courses, which is of great practical significance to cultivate high-quality statistics professionals.

From the perspective of curriculum objectives, it can be divided into four levels:

Course objective 1: to train students to master the basic syntax, basic operation, basic concepts and programming methods of Python language.

Course objective 2: to train students' ability of modeling general computing problems and solving computing problems with Python programs.

Course objective 3: to train students to master the ability of scientific calculation and visualization using Python language.

Course objective 4: to train students' ability to design complex programs with modular thinking.

3. Interactive Online Teaching Design

3.1 Design Concept

Interactive teaching mode refers to the organic combination of teachers' guidance and students' autonomous learning, so that students' learning is transformed from simple memory, imitation and training into forms of autonomy, communication and exploration, so that students' personality can be fully publicized, and harmonious communication between teachers and students and students can be formed by adjusting the relationship between teachers and students and their interaction The interaction and transformation of teaching factors form a whole, multi-dimensional and dynamic interactive teaching activity to produce teaching resonance and improve the teaching effect.

Online teaching is a teaching method based on network. It has many advantages and characteristics, such as spanning time and space, not limited by human and material resources, maximizing resource utilization, selective learning anytime and anywhere, autonomous behavior, interactive communication between teachers and students, personalized teaching, teaching management automation and so on. It is a great change of teaching mode[1].

The implementation of interactive online instructional design in the course of "Python language foundation" is an important teaching reform to achieve the goal of creating a high-level, innovative and challenging course, as "Two Order and One Degree" golden course[4].

3.2 Curriculum Content System

"Python Language Foundation" course to carry out online and offline, in class and extracurricular hybrid teaching mode, need to support rich curriculum resources, to provide a guarantee for students' autonomous learning. Using the "goal oriented teaching method", the teaching content is modularized, the knowledge points of each module are clear, and the guidance task list and learning materials are given. Each module is composed of "difficulty analysis", "case development" and "practice". Difficulty analysis is the core part of the course, reflecting the high-level; case development is the multiple interactive part of the course, reflecting the innovation; practice is the practical part of the course, reflecting the challenge[4]. Urge students to preview before class. Before the beginning of each class, first introduce the learning objectives of this class and the tasks to be completed after the course learning, so that students can learn with tasks. In the process of teaching, we should guide students to ask questions, stimulate their enthusiasm for learning, cultivate their questioning and research spirit, enhance their autonomous learning ability, and promote their learning for practical use and innovative activities.

3.3 Interactive Program

Through the organic combination of classroom teaching, case teaching, online testing, after class exercises, broadcast class self-study and other teaching methods, we should fully reflect the student-centered concept in the teaching design, highlight the dominant position of students and the guiding role of teachers, promote the communication, interaction and cooperation between teachers and students, and comprehensively cultivate students' ability to solve and analyze problems, Improve the comprehensive quality of students.

3.3.1 By Asking Questions, the Interaction Between Teachers and Students Can be Realized

Questions are generally designed in the lead-in link before class and the questioning link in class. The pre class introduction is carried out in online teaching. Students are informed to read the syllabus and teaching calendar of the course before the class starts, make a reasonable learning plan according to their own situation, and encourage students to optimize the allocation of learning time, so as to do a good job of pre class preview. Provide students with rich teaching resources such as teaching courseware, micro video, Q&a discussion, course assignment, test paper library, online test, etc., list the key and difficult content, so that students can clearly find the direction and focus of

learning. Students are required to preview before class. The main work is to complete the task sheet with problems, guide students to think about problems actively, and come up with solutions, or take the problem to class.

As the teaching of Python language often involves the actual demonstration through computer operation, the combination of multimedia teaching and operation demonstration is adopted in classroom teaching to improve the amount of classroom teaching information and enhance the teaching density and breadth. Python language writing and application involves a large number of cases. Therefore, in the study of each chapter, targeted basic cases and expanding cases are designed. Combined with the corresponding knowledge points, different levels of problems are designed to stimulate students' curiosity and thirst for knowledge, so that students can solve problems through brain thinking, verbal communication, hands-on exploration and other ways, cultivate students' innovative consciousness and divergent thinking, and make students in the process of analysis In the process of case study, improve the ability of integrating theory with practice, and cultivate the ability of independent modeling and design program.

In the process of interaction, teachers should make comments on students' performance. As long as the students put forward their views and opinions after serious thinking, teachers should encourage them. If they have innovative ideas, teachers should praise them. With the help of QQ curriculum group, the interaction between teachers and students in teaching can form a teaching environment with students as the main body and teachers as the assistant, which can more effectively complete the teaching content.

3.3.2 Establish a Learning Group to Realize the Interaction Between Students

There are also two kinds of interaction between online and offline. There are many ways to create online learning groups, which can be designated by teachers, generated automatically through the network teaching platform, or freely combined by students. After the establishment of the online group, it can carry out exploratory and communicative questions in the Q & a discussion area, so that students can speak freely, learn and discuss with each other, share high-quality resources, and express their views anytime and anywhere. Students can interact with each other through dialogue, discussion, debate and speech.

Online learning group teaching expands the teaching time and space, breaks the traditional teaching mode of real-time and closed teaching time and space, and can make full use of online education resources to fully implement the teaching objectives.

In offline interaction, teachers should first design some practical problems with application value according to teaching objectives to stimulate students' desire for learning and exploration. In the group discussion, we discuss and exchange problems. When students encounter difficulties, the teacher should try to guide them to think and discuss together. When students are not clear, the teacher should give timely advice. In the process of discussion, each group should record the unresolved problems for further discussion. After the group discussion, each group sent representatives to report their work and show their works, and put forward their own difficult problems. Then they questioned, debated and supplemented among the groups, and finally summarized and refined the contents.

3.4 The Arrangement of Experimental Teaching

Combine classroom teaching with experimental teaching. Before the experiment, check the installation of computer equipment and software, make computer schedule, make clear to students the purpose and requirements of the experiment, the principle of the experiment, the operation process of the experiment, and design the cases corresponding to the knowledge points of each module. In the process of the experiment, each student should write the program by himself, and the teacher should inspect and guide, find and correct the problems in time, and demonstrate when necessary, so as to help students understand and master the operation and writing of the program quickly. At the end of the experiment, teachers and students or teachers make a summary, and students write the experiment report.

3.5 Students' Learning Suggestions

A. Focus on Python selection and loop structure, user-defined functions, numpy numerical calculation, Matplotlib data visualization, pandas data analysis and modeling.

B. We should read, listen, copy, write, think and ask more. Read more case codes in textbooks, learning reference books and various online learning resources, listen to teachers' interpretation of codes in class, copy, write, think and ask more about example codes inside and outside class.

C. We should attach importance to the combination of basic code and solving practical problems. On the basis of copying the existing reference code, we should learn to design code independently according to specific problems through a lot of practice and flexible use, and realize personalized settings, so as to improve our ability of statisti-

cal analysis of specific problems.

D. Pay attention to self-learning before class, pay attention to the self-learning task list and learning guidance issued by the network platform, and carry out self-learning through preview, watching micro video, learning exchange, problem discussion, review, data download, etc.

E. We should pay attention to listening and studying in class. Listen attentively and enter the learning state as soon as possible. Move your ears, eyes, mouth, hands and brain. Listen carefully, listen to the teacher's explanation and questions, and listen to the students' speeches. Eye to: reading textbooks, reading blackboard, reading ppt. Oral: retelling, answering questions, asking questions. Hand to hand: take notes, circle key points, do exercises. Brain to: use your brain, positive thinking, bold questioning.

F. Strengthen the review after class, strengthen the connection and comparison between the new and old knowledge, review and consolidate in time, and complete the online test, computer operation and homework on time.

4. Conclusion

Interactive online teaching improves teachers' teaching efficiency and quality, arouses students' learning enthusiasm, stimulates students' interest in learning, reflects students' dominant position, and focuses on the improvement of students' autonomous learning ability, inquiry ability and innovation ability. It is an effective online teaching method[4].

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Thoughts and Practice on the Education Projects of Sino-foreign Credit Mutual Recognition in Private Undergraduate Universities

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ABSTRACT

International development is a challenge that each university must face. The educational mechanism of private undergraduate universities is flexible, and has certain advantages in expanding international education programs. Sino-foreign credit mutual recognition programs are more common in private undergraduate universities. With the continuous development of resources and models on international education cooperation, the forms of Sino-foreign credits mutual recognition cooperation are becoming more diversified. The rapid development of Chinese and foreign credit recognition education programs in private undergraduate universities requires scientific and advanced management concepts and support. Young private universities have short international development time and lack of experience. Therefore, relevant issues should be more researched.

This paper analyzes the problems and challenges in the education mode and management of Sino-foreign credit mutual recognition projects in private undergraduate universities, and puts forward relevant countermeasures.

1. The Mode of the Credit Mutual Recognition Project of Chinese and Foreign Universities

The Sino-foreign Credit Mutual Recognition Education Project is an education cooperation form that Chinese universities and one or more foreign universities recognize each other in terms of courses, credits, and assessment systems[1-5]. Currently, universities in the British, Australia, and the United States are the main partner universities[6]. This education form satisfies the needs of students to study abroad, establishes a good interactive communication relationship with overseas universities, and promotes exchanges and learning between the two parties[7].

The teaching system of Chinese universities is different from overseas universities in terms of credits, semesters, and school system[8]. To achieve mutual recognition, both universities need to jointly construct and discuss the training plans, assessment methods, and curriculum systems. This is a brand new model and an opportunity to exchange and learn from each other.

In terms of credit value, each country is different. The credit of a professional course in the China is usually 2-4 credits, the credit of a professional course in the UK is usually 20 credits, and the credit in the United States is 3-4 credits per course. In fact, mutual recognition of credits is mutual recognition of courses.

The semester is different. In an academic year, Chinese University has two terms each lasting 17-18 weeks. America University has two (one fall and one spring) terms each lasting 15 weeks including 1 exam week, and a

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summer term of 8-10 weeks. The total number of hours of coursework for the master's degree varies based on master degree program chosen.

The school system is different. The taught master's degree program in the UK usually takes one year, the American master's program usually takes two years, and the taught program in Chinese usually takes three years.

The name of the education project for mutual recognition of Chinese and foreign credits, usually based on the domestic study duration plus the foreign study duration as the project abbreviation. Such as "2+2", "3+1", etc[9]. The first number is the duration of the domestic university system. The second number is the duration of the foreign university system. There are currently the following 4 cooperative modes of credit mutual recognition.

1.1 2+2

Undergraduate dual-degree education mode, 2 year of study home and 2 year of study abroad. The main partner universities such as United Kingdom, Australia, and the United States. It is necessary to make a comprehensive adjustment to the domestic teaching plan according to foreign courses[10].

The mode studying abroad for 2 years, the time and cost of studying abroad will increase, and the students can better experience the atmosphere of undergraduate education abroad. This model is widely used in universities and has a high level of recognition by students.

1.2 3+1

Undergraduate dual-degree education mode. 3 year of study home and 1 year of study abroad. The main partners are universities in the UK, Australia. Through four years of study, students can obtain BA degree from domestic universities and foreign cooperative universities. Students can apply for a master degree program with high ranking oversea. The goal is to improve students' academic level.

1.3 3+1

The undergraduate to master program. 3 year of study home in BA degree and 1-year of master's degree program in a British university. The cooperate institutions is fewer. Only 5 UK universities can accept this mode.

1.4 3+2

The undergraduate to master education project. 3 year of study home, 2 year of study in universities in the United States or Australia. To collaborate to offer a Bachelor's and a Master's Degree Cooperative Program under an academic articulation partnership.

The advantage of the project is that the school system is short and saves time. In the United States, "2" is a 1-year pre-master's course and a 1-year formal master's course. Students can directly apply for American postgraduate courses through the domestic scores of 3 years, and can be waived from the GRE and GMAT test requirements.

The 3+1+1 cooperative program is for students who first complete 3 years of undergraduate study, and then enroll at American University for 1 year in order to complete the bachelor's degree before applying for the American University master's degree program, which takes approximately 1 year.

Students admitted as graduate students to the 3+1+1 Program and continuing their graduate studies at America University will enroll as full-time international students with a minimum course load of 12 credit hours per semester at the undergraduate level and 9 credit hours at the graduate level to comply with U.S. immigration law. In order to complete the Program in a timely manner, students may need to enroll in more than 18 credit hours.

The above are the more common credit recognition project models. The main differences are ① the time of studying abroad is different, ② the cost of studying abroad is different, and ③ the country of cooperation is different. The goals of (1) and (2) are double undergraduate education, and the goals of (3) and (4) are master degrees. At present, the docking of credit recognition programs is more flexible and highly recognized is the British higher education model.

2. Problems in the Teaching Management of Credit Mutual Recognition Program

The credit recognition program between private undergraduate universities and foreign universities has received extensive attention and recognition, and is an effective way for private undergraduate universities to establish cooperative relations with foreign universities[11]. The first stage of the credit recognition program is usually managed by Chinese universities. The students who are recruited and enrolled in the Cooperative Program shall be subject to all processes, procedures, policies and protocols when enrolled in the component of the program. The following analyzes the problems in the teaching management of the credit recognition project.

2.1 The Problem of Students' English Language Level

The host university will preselect students in the Program who have met the minimum admission requirements agreed upon by the Parties for transfer admission into the

second stage of the Program at oversea university. The English proficiency plays an important role in international education program. In the Private undergraduate universities, especially the students of STEM, have limited English proficiency and must make a new breakthrough. "3+1", "2+2" and Sino-foreign credit mutual recognition projects, students have to meet the BA admission requirements of foreign universities. If the language is not meet the requirements, they will not be able to enter the degree courses smoothly.

2.2 The Problem of Credits Transfer

If the foreign courses didn't pass smoothly and cannot be transferred back to domestic universities, which leads to heavy pressure and long learning duration after returning home universities[12-13]. Taking the exchange student program of Brenau University in the United States as an example, student study in the United States for 3 month, it is a 1-term exchange program. Due to the English language level, cultural differences, teaching methods and other issues, the student is difficult to adapt to the study in foreign universities. The results of the four courses selected in the Brenau University are not passed smoothly. As a result, the transfer of credits back to China is failed. Therefore, students need to make up the credits of domestic teaching after returning home, which increases the pressure of learning and the burden of study.

2.3 The Problem of Thesis Identification

Students in "3+1" program oversea study duration is short. Domestic universities usually prefer the passed result of foreign undergraduate thesis as the conditional evaluation of domestic thesis[14]. The way reduces the pressure and burden of study academically for students. However, there are certain risks in such conditions. If the students failed to pass the exam or thesis during study abroad, etc., it will directly affect the application of domestic degree.

Thesis identification of foreign universities have problems about time that cannot be smoothly connected. For example, the graduation time for undergraduate in UK is usually in June. During June, domestic universities have completed the application and review of BA degree. If the student want to recognize a foreign thesis, it will directly lead to delay of domestic graduation.

2.4 The Problem of Insufficient Construction of English Curriculum

The host university shall assist all students through the preparation and orientation process before studying abroad.

Classes of credit mutual recognition have fewer English Curriculum. Due to the problems of teacher and less funds, the construction of English courses in private undergraduate universities is very difficult.

2.5 The Problem of Insufficient Introduction of Foreign Educational Resources

To be assured to introduce high quality education resources is the main purpose of Sino-foreign credit mutual recognition projects. Sino-foreign credit mutual recognition projects are usually managed by domestic universities. In the process of joint training, the introduction of foreign educational resources isn't adequate. The courses taught by foreign parties are usually less, ranging from 2-3 days per semester. There is less interaction and exchanges between domestic and foreign universities, cannot achieve the goal of joint training.

3.Countermeasures of Academic Management in Sino-foreign Credit Mutual Recognition Projects

(1) Integration of teaching and examination, upgrade the students' English level[15]. Introduce the internal testing system of foreign universities, English standardized test system and other assessment methods, understanding the students' English level, adjust the teaching contents and progression in time, avoid the connection problem of separation of teaching and testing.

Admissions Office shall review student applications in a timely manner and issue an acceptance letter to students who have met all applicable admission requirements to enroll for the Program. And encourage students who do not meet the English language proficiency requirement to enroll in intensive ESL courses for English improvement.

Target on the problem of students' weak spoken English, increase class hours and practice opportunities.

For the first three or two years of the Program delivered at home, the host university shall maintain all academic standards and offer equivalent courses pre-approved by partner university to the students in the Program, also maintain academic records of all students in the Program and issue transcripts upon students' request or the request of partner university.

Both universities shall maintain students' transcripts and records and other evidence, which sufficiently and properly reflects all performance of the services described herein.

By using immersive teaching methods to improve learning motivation, set goals, and promote English teach-

ing in all-round and from multiple perspectives. Improve students' language application ability, help students overcome the English language barriers.

(2) Students going to study abroad need to match their domestic majors, and do a pre-assessment in course construction to ensure that the courses and credits taken abroad match the domestic courses, shall grant and allow students to transfer credits for all pre-approved Equivalent courses to satisfy certain course or prerequisite requirements. Ensure that the courses you learn are similar to the domestic majors, avoid the problems that foreign courses cannot be transferred back to China, and avoid possible problems and risks in advance.

(3) The Class of 3+1 Program, it is recommended to shortening the length of study, complete the 4-year credit courses in 3 years. The preparation and study of the dissertation began in the third year of university. Complete all credits of domestic courses in the end of the third year of university, ensure the smooth graduation from domestic courses. This method is achievable in terms of time. Domestic undergraduate teaching usually has fewer courses in the fourth year, it is easy to operate.

(4) Increase the investment of education funds, to ensure the construction of the different major English courses. Improve the opportunity for teacher to study abroad, increase teachers' international vision, improve the teachers' teaching level, cultivate the stable teachers team to achieve the purpose of curriculum construction. In order to better adapt and link foreign undergraduate courses for students, appropriately increase the subjects and time taught by foreign universities. In order to better link up study abroad courses, preparatory courses are implanted[16].

(5) The credit mutual recognition project must be implemented, and the teaching have to truly achieve "joint training". Give full play to the role of MOOC[17] and the advantages of distance learning[18]. In the process of mutual recognition of credits, the introduction of high-quality foreign educational resources is an important part. Since professors from foreign universities come to the domestic to teach, the time and transportation costs are high. Therefore, it is necessary to make full use of distance teaching to realize the introduction of teaching resources and optimize the teaching mode while reducing costs[19].Increase the interaction and communication between foreign universities and domestic class students. Partner University shall provide student services including international student check-in and orientation, will provide institutional information for the development of marketing and recruitment materials. For example, when a student enrolls in credit mutual recognition projects, arrange a professor from a foreign university as a tutor. Increase interaction with students, increase the exchange chances between foreign universities and the project students[20].
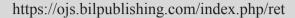
4. Conclusion

The mutual recognition program of Chinese and foreign universities is currently a very common program in domestic private undergraduate universities. While the project meets the interests of students studying abroad, should improve the quality of teaching, optimize the credits transfer mechanism, increase the introduction of foreign teaching resources and make improvements and innovations. Use this as a breakthrough to increase opportunities for exchanges and interactions with foreign universities [21]. So as to choose the best, provide students with better educational resources, improve students' academic level and employment competitiveness. Establish a long-term development mechanism for the mutual recognition of Chinese and foreign credits projects, improve the connotation construction of project education and teaching, and achieve the goal of sustainable development.

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Psycholinguistic Analysis of the Influence of Affective Factors on College English Learning

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ABSTRACT

There are many factors that affect college students' English learning. In order to help college students learn English effectively, we need to analyze the corresponding factors. This paper mainly analyzes the emotional factors of college students' English learning from the perspective of psycholinguistics, and actively explores the corresponding solutions, so as to promote the improvement of college students' English learning ability of China.

1. Introduction

According to the research of some scholars, the main factors affecting the improvement of college students' English learning ability are their own emotional factors, that is, their own cognitive attitude towards English learning, and whether they can learn English autonomously and actively. If college teachers want to improve college students' English level and their English learning ability, they also need to analyze college students' English learning motivation through psycholinguistics, and carry out specific discussion from college students' emotional factors.

2. Analysis of the Relationship between Affective Factors and Language Learning

In psycholinguistics, it is pointed out that there is a close relationship between personal affective factors and his or her language learning. It points out that the emotional factors that affect how people learning language usually include personal behavior, emotion, attitude, mood, etc. It is a general analysis and summary of people's language learning motivation, cognition, individual personality, learning attitude, anxiety, etc. [1]. Based on the study of linguistics, the psycholinguist Heron puts forward the theory of multiple patterns, in which he discusses the relationship among action patterns, concepts and emotional patterns, as well as the specific influence of these patterns on language learning. In addition, some psycholinguistic experts point out that individual behavior and emotional factors have a great influence on language learning. For college students, only by actively controlling their learning attitude, can they learn English

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or other language subjects better. Scholars point out that the learning of language is different from the learning of other subjects. It is not that the students can master the theoretical knowledge through continuous practice after the teachers give the theoretical knowledge to the students. The study of linguistics is closely related to the students' psychology.

3. The Influence of Personal Psychological Factors on English Learning

3.1 The Influence of Cognitive Structure on College Students' English Learning

Cognitive structure is an important factor affecting college students' enthusiasm on English learning. David P. Ausube's research believes that the cognitive structure of language learners is closely related to their language learning. When it is applied to college students' English learning, it refers to the storage of English knowledge in their minds, the organization of English knowledge and psychological factors, which are systematically summarized as usability, discrimination and stability [2]. When college students are learning English, they need to position their cognitive structure clearly. In their research, it is pointed out that usability is the ability of college students to make use of the existing English foundation, assimilate the new knowledge learned later according to the existing English learning foundation, and then help college students to expand their knowledge reserves. Consolidating the existing English learning foundation, and then make full use of existing knowledge to learn new knowledge. In the process of college students' English learning, discernibility means that we should be able to effectively distinguish the differences between the new knowledge points and the learned knowledge points, and can't blur these two definitions, otherwise it is not conducive to college students' English learning. The use of stability is when we have mastered the new knowledge, we should not only remember the existing knowledge, but also remember the new knowledge. Therefore, if college students want to continuously improve their English learning effect, they need to actively improve their cognitive structure.

3.2 The Influence of Learning Motivation on College Students' English Learning

In psychology, motivation is defined as the internal state of meeting a certain need, and there are three main aspects of motivation, namely, cognitive drive: understanding, mastering things and the specific needs of knowledge. This driving force comes from the fact that

learners satisfy their inner desire after many times of success, and cognitive drive plays an important role in college students' English learning requires students to master English words, English knowledge for self-satisfaction, so as to promote college students to love English learning, let college students actively carry out English learning[3]. Self-improvement drive: if individuals want to improve and win prestige, they need to learn to improve self-improving drive is the inevitable demand of people to meet the survival and development, which can guide people to continue to learn and improve. In addition, there is also a subordinate internal drive, which is shown in English learning, that college students' English learning is to get the praise of teachers, and strive to learn English in order to get certain incentives. After some researchers have studied the learning motivation, they point out that learning motivation can be divided into extrinsic motivation and intrinsic motivation. In the process of college students' English learning, external motivation refers to the stimulation of external factors for college students' English learning motivation. There is some external motivation that makes college students have to take the initiative to learn English and improve their English scores. For example, the score of CET-4 is related to the degree certificate. Therefore, college students must learn English if they want to get the degree certificate. In order to get the CET-4 certificate, students must improve their English performance and study English hard. Or a certain material reward, such as give material reward to the students who has improved the English performance, for example, in the English activity competition, need to open the first prize, second prize, etc. In this regard, college students will actively learn English in order to obtain these material rewards. Internal motivation refers to learning English skills itself is a reward for college students. This has something to do with college students' English exploration and thirst for knowledge. College students take the initiative to learn English because they like English. And they take the initiative to learn English in order to master English words and make progress, in order to better use English skills to communicate with others, they can satisfy themselves in the process of learning English[4].

By analyzing the motivation of English learning, the reasons why college students' English proficiency is poor and their English skills can not be improved effectively can be found in psycholinguistics, and from the perspective of motivation, it will be found that college students' English scores are low and their English learning level can not be improved because college students are not interested in English learning, or college students do not

like to learn English at all, because college students are not interested in English learning, and because they suffer too many failures in the process of English learning, and their English scores have not been improved, I also gradually lost interest in English learning and initial enthusiasm. In the process of English learning, the needs of respect and self-improvement are not satisfied. Some college students spend too much energy on learning English, but their English scores can not be improved. From this point of view, the analysis of English learning can not meet the self-improvement needs of college students, and even dispels their confidence to improve themselves. In the process of English learning, college students are not rewarded for participating in English competitions, and CET-4 and CET-6 certificates have been tested again and again, which has gradually eroded the confidence of college students in English learning.

4. The Influence of Learning Attitude and Anxiety Emotional Variable Factors

In the process of learning English, many college students will encounter failure again and again, which makes them lose patience and perseverance of English learning. From the perspective of psycholinguistics, college students' attitude towards English learning is an important emotional variable[5]. It mainly has cognition, emotion, intention. And learning attitude, which is formed after college students' long-term English learning, it has a very strong emotional tendency. Research shows that college students can continue to learn English and improve themselves if they have a smoother process of English learning, and vice versa. In fact, there is another view on learning attitude, which refers to how teachers educate students. For example, English teachers' attitude towards college students' English teaching is to cope with CET-4 and CET-6, then students will also have a relatively negative attitude towards learning English, thinking that English is useless after passing CET-4 and CET-6, which makes students think that they learn English just need to cope with CET-4, in fact, this phenomenon is more common in our country. Many teachers hold the concept that English learning is English is useless after students get the certificate of CET-6, as long as they are not English majors and they will not enter diplomatic or any other places that they have to use English in the future, English is useless for most students.

Anxiety is also an important part of psycholinguistics, which is often accompanied by frustration, anxiety and even fear. College students' English learning process will also be affected by these factors, especially the students who have poor English performance for a long time, they will be affected by these factors in the process of English learning.

5. On the Countermeasures of College Students' English learning

This paper analyzes the affective factors of College Students' English learning from the perspective of psycholinguistics, and finds that the primary reason for some college students' poor English learning performance and insufficient English learning ability is actually that the cognitive structure is not improved, and the internal and external motivation of English learning is insufficient, which leads to the negative influence to English learning for a long time, and improper learning attitude of English learning, and long-term accompanied with certain anxiety, loss and other negative emotions. In this regard, in order to improve college students' English learning performance and improve their English level, we need to analyze college students' emotional factors. First of all, College English teachers need to adjust college students' English learning psychology, that learning English is not only just to cope with CET-4 and CET-6. English using will be more and more frequent in international exchanges in the future, and the influence of English on people's life will continue to increase too. All these will make English become more and more important with time past. So that college students can truly realize the importance of English learning. Secondly, it is necessary to adjust teaching methods reasonably, encourage students, rising their enthusiasm and make praising in their progress. The school can set up English competition appropriately, first prize and second prize, and promote students to learn English better by means of material and spiritual encouragement. Finally, show the understand when students fail in English learning or fail in CET-4 and CET-6. It is necessary to talk with students and help them eliminate their negative psychology.

6. Conclusion

In a word, from the perspective of psycholinguistics, this paper studies the influence on College Students' English learning. It finds that college students' English learning is influenced by internal and external learning motivation, learning attitude, anxiety and other psychological factors, as well as cognitive structure. In order to improve college students' English performance, we need to adjust college students' psychology from these factors, so as to help them learn English better.

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Some Thoughts on the Teaching Content of Mineral Resources Economics

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ABSTRACT

Based on the teaching practice of mineral resources economics, this article believes that a certain economic foundation is an indispensable condition for learning mineral resource economics well for the students of geology majors, and the teaching content of mineral resources economics must include the basic knowledge of economics; Mining resource management is an indispensable content for constructing a knowledge system of economic analysis and evaluation of mineral resources. The teaching content of mineral resource economics should include the sustainable use of mineral resources and the environmental protection. In order to meet the needs of society, the teaching content of mineral resources economics must be updated in time.

1. Introduction

Mineral resource economics is a marginal subject that includes mineral resource technology science and economic science，it applies the principles and methods of economics to solve problems in the field of mineral resources. The research content mainly includes the comprehensive economic evaluation of mineral resources, the technical and economic evaluation of mineral deposits, the economic evaluation of mineral resource utilization, and the economic benefit evaluation of mineral resource exploration work[1]. Mineral resource economics is a major course offered by almost all geology majors at present in China. The study of this course has played a great role in cultivating talents who need to understand both technology and economic, and it is getting more and more at-

tention. This article discusses the problems of the teaching content of mineral resources economics in teaching practice.

2. Economics Knowledge is the Foundation of Learning Mineral Resource Economics Well.

Mineral resource economics is the application of the principles and methods of economics to solve problems of the exploration, development, utilization, protection and management of mineral resources, and is a branch of applied economics. Most of the people who initially taught the course had a background of geology and mineral resources, and then shifted their research direction to the field of mineral resources economics. Similarly, almost all people studying mineral resources economics are students

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of geology majors. Mineral resource economics is to apply the principles and methods of economics as a guide to solve the problems such as exploration, environmental protection and management of mineral resources, etc. A good study of mineral resource economics requires not only engineering technology and geological foundation, but also knowledge of economic management. Specifically, it mainly relies on economic management knowledge such as economics, finance, management and other courses; engineering technology and geology foundations such as geology, mining engineering, mineral processing engineering, petroleum engineering and exploration technology theory and methods; Mathematical foundations such as advanced mathematics, statistics and mathematical statistics courses. Due to the comprehensive nature of the courses, many schools arrange mineral resources economics courses in the last few semesters of the university. Students majoring in geology have mastered a relatively solid foundation of mathematics and science, engineering technology, and geology, but few universities of geology majors training programs include economics, finance, and management courses. To students majoring in geology, economics knowledge is the foundation of learning mineral resource economics well. However, in recent years, course hours have generally been compressed, and some courses related to mineral resource economics have also been canceled or reduced. In this case, it is difficult for students to have a certain economic foundation. Under the situation of class hours compression, it is very difficult to re-include economics courses in the major training program. At present, there are several more feasible arrangements: firstly, teachers may draw out 6-8 class hours to supplement basic economics knowledge to students. And secondly, when the teaching process involves specific economic principles and method applications, the teacher will teach in time, and students can learn while using. Third, the current general education courses have economic management course modules, and the class hours generally range from 16-32 class hours, students may master basic economics knowledge through learning.

3. Implement the Concepts of Sustainable Utilization of Mineral Resources and Environmental Protection in the Teaching Process

Due to the characteristics of non-renewable and geographical distribution of mineral resources[2], as well as the environmental problems during the development of mineral resources, the rational development of mineral resources has become a concern that not only meets social needs, but also effectively protects the environment. The theory of sustainable development guides the rational exploitation of mineral resources and environmental protection, the development and utilization of mineral resources are closely related to the sustainable development strategy of mankind. The teaching content of mineral resource economics should not only introduce the sustainable content of mineral resources, the institutional arrangements to ensure the sustainable use of mineral resources, scientifically formulating mineral resource utilization strategies and encouragement secondary resource industry development, etc, but also introduce new concepts, such as green mines and green prospecting. The "National Green Mine Construction Code" was formally implemented in 2018, providing institutional guarantees for the sustainable development of mineral resources and environmental protection. Green mine refers to the implementation of scientific and orderly mining in the whole process of mineral resources development, and the disturbance of mining area and surrounding ecological environment is controlled within the controllable range. to achieve the goals of ecological environment, scientific mining methods, efficient resource utilization, digital management information and harmonious community in mining areas; Green exploration is guided by the concept of green development, with scientific management and advanced technology as the means, and through the use of advanced exploration means, methods, equipment and technology, it implements the minimization control of environmental impact in the whole process of exploration, minimizes the disturbance to the ecological environment, and repairs the disturbed ecological environment[3-6]. After the 19th National Congress of the Communist Party of China, with the in-depth promotion of General Secretary Xi Jinping's concept of "green water and green mountains are golden mountains and silver mountains", pollution prevention and ecological restoration in the field of resource development are rapidly implemented. A good textbook can reflect this change and at the same time bring new theories, new views, new ideas and new problems appearing in the resource field are introduced into the teaching materials can keep the teaching content pace with the times.

4. The Teaching Content of Mineral Resources Economics Must Be Updated in Time

In recent decades, fundamental changes have taken place in all aspects of china's mineral resources field. Mineral resource economics is a niche course that only geology majors learn, and the number of scholars engaged in research is not large. This is an important reason for the slower update of teaching materials. A good textbook can

reflect this change and at the same time introduce new theories, new views, new ideas and new problems in the field of mineral resources, the teaching content can keep up with the times. However, most of the current mineral resources economics textbooks were published around 2000, and the content has not been improved for many years. Take corporate income tax as an example, china has carried out many reforms and adjustments to the tax system after 1994. However, in many textbook cases, the corporate income tax rate still follows the content of the 1994 tax system reform "Income tax rate is 33%, 30% belongs to the central government and 3% belongs to the local government." Another example is business tax which has entered history in our country and is no longer levied. There are still business tax content in many textbooks and cases, causing the content of textbooks to be out of touch with social reality.

5. Mining Resource Management is an Essential Course Content of Mineral Resources Economics

Mining resource management includes not only the management of mineral resources reserves and geological data collection, but also the management of mining rights and administrative laws and regulations related to mining resource management. Both mining resource management and mining resource economy take mineral resources as the main research object and improve the economic benefits of mineral resources exploration and development as the starting point. The two aspects are closely linked and difficult to separate. Mining resource management for accurate understanding of mining resources market, evaluation of resources and economy, technical and economic evaluation of mineral deposits, economic evaluation of mineral resources utilization and economic evaluation of mineral resources exploration, are essential. Therefore, the content of mining resource management is an indispensable part of building a knowledge system for economic analysis and evaluation of mineral resources.
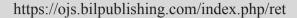
6. Conclusion

In the past twenty years, the field of mineral resourc-

es has undergone profound changes in China. With the technological progress and the intensification of market competition, economic evaluation in the field of mineral resources exploration, development, utilization and management has become a necessary means for enterprises to avoid risks, strengthen management and improve economic benefits. The economics of mineral resources has played a great role in cultivating talents who understand both technology and management. In the teaching content of the economics of mineral resources, it is necessary to combine the actual situation, check and fill the gaps, improve the teaching effect, and introduce new theories, new ideas and new problems in the field of mineral resources into the teaching content, so as to keep pace with the times.

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Research on the Integration of Teaching Group in Colleges and Universities

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ABSTRACT

Teaching and group learning are two important parts of higher education, which have their own educational functions and expressions. In the new era, higher education must innovate and reform the traditional educational model. On the basis of analyzing the present situation of traditional teaching and group education, this paper puts forward the necessity of the integration of teaching group learning, and emphatically explains the practical predicament and countermeasures of the integration of teaching group learning.

1. Introduction

General Secretary Xi pointed out at the conference on ideological and political education in colleges and universities that "the foundation of the establishment of colleges and universities lies in the establishment of morality. Only the colleges and universities that cultivate the first-class talents can become the first-class universities ."[1]At the forum for teachers of ideological and political theory courses in schools, General Secretary Xi Jinping further pointed out that the integration of moral education, cultural knowledge education and social practice education[2]. This is not only the theoretical unity of "cultural education" and "moral education", but also the opportunity for the integration of educational resources in colleges and universities in practice.

With the change of the principal contradiction of society, the increasing demand of the people for a better life also leads to the change of the definition of talents in the society. The talent training mode of traditional higher education is more and more difficult to meet the requirements of talents in today's society. Therefore, how to innovate and change the educational model through more reasonable system construction, and how to integrate "cultural education" and "moral education" into educational and teaching activities. It has become an important problem that higher education reform needs to be explored and answered in theory and practice.

As an important part of higher education, teaching work and group work have their own educational functions and expressions. The coordination and unity of teaching and group learning is to a great extent the symbiotic reflection

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of "cultural education" and "moral education ", and it is also a necessary form of expression for higher education to realize the fundamental task of creating people by virtue. Based on this, this paper discusses the necessity and predicament of the integration of teaching group learning, and then puts forward some suggestions and countermeasures for the improvement of the integration of teaching group learning.

2. The Need for Integration of Teaching and Learning

2.1 Low Utilization of Educational Resources

As the two main educational systems in colleges and universities, the core purpose of teaching work and group learning work is to train qualified socialist builders and successors, and to support each other around the "quality education" as the center. There are differences in the way they work. The teaching work has strong regularity, high professional degree, has detailed teaching plan and teaching standard, emphasizes the direct education function of face-to-face, has strong flexibility and openness, has no fixed teaching mode and teaching method, and makes great efforts to create the "second classroom" for students outside school hours, emphasizing the indirect education function of imperceptibly. Although the two are consistent in the goal of educating people, they are affected by work system, power and responsibility cognition, work experience and so on. When faced with complex educational problems, their operation mode is relatively independent, the degree of "duality" is high, the relevance of educational methods is low, and there are many contradictions between them. Greatly increased the cost of education. Integrating the educational resources of teaching and group learning, realizing the coordination and resultant force of the two and creating an integrated educational model can effectively optimize the actual effect of educating people and promote the development of colleges and universities for the cultivation of high-quality talents in the new era.

2.2 The Effectiveness of Classroom Education Is Not Strong

The traditional education mode mainly takes classroom teaching as the carrier, emphasizes the dissemination of theoretical knowledge and the acquisition of professional skills. In the view of most students, the classroom teaching form is single, the theory is strong, the restraint is more, the practicability is low, it is not easy to accept; in the long run, the students' recognition of mainstream values is reduced, and the effectiveness of classroom edu-

cation is weakened. But at the same time, with the advent of the new media era, the speed and mode of information dissemination have increased significantly. For example, platforms such as Zhihu, b station, shaking sound and Weibo have become the main sources of information for contemporary college students. Most of the information is a topic of interest to teenagers, and the content is easy to understand, the situation is more vivid, plus the network access to information is low, high degree of freedom, highly respected by students. However, most of the information lacks systematic speculation and strict argumentation, and some videos or pictures are out of context, and the authenticity and guidance cannot be guaranteed, which greatly affects the value orientation of contemporary college students. The deficiency of the traditional education mode itself and the impact of the new media era make the educational value of the classroom gradually weakened and its efficiency continuously diluted. Therefore, we should systematically integrate classroom teaching into group learning activities, enrich the forms of teaching expression, and better achieve educational efficiency.

2.3 Traditional Group Learning Activities Emphasize Form over Substance

As the front position of ideological and political education in colleges and universities, Tuanshu plays an important role in leading college students to construct correct outlook on life and values. Group learning activities have the characteristics of strong flexibility and high openness, and there is no fixed teaching mode and teaching methods, which can be integrated into all aspects of students' after-school life and emphasize the function of imperceptible education. But at present, the mainstream group learning activities have weak interest, old-fashioned content, multiple forms and light substance, and the enthusiasm of students to participate is not high, which cannot achieve the expected effect of group learning activities. The reform and innovation of group learning activities is imminent. If we can actively co-ordinate the educational resources of teaching and group learning, we can work together to create special and professional group learning activities, closely link students' professional skills training and personal future development, which can further stimulate students' subjective initiative and fully realize the educational effectiveness of group learning work.

3. The Dilemma of the Integration of Teaching and Learning

All along, colleges and universities have been exploring the innovation of talent training mode. The integration

of teaching group learning can effectively integrate the educational resources of colleges and universities and better realize the fundamental goal of "building up people by virtue ". However, in practice, they are not exchanging and cooperation, but long-term opposites. Integrated teaching is more a mere slogan, and its institutional advantages are difficult to play, which seriously interferes with the training of talents and the quality of running schools in colleges and universities. The dilemma of teaching integration is mainly manifested in three aspects.

3.1 The Dualization Of Teaching and Group Learning Is Serious

First of all, teaching and group learning in the talent training program there is duality. Teaching emphasizes the cultivation of students' professional skills, and the activities of group learning focus on the cultivation of students' practical ability. In the formulation of programs, there are often problems such as unreasonable time arrangement and conflict of value orientation. The overall arrangement of the two has always been the difficulty of colleges and universities. Second, teaching and group learning are separated in practice for a long time. The operating mechanism of the two work is different, from the leading organization to the information channel to the actual executor and other levels are relatively independent, the interaction of the work is weak, the main power and responsibility people lack of communication, mutual understanding is not enough, cannot achieve cooperation. Teaching and group learning should eliminate the tendency of duality and complement each other to construct the education system of colleges and universities.

3.2 There Are Gaps in Team Building

Teaching and group learning are equally important in the talent training system of colleges and universities, but in recent years, the development of group learning team is lagging behind, the main reasons are as follows: first, the affairs are messy and the coverage is wide. Young teachers have a weak reserve of relevant theoretical knowledge, are difficult to adapt to the working environment in the early stage, and are prone to job burnout; second, the overall social recognition is not high, that group work is to grasp the daily management of students. This leads to the fact that the strength of the group learning team is obviously weaker than that of the teaching team, and the value demands and resource acquisition are more and more marginalized. In the face of complex educational problems, the overall decision of the school is also close to the teaching mouth. Integration is even more impossible.

3.3 Differences in Value Judgements

Because of the long-term disconnection between teaching and group work environment, they usually only think about education from their own angles, which leads to contradictions and conflicts in the judgment of work value. Some teachers engaged in teaching only attach importance to classroom teaching, and think that students should devote all their energy to theoretical study, and it is the first thing to learn professional skills well. Participation in group activities is only a waste of energy, not only do not support or even show opposition. Some teachers engaged in group work believe that only learning theoretical knowledge cannot help students in the future development, and the homework only needs to pass the examination. Training students' "soft power "is the key to improve their comprehensive literacy and occupy an advantage in the future workplace competition. These two concepts are actually the lack of cognition of the target elements of talent training in colleges and universities, and obviously contrary to the core idea of comprehensive education advocated by the state.

3.4 Lack of Integrated Evaluation Mechanism

The mechanism of teaching work operation is relatively sound and perfect, there are hard teaching objectives, the assessment standard is relatively solidified, the quantitative assessment of teaching work is operable, and the teaching results are easy to appear. However, the operation system of Tuanshu work is relatively open, there is no fixed teaching method, there are many soft indexes, the complex educational problems are controversial, subjective, the educational effect is slow, and the quantitative assessment is difficult. If we do not construct an integrated evaluation mechanism, some of the work will be ignored or even denied. If the gap between teaching and group evaluation is too large, it will make it difficult for educators to obtain the sense of achievement of work, which is not conducive to the overall development of talent training mode in colleges and universities.

4. Countermeasures and Suggestions for the Integration of Teaching and Learning

4.1 Establishment of Institutional Guarantees for the Integration of Teaching And Learning

In the process of talent training, the disjointed phenomenon of teaching and group learning is serious. In order to promote the coordination of the two and achieve the substantive unity of thought, cognition and execution, we must have strict system guarantee. First of all, to cre-

ate a strong relevance of decision-making institutions, around the core concept of comprehensive education, to build people as the fundamental task, set up by the school responsible person in charge of the lead, Students and academic Affairs Office and other relevant departments to participate in the integration of teaching leading groups. Fully consider the practical factors and the demands of all parties, effectively divide the work functions and educational responsibilities of various departments, and form a cooperative operation organization with unified ideas and complementary functions. Second, it is necessary to break the information isolation of the two, optimize the information interaction between the educational administration system and the academic work system, realize the data integration of the two, ensure the sharing of students' information resources, control the students' real-time dynamics, and formulate targeted education programs. Third, regular and institutionalized special meetings on the integration of teaching and learning. The higher authorities shall hold regular meetings on relevant work, exchange and report on the work of each department, and the organs and units shall also organize special personnel to take charge of the relevant work and inform the departments of their duties in a timely manner. Resolution and development of major issues can be communicated in advance.

4.2 Optimizing the Construction of the Ranks of Teaching and Academic Workers

The innovation and reform of teaching mode cannot be separated from the construction of the team, break the gap between the two personnel, break through the limitation of thinking solidification and empiricism, so that the integration of teaching group learning can be carried out in the executive level. First, the establishment of teaching, regiment staff rotation system, to enhance the Office of academic Affairs, Student Affairs, League Committee and other relevant departments of staff mobility. The main staff should rotate once every 2 to 4 years, promote the effective transmission of information between departments, strengthen the integration of work concept and work style, and train all-round development management talents. The second is to train all-round professional teachers. Young teachers should be promoted as dual managers, while spreading knowledge, they should also be class mentors and counselors. Integrating into students' life, understanding students' ideological trends, deeply grasping contradictions and problems in the process of student training, formulating strategies and policies for students' development, coordinating and unifying the relationship between professional education

and quality-oriented education, This not only effectively strengthens the integration of teaching and group work, but also promotes the diversified development of group work. Third, to strengthen teachers' ideological and political education, professional teachers should regularly carry out relevant theoretical studies, grasp the direction of running a socialist school in practical teaching and theoretical teaching, and clarify the internal meaning of "building up people by virtue" in practice. The school should actively propagate through various ways, create a convenient and fast learning platform, do a good job of teachers' ideological construction guidance, the concept of "comprehensive education" deeply rooted in the hearts of the people rather than mere formality.
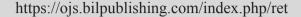
4.3 Reform and Innovation of Academic Activities

Based on the characteristics of students in the new era, the way of group learning activities should be changed to a certain extent. Creating group learning activities with strong professional characteristics can not only increase the communication between teaching team and group learning team, but also meet the needs of students' practical ability of professional skills under the pressure of increasing social competition. First, it is necessary to decentralize the main body of responsibility and responsibility for carrying out group learning activities, take the school as the main body to carry out the group learning activities with weak tolerance, and participate in the students with great limitations, and cannot take good care of the characteristics of the students. After fully listening to the opinions of the students, each college can focus on creating group learning activities with strong professional characteristics, and the school is responsible for doing a good job of examination, which can not only enhance the participation of students. It can also improve students' professional skills to a certain extent. Second, it is necessary to build a platform for activities, and the development of group learning activities should give full play to its characteristics of strong flexibility and high breadth, and should not limit their vision to the resources within the school. Third, it is necessary to ensure the funds, and each college should allocate the funds for the activities based on the needs of the professional characteristics, build a special activity place, and ensure the completion of the infrastructure. At the same time, we should employ experts as guidance teachers and implement treatment, fully mobilize the enthusiasm of relevant personnel, gradually form the brand effect of characteristic group learning activities, and ensure that the work of educating people in an all-round way in the college is carried out.

4.4 Improving the Evaluation Mechanism and Incentives

Perfecting the evaluation mechanism is the core driving force to promote the integration of teaching and learning and the guarantee of its sustainable development. First, the construction of a unified quantitative assessment criteria, teaching and group work focus, working methods and work content are different, while promoting their integration, but also to correctly understand their differences, establish the focus of their work, actively listen to the views of teachers and students, according to the difficulty of work and working hours to clarify the unified quantitative index system. Second, the evaluation system should adhere to the value guidance, bring the evaluation content of the regiment work into the examination of each teaching department and related functional department, balance the weight of teaching and group work in the year-end evaluation, and reflect the value orientation. At the same time, teachers can also add corresponding indicators in their personal evaluation. For teachers who actively participate in the construction of group learning activities and achieve excellent results, they can obtain certain policy relief in the examination of professional titles. Third, the examination results should have corresponding incentive measures, add strong interactive evaluation indicators, for teachers and students with excellent performance can take appropriate incentives. For example, select advanced collectives and individuals, excavate successful materials and create typical cases. The most important thing is to do a good job of ideological guidance and propaganda, arouse the enthusiasm of teachers and students, and promote the integration of teaching and learning as a whole.

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An Analysis of Chinese English Varieties from the Perspective of Eco-linguistics——A Case Study of Pidgin English

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ABSTRACT

This paper focuses on the nativization of English in China, using Pidgin English as a case study to put Chinese English variants under the theoretical framework of eco-linguistics, and put the ecological environment such as species competition, coexistence and co-evolution, etc. The natural phenomenon is compared with the existence of language phenomenon in the development process of China English represented by Pidgin English.

The study found that as the spark of the collision of the two mainstream languages of Chinese and English, the Chinese English varieties play a very important role in the exchange and enrichment of the two languages and cultures. Although academic circles have different attitudes and opinions on Chinese English variants, their existence and development conform to the law of the development of things and are also inevitable in historical development. Blindly ignoring their objective existence will definitely bring adverse effects on the ecological balance of the language. We should face up to the existence of Chinese English variants, comply with the law of language development, and allow it to develop naturally, and make efforts to protect the ecological balance of the world's languages.

1 Introduction

The internationalization of English will inevitably bring about the development of nativization, and all kinds of English with regional characteristics emerge in an endless stream (Du, Ruiqing, Yajun,Jiang 2001:37)[1]. Therefore, the phenomenon of Chinese English variant has also aroused controversy among many domestic scholars. Huang Jinqi (1988)[2] and Jia Delin (1990)[3] not only affirmed the objective existence of Chinese English, but also affirmed the positive side of the phenomenon of "Western translation into Chinese" in the translation process, which can promote cultural exchanges and improve Chinese culture in the world. Status. Later, Li Wenzhong (1993)[4], Jia Guanjie, Xiang Mingyou (1997)[5], etc. all discussed

the objective existence of Chinese English with optimism and affirmation. Scholars such as Xie Zhijun (1995)[6] and Lin Qiuyun (1998)[7] also affirmed the existence of Chinese English, but at the same time stated that they must be cautious in dealing with Chinese English. It is not objective and unrealistic to compare Chinese English with American English and British English. It is easy to cause confusion in theory and practice.

The debate on the issue of Chinese English has not stopped to this day. I believe that with the integration of the global economy, the nativization of English in China has become increasingly obvious. The status of China English as a national variant of English is beyond doubt. Like other English variants, the language system of China English has grown from germination, emergence, devel-

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opment to gradual improvement, following an ecological law from scratch. Especially since the 1990s, the development of ecolinguistics, a new subject, has provided a new perspective for the study of Chinese English as a national variant, and has injected new vitality into the development of Chinese English.

2 Overview of Ecolinguistics

According to the views of Einar Haugen and other linguists, ecolinguistics uses the theory and methods of ecology to metaphor and analogize the language environment and the ecological environment, study the interaction between language and environment, and reveal The theory of the influence of the ecological environment of language on the survival, development and evolution of language. Eco-linguistics is not only used to deal with the crisis of language ecology, but also plays animportant role in maintaining the balance and coordination of language ecology (Han Jun 2013)[8].

Eco-linguistics believes that, just as biological systems have their own ecological environment for survival and development, language also has its own ecological environment for survival and development. This environment mainly includes the psychology of language users, the history of language development, culture, and economic and political situations. The formation, development and evolution of language have gone through thousands of years. Therefore, different regions, natural conditions, customs, and historical changes have had a great impact on the evolution of language.

At present, there are more than 4000 languages in the world, and many languages are inextricably linked. According to these similarities and correspondences, languages are divided into different languages, language families, and language families. This is the inter-language relationship. Pedigree relationship. Just as the research of basic ecology involves the cascades of individuals, populations, communities, and ecosystems, the basic theoretical research of ecolinguistics can also be summarized into a cascade from micro to macro, that is, the various levels of language subsystem-language type-language family-language system. From left to right, these levels determine the relationship, and from right to left influence the relationship.

Eco-linguistics believes that language and its ecological environment constitute a language ecosystem. Among them, the ecological environment of language includes two parts: outer ecological environment and inner ecological environment. The outer ecological environment is composed of fourparts: natural environment, social environment, cultural environment and crowd environment.

The inner ecological environment refers to the various components of language (phonetics, semantics, vocabulary, grammar) and their mutual organic combination (Na,Meta,&Hu,Shujin 2005)[9]. Just as changes in the natural environment cause changes in biological species, changes in the ecological environment of language can also cause changes in language. Due to the changes of the inner and outer language environment, a certain language produces variation, which will form different language variations All new English variants can respond adaptively to new races and other cultural and social ecology.

Variation is an important social ecological factor within language. When the external conditions change, it may lead the structure of language (variants) to produce new development directions, or under new conditions, there may be new variations. The Chinese English variation is the English variation caused by the changes in Chinese society and cultural environment. The important reason why Haugen compares the language environment with the biological environment as a metaphorical analogy is that the most significant feature of the language system is the diversity of languages. The diversity of languages depends on the living environment of languages, which is similar to the biodiversity of nature. Biological diversity also depends on the living environment of organisms; language is in a relatively stable and constantly changing dynamic balance state in the social environment. This dynamic balance is the result of competition and coordination of various languages. All kinds of living things are also in this state; language has a remarkable openness, that is, a strong ability to accept and exchange the external world to maintain and develop its own life and vitality. The biological system in nature is also the same.

Biology also maintains a mutually stable, interpenetrating, and interdependent relationship. Therefore, examining the succession of English variants in China from the perspectives of ecology and ecolinguistics will provide a new perspective for exploring the relationship between Chinese English variants and standard English and their position and influence in the world English system.

3 An Ecolinguistic Analysis of A Variant Of Chinese English——Pigin English

3.1 The Law of "Natural Selection in Competition, Survival of the Fittest" and the Evolution of Competition Among English Varieties

In the same biological community, various species naturally have a competitive relationship for survival. Competition promotes the differentiation of species ecological characteristics, and as a result, the competitive relation-

ship between them is eased, and the biological community produces a certain degree structure. For example, in the forest there are tall trees that are sun-loving and short and shade-tolerant shrubs, each has its own place; the animals in the forest may come out day and night, or have different eating habits, and they do not interfere with each other. There are also potential competing relationships in the process of language use. The result of competition is not only the decline and extinction of weak languages, but also the diversification of the "ecological characteristics" of existing languages.

For example, under the condition of severe shortage of standardized media for Sino-foreign trade, the transitional language variant-Pidgin, which is mainly used as the "interface" for Sino-foreign business and affairs exchanges, is mainly in spoken form and often in English. Once exported, it becomes fragmented, prone to misinformation, has great instability, and is difficult to form a system on its own. Therefore, once the standardized media can meet or basically meet the actual needs, this weak language will gradually lose its reliance. To survive in the soil. Under the combined action of subjective and objective factors, the pidgin language gradually faded out of the historical stage at the end of the 19th century and the beginning of the 20th century, showing a trend of "depidinizatian" (depidinizatian). Vocabulary such as chunam, corshuns in Maruhan vocabulary and quisi in Lyland's "Pidgin-English Singsong" have disappeared (Qiu,Zhihong 2005)[10]. But it is undeniable that in order to meet the actual needs of trade in modern times, Pidgin has absorbed a large number of foreign words, which greatly enriched its own language. For example, some "Indian English" such as chop (a steal or a stamp), maison (seasonal winds or rains) are borrowed, and some are from "Malay" such as paddy (rice in the field) (Gu,Weixing 2008)[11].

3.2 Mutualism among Species and Coevolution between Languages

In the biological community, there is a kind of mutual influence and mutual benefit between some species, which is called mutualism in ecology. For example, the rhino with its head down to eat grass and the bird on its back can peck at the lice on the rhino's back, while the bird can also act as a sentinel to keep watch for the rhino who is concentrating on eating grass.

Then there are the large herbivores and the parasites in their gastrointestinal tract. The herbivores provide food for the parasites, and the parasites help the herbivores digest. These two examples are typical of mutualism in ecology. Unlike mutualism between species, language variants tend to be an "intermedia chain's relationship".

Pidgin English has existed in China for nearly three centuries. It is produced in the collision and contact between Chinese and English mainstream cultures and plays the role of cultural intermediary carrier. It also plays a certain role in the enrichment and development of both Chinese and English languages. On the one hand, Pidgin English has become the slang and idiom in the English system, which enriches the English vocabulary. "Shanghai", in English slang, means to knock (someone) unconscious (with alcohol or narcotics) and then abduction him onto a sailing ship to work as a sailor. There is a very popular idiom in contemporary English: "Long time no see!", with obvious pidginEnglish marks. The Pidgin Chopsticks also remain in the English dictionary.

On the other hand, Pidgin English also affects the basic word formation and usage habits of Chinese. Although much of Pidgin English is now a memory of the past, the irregular grammatical forms have eventually fallen into disuse. But words like "yanshu" have been widely popular as the transliteration of insure before or even at the same time as the new term "baoxian" appeared in China. Today's popular transliteration words such as cacocalo, shampoo, e-mail, bus, etc. almost all leave behind the shadow of pidgin English vocabulary.

3.3 The Enlightenment of Biodiversity on the Development of Chinese English Variant

An important point in maintaining the sustainable and coordinated development of ecosystems and thus protecting the ecological balance is to maintain biodiversity. Biodiversity is the basic species attribute of collective organisms in an ecosystem. Insist on biodiversity in the same ecological area is the fundamental method to maintain the effective link of the species food chain in the area, and it is also an important means to protect the existing species in a specific area and maintain the ecological balance of the area. The internationalization of English will naturally cause the localization of English, because each nation has its own unique historical, cultural, political, environmental and psychological background (Du, Ruiqing, Yajun,Jiang 2003). As a communicative tool, English will inevitably bear the stigma of each nation in the process of continuous internationalization.

The emergence of Chinese English variants has realized the effective "grafting" of Chinese native culture and English language, exerting the powerful "dual species advantage" of grafted plants, and its existence conforms to the development law of things[12]. With the further development of China's reform and opening up, China's English variants will grow from germination to further growth, and will eventually develop into a mature English

country variant. We know that biodiversity is the basis for maintaining ecological balance, and linguistic diversity is the basic means of effectively storing human knowledge. If you blindly ignore Chinese English or artificially oppose its objective existence, just like ignoring the existence of a certain biological species in the ecosystem, the result will definitely have an adverse effect on the development of Chinese English, a new thing, and even lead to this English. The "extinction" of the variant will eventually destroy the diversity of the world's language and culture, thereby destroying the ecological balance of language.
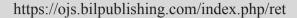
4. Conclusion

Since the 1990s, ecolinguistics has gradually developed into a new subject. The development and maturity of ecolinguistics provides us with a new perspective for language research, and at the same time provides a new way of thinking for the study of Chinese English variants. Chinese culture is extensive and profound. With the continuous deepening and expansion of contacts with other countries in the world, the influence of Chinese culture and Chinese on English has become more and more profound. Therefore, China needs a set of world-language publicity and communication with its own country flags. We should face up to China's English as a country variant and provide a good language ecological environment for its development, so as to protect the ecological balance of world languages.

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Practical Research on the Teaching Reform of The Course "Mechanical Foundation"

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ARTICLE INFO	ABSTRACT
	Aiming at the problems existing in the teaching reform of mechanical foundation course, such as old teaching mode, poor practical teaching means and lack of innovative thinking training. In order to realize the reform of teaching contents and methods and effectively promote the improvement of students' ability, it is necessary to improve teaching contents, innovate teaching methods and strengthen the design of practical teaching links and innovative thinking ability cultivation schemes.

1. Introduction

Mechanical foundation is a basic professional course that all students majoring in machinery must learn. By learning mechanical foundation, students can have a preliminary understanding of mechanical related knowledge, which lays a foundation for further in-depth learning of mechanical knowledge and engaging in mechanical related work. Mechanical foundation is different from cultural foundation courses. In addition to the basic scientific content, it is also closely related to the basic knowledge, professional knowledge and production and processing of other majors. The teaching effect of the mechanical foundation course is related to whether it can lay a good foundation for students' subsequent professional learning.

2. Problems in Traditional Teaching

There are two problems in the teaching of basic mechanical course in the current mechanical major, namely, the problems of students and the problems of teachers. First of all, students lack enthusiasm and initiative in learning basic mechanical courses, which greatly affects the learning effect of students. There are two main reasons for this problem. One is that teachers have poor teaching ability and improper teaching methods, which cannot arouse students' learning enthusiasm and make it difficult to guide students effectively. The other is that teachers' teaching mode is too rigid, which leads to students' lack

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of interest in learning. Secondly, it is difficult for teachers to get rid of the shackles of traditional teaching ideas and still adopt traditional teaching methods. In particular, many teachers lack of communication with students and pay little attention to interactive teaching. In addition, teachers do not have a good sense of innovation, lack of innovative teaching ideas, which leads to classroom teaching can not meet the learning needs of students, greatly affecting the teaching effect.

3. Practice of Educational Reform

3.1 Let Students Correct Learning Attitude, Correct Learning Concept

In the process of teaching, to improve the effectiveness of basic mechanical teaching in higher vocational colleges, we must first correct students' learning attitude. In the teaching process, the teacher needs to let the students have a basic understanding of the importance of the mechanical major, the role of the mechanical major and so on. First of all, let the students have a clear understanding of the purpose of learning. The ultimate goal of higher vocational education is to cultivate a group of talents with practical operation ability. Therefore, teachers must let students understand the ultimate goal of learning and future contributions to society. In the teaching process, teachers also need to consciously improve students' confidence in learning and regain their confidence in learning. Both theoretical and technical talents are talents who can contribute to the society.

3.2 Highlight Key Points and Do Subtraction Well

The course content of mechanical foundation is divided into four parts: mechanical transmission, common mechanism, shafting parts and hydraulic transmission. These four parts are both related and independent of each other. Each chapter introduces a lot of content, for higher vocational students, these contents are complex and not easy to understand. Therefore, in the teaching, the key content should be highlighted, and the common content in the production and life of students should be explained in detail. The restriction of chapters should be broken, the knowledge points should be explained throughout, and the coherence of knowledge should be strengthened, so as to facilitate students' understanding and memory and to form a systematic knowledge structure. The content such as derivation and proof with too much depth and too much theory is greatly reduced, and higher vocational students' acceptance of theoretical knowledge is not high, which is easy to cause students' troubles, but affects the teaching effect.

3.3 Use Modern Teaching Methods to Stimulate Students' Interest in Learning

Multimedia courseware featured a lot of application examples of mechanical products photos and videos, content involves machinery, engineering machinery, construction machinery, light industrial machinery and so on, in order to abstract the mechanism analysis and parts from practice about the design of the structure and, inspired by the students understanding, understanding and the understanding of these working principle, composition and characteristics of mechanical products, etc.; Courseware made use of the advantages of multimedia integrated, very good to solve the teaching difficulty of the traditional teaching, for example, using dynamic graphical images of CAI, can represent the gear of selecting such assignment process and principle of selecting such assignment, belt drive in the stress change during the process of movement and distribution of elastic sliding phenomenon, the failure mechanism of gear and so on.

3.4 Strengthen Practical Teaching

Vocational education emphasizes the practicality, openness and professionalism of the curriculum. Therefore, while paying attention to theoretical teaching, it is also necessary to strengthen practical teaching. Instead of the verification experiment in the teaching practice, increase the applied experiments, such as open thread disassembling training, coupling disassembling training, disassembling reducer disassembling training, internal combustion engine and map mechanism kinematic sketch training, etc., also can add to the factory to visit internship, through these training can not only enhance students' understanding of relevant knowledge, also can strengthen students' practical ability, consciousness and the professional ability of students to form project will play an important role.

3.5 Reform the Assessment Method

The main purpose of setting up the examination link is to help students see the difference between themselves and other students more clearly, find the deficiencies of learning in time, strengthen the learning and accumulation of knowledge, and cultivate their innovation ability. At present, the assessment is mainly carried out through closed books, which is conducive to the theoretical learning of students, but will have a negative impact on the monitoring of students' practical ability. In the course design, the comprehensive application ability of students should be tested, and the data analysis, knowledge application and comprehensive judgment of students should be monitored in a diversified way. At present, many students are unable

to study engineering problems comprehensively and solve them effectively

Problems arising from the project. In order to further promote the reform of assessment methods, comprehensive assessment methods should be adopted in the teaching process to promote the improvement of students' ability, and comprehensive assessment should be conducted in combination with daily performance, closed-book assessment and practical achievements, so as to better evaluate students' ability comprehensively.

4. Conclusion

Strengthening the design of education and teaching, improving the quality of education and teaching, and strengthening the design of practical teaching links and innovative thinking ability cultivation schemes are of great significance for promoting the improvement of students' ability.

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