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ARTICLE

Analysis of the Governance Issue on the Migrant Children's Education in Beijing

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ABSTRACT

Establish migrant students' educative governance committee to discuss the solution of the problems. From 4 aspects, showing how to organize a governing body, to make the floating learners get better education, which can benefit not only them but also the Beijing city.

1. Introduction

With the rapid economic growth and the agricultural development in China, labor demand continues to grow in big cities and gradually declines in rural area. As the capital of China, Beijing combines the national political, economic and cultural center, leads the domestic public facilities, health care, public transport, and justifiably has grown into the biggest city with the largest number of migrant workers with families in China. According to online data, among the 58 million students in Beijing, 1 out of 8 is migrant student; some parents are well-funded, and actually, the vast majorities of them are peasant-

workers, doing physical work and yet have only low income and poor working and living conditions.

Only the minority of parents with good economic conditions can afford their children study in private aristocratic middle schools or international schools, in which the children can directly go abroad to study after graduating from high school, not restricted by the relevant entrance policy to senior high school.

In fact, proper policy and management from the Education Commission of Beijing are provided to improve the quality of migrant children's education, still the main issue exists.

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Some of their children attend public junior high school with local children in their parents' workplace. Most go to private migrant schools. In Beijing, there are 300 private migrant schools for migrant children; only 60 have got the licenses. The fundamental characteristics of these schools are "four low", low investment, low charge, low wage and low quality. Besides, because of the restrictions of education policy in China, they are almost not allowed to study in any public senior high school. But the rest of them are still confused and worried where they are going for the further learning. They are too young to go back home by themselves to study in their local senior schools. However, they have to stop schooling if they stay with parents in Beijing who have to work here for living.

In short, the Quality of the migrant children's education under 15 years of age and the education of the migrant young people aged 15 through 18 have become big social issues in Beijing.

It's well known that migrant children's education is about the fairness of education, which involves social justice, and building a harmonious society.

From what I learned from Dr. Bev Rogers' class, I know that transforming from management to governance, thinking deeply about institutional reform must be concerned to deal with the issue.³ Experience has shown that many education problems are not solved by the education community itself. From management to governance, education requires the government to penetrate deeply into the development of society and to seek policies in the process of social evolution. However, there are many comrades in the education circle who are not too concerned with social changes. They are conservative in their own way, or have weak insight into society and lack of control over the situation. For example, they always believe that as long as the government gives money, all the problems can be solved, it is not the case, system is an important factor to decide the administrative efficiency, and otherwise it is difficult to fundamentally solve the problem completely.

From the perspective of public services, the government should not fulfill education function of public service directly, but can give financial support and encourage society supporting management power, also combine education department own efforts, implement a non-profit financial system with governmental supervision.

In view of this, taking my school as an example, this essay starts with the establishment of migrant students educative governance committee to discuss the solution of the problem; I will focus on four aspects to show how we organize a governing body, to make the floating learners get better education, which can benefit not only them but also the Beijing city.

2. What Is Governance/Educational Governance?

Governance is one out of the 3 key factors (management, leadership, governance) to help an organization work well and continuously improve the efficiency and outcome of the organization.

Although "Governance" has been used for many centuries—the ancient Greek word "kubernetes" meant "steersman" or "helmsman" and was used to refer to "exercising authority, control and direction"^[1] (Coward, 2010, p. 711). In recent times, what Stivers (2008) refers to as "new" governance has now been expanded to include a range of non-profit and business organizations, with the associated underpinnings of the assumed market dominance. New governance has shifted meaning to be widely used as a replacement for direct government action. Only one simple definition cannot be applied everywhere.

The context I am considering is an example of the National Health Service in Scotland who has identified a need for educational governance. Coward (2010) considers educational governance in relation to health care and in doing so, provides a fresh look at the meaning of "educational governance" as the "diverse approaches to designing, funding and managing education to benefit learners, organizations and wider society"^[2] (Coward, 2010, p. 710). NHS Education for Scotland defines Educational Governance as "... the systems and standards through which organizations control their educational activities and demonstrate accountability for the continuous improvement of educational quality and performance"^[3] (NHS Education for Scotland, 2009, p. 6). Therefore my understanding of governance stresses the importance of the systems and standards that contributes to the performance, effectiveness or accountability of educational activities and programmers.

In Beijing, the experience of wandering life of most floating parents makes a difference of the experience of education for their children. In order to solve governing

of a school for better education, we need a focus on governance as calling for the renewal of public spaces, the opportunity for each person to share his or her own viewpoints on the issues that we face, then we need what Stivers (2008) calls “governance of the common ground” (p. 6) That is to say, a special educative governance committee should be established to change the educational plight of weak groups — the floating workers in Beijing, help to improve the education of their children.

3. What Is the Educative Purpose of Governance?

Research on governance addresses educational governance from diverse perspectives ranging from political to sociological and the technical/managerial^[4] (Coward, 2010, p. 711).

Lundgren (2001) argues that it is by education that we reproduce our culture – our values, habits, attitudes and knowledge – from one generation to the next. It is by education that we create conditions for cultural and economic growth. This insight is fundamental for educational planning and thus for governing and monitoring education. (p. 25)^[5] Broader political questions about how society might be improved and changed are expressed in the kinds of knowledge, attitudes and skills identified as required by participating in society. The reproduction and transformation roles of education are not distinct — both require an awareness of new and changing circumstances and the building on a foundation of what is valued in existing arrangements. Since different groups have different views about what aspects of society need to be maintained and changed, education is always a debate with differing views of what constitutes a ‘good society’ embedded in each proposal for change or maintenance. Education is always contested (p.167 emphasis added). We argue, therefore, not only for education of a particular form and practice, but also for (or against) the vision of the good society that underpins our views on education. What kind of society should education, then, foster?^[6] (p. 167)

Nixon et al. (2004) argues that we need a vision of the good society which includes the possibility individual and collective”^[7](p. 169) issues in the context of what Arendt called a ‘care for of thinking outside of the assumptions we make and what we take for granted, which requires consideration of “both social and economic,

political and historical, the world’ beyond the self-interest driven by our neoliberal consumer-driven attitudes and behavior.

In Beijing, the foundation of the Migrant Student Educative Governance Committee surely can contribute to both a good education for the floating learners but also the whole city, even the whole nation.

4. What Worldviews/Orientations Shape the Idea of Governance?

4.1 Orientations, Perspectives and Assumptions Influencing Thinking and Acting in Education

Human beings are meaning making creatures. We establish ways of understanding the world around us, whether it be the natural world or the human social world. These meanings are often systematised and have been variously called orientations^[8] (Kemmis, Cole, & Suggett, 1983), ideologies, worldviews, frameworks, or perspectives. Their value is that they provide ways of understanding the world and give it meaning.

4.2 Four Orientations to Education

At any one time, there may be a range of competing perspectives held by different groups and subgroups, some of whom will have greater access to making their perspective more dominant in the political sphere. The transnational development of education policy, largely supported by various quantitative comparisons between countries (as in OECD reports) also includes elements of other perspectives. There are four orientations which have had an enormous impact on the way education is understood. These are the Market orientation, the Conservative orientation, the Humanist/progressive orientation and the Collective orientation.

4.2.1 The Market Orientation

The market orientation establishes an idea of the “free market” as the organising principle for what is seen as important. This places the economy as the central purpose of all institutions in society, including education. At different times this orientation has been known by different names including economic rationalist, neo-liberal, social capital, vocational and ‘human capital’. Each of these have in common is a conviction that the 39 economy, particularly the market economy, is at the centre of any understanding of human life and human interests.

4.2.2 The Conservative Orientation

The conservative orientation establishes the key factor in its explanatory framework as the traditional social and cultural context. It wants to preserve what it sees as the key forms of knowledge that have been established over time and served the society well. This orientation has sometimes, particularly in recent times, shared values with the Market orientation in seeking the best outcome for the economy through individual effort, often coordinating between neoliberal marketism and neo-conservatism. Other terms used to cover this orientation include the New Right and authoritarian populism, and in its extreme form, fascism.

4.2.3 The Humanist/Progressive Orientation

The Humanist/progressive orientation establishes the key factor in its explanatory framework as the individual human being. It seeks whatever contributes to the greater orientation the focus on the individual but in this case it is not the economic individual but the fully realised human individual, i.e. a person who has developed all their capacities and capabilities: intellectual, emotional, physical and social. Other related terms used for this orientation can be the naturalist, romantic, or progressive.

4.2.4 The Collective Orientation

The Collective orientation establishes the key factor in its explanatory framework as the good of the social group. It argues that humans are fundamentally social beings and fulfilment can only be achieved through cooperative effort towards the good of the greatest number. Individuals are still valued in this orientation: individuals have reciprocal responsibilities with other members and their identity comes from their relations with others. The individual can only achieve their potential through cooperative action and interaction with others; and all human practice is always social, including language. At various times this orientation has been called the socialist, socially democratic, socially critical perspective.

These orientations seldom appear in reality in their 'pure' form. There is a dominant view at any one time, but the others still operate in various ways. The way of describing the orientations is as an interpretative device to reveal the assumptions on which each relies and to make clear the very different implications for education and the curriculum of each perspective.^[9]

The governance in our school is also a combination in which collective and humanistic orientations are dominant,

combined with the other two orientations.

5. Who Gets to Participate and How?

How we think about the educative purpose of governance makes a difference to what we think about who should participate in governance processes. As Trujillo (2013) identifies, high-stakes accountability can impact on governance by board members embracing competitive, individualized goals for teaching and learning.^[10]

Yong Zhao (2012) argues that narrow specific standards treat students as identical and that we need instead, to have diverse outcomes for education, representing the diverse talents, skills and capabilities that young people need as global citizens.^[12] Robinson, Ward and Timperley (2003) question how we have thought about "laypersons" as board members in New Zealand schools and those we need to consider specific ways to build capacity.^[11] This question prompts a consideration of the people who make up governing boards in educational contexts.

The school has five key stakeholders: government, school administration, academic system, students, and society. They form a force field, which determines the mission, direction and function of the school.

Our School Migrant Student Governance Committee should be an educative governing body that is jointly attended by all education stakeholders — government, society, administration, teachers, students, staff and so on. As legal person, The School Migrant Student Governance Committee is responsible for the school management affairs, including:

- (1) The basic framework of the mission, the major policies and operational framework, responsible for the education resources, long-term strategy and resource allocation;
- (2) The appointment of school president, the exam of annual work plan, and budget, the supervision of the operation of the school;
- (3) Contact with all stakeholders of education, understand their opinions and suggestions about school work, and put these ideas and suggestions to the school administration in the proper way, establish school administration contact and coordination with each stakeholder group, the relationship between keeping these contact channels.

6. Conclusion

In all, by analysing the foundation and perfection of governing about the migrant students in Beijing City, through the statement of the conception, the educative purpose, the orientations to shape the idea of governance in Beijing, I get to know how the educative governance help migrant students to get better education, consequently realize the education justice in our city.

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ARTICLE

Practice Analysis on the Teaching Theory and Skills of English Translation

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ABSTRACT

As a universal language, English makes a better communication between China and the developed countries; English language teaching has become increasingly important in more and more Chinese Schools. At the beginning, when Chinese students start to learn a second language, they need to translate the second language such as English into Chinese in the first hand, and this procedure will help them to understand and learn English better. For English language translation teachers, they need to research and create the suitable, effective method of learning English translation for most students constantly in order to improve the English translation learning efficiency of the Chinese students. The local culture of China is quite different from the culture of other English speaking countries. When our Chinese students study English language translation, at the same time, they need to learn the different culture in different countries and learn how to accept and face up the cultural background difference between our country and the other English speaking countries. In the meantime, during the time of teaching English translation, the English translation subject teachers need to guide the students to learn and understand the difference in practice, and help them to establish a comprehensive and correct idea of learning English translation through teaching correct and different translation skills.

1. Introduction

China has a very fast development in the past several years, especially in economics, which reflects on the closer economic communication between other countries. In September and October 2013, President Xi Jinping bring the Cooperation Initiative prospectively of building the “the New Silk Road Economic Belt” and “the 21st-Century Maritime Silk Road”. It will fully rely on the existing dual multilateral mechanisms between China and the relevant countries, with the help of existing and effective regional cooperation platforms. “One belt,

one road” aims to borrow the historical symbols of the ancient Silk Road. It not only holds high the banner of peaceful development and develops the economic partnership with the countries along the border, but also jointly creates a community of interests, destinies and responsibilities with political mutual trust, economic integration and cultural inclusion. In the process of economic exchanges, it will inevitably involve language communication. When students are learning English translation, they need to understand the customs and habits and cultural tradition of other countries in

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the first hand, able to understand cultural differences between countries at the same time and combine the literal meaning of words in the sentence and different cultural background to translate. Only in this way, the students can make English translation be closer to the meaning of the sentence itself.^[1] This will need English translation course teachers teach students different kinds of translation skills and spread the different cultural background of different countries. At present, more and more schools begin to attach importance to the development and teaching of English courses. They constantly train teachers because it is important for teachers to pass on more comprehensive English knowledge to their students, and help students learn English knowledge more conveniently and directly. When students learn the relevant knowledge of English, English translation is one of the important parts in the progress. If the teachers want to improve their students' English translation test scores and the learning efficiency of students, they need to teach students more translation skills in practice that will make students to learn in an easier way and the learning effect is more significant at the same time.

2. The Current Situation of English Translation Course

Nowadays, many schools do not attach enough importance to English translation, even an attitude of indifference. Teachers also generally consider in learning English, which is enough to be able to hear, read and write accurately. In fact, English translation is the key to learning English. But learning English translation involves a lot of other relative knowledge. For example, for Chinese-English and English-Chinese translation, British and American literature is one of the most important parts. Different literature and culture will help students to combine different cultural background in order to translate a sentence in a different and deep way. Such as in the English translation of British proverbs and American proverbs, it also helps students understand English proverbs better by learning British and American culture. In universities, the school did not offer English translation courses for the students who are not English Majors, just require them the basic knowledge and skills in English listening, speaking, reading and writing,^[2] it will not require non-English majors students to learn the detailed translation theories and techniques. In addition, many schools lack learning materials for English translation. Even if students want to learn English

translation, there is no way and materials to learn. Moreover, in the process of English translation teaching, teachers usually teach English translation knowledge according to the inherent textbooks, which is relatively dull as ditch water. As time goes by, students will feel bored when they learn and then the enthusiasm for learning will be dropped which will lead to the limitation progress of the student's English translation level. In fact, the level of English translation learning will also reflect students' knowledge of learning English and the teaching level of English Translation teachers. English grammar and language logic are quite different from those in Chinese. If the students want to learn the relevant knowledge of English translation better, they require the constant practice and constant learning in order to improving logical thinking ability.

3. Theoretical Practice of English Translation Teaching

3.1 Teaching Theory of English Translation

Translation, as the name suggests, is the process of changing something that is written or spoken into another language according to its original meaning. It sounds like a very simple thing. In fact, it is not easy to translate original language "faithfulness, expressiveness and taste" into the target language. In universities, English majors department will offer some professional translation courses for the students, such as translation, interpretation, simultaneous interpretation, etc. Some professional foreign languages universities also set up the special advanced Translation Institute or advanced translation major. It is very good for students who aspire to study translation theory and practice. However, because of many schools do not attach much importance to English translation course, therefore, there is no relatively complete teaching theory as the basis for the course. Many people think that teaching in class needs an independent and unified textbook in the first hand, however at present, only English major students have the unified textbooks for English translation course. But the textbooks for English translation major students need highly professional skills and knowledge, which don't suitable for non-English translation major students. However, if the non-English translation major students want to learn and grasp the knowledge of English translation course better, they need less professional and easier textbooks for English translation. Although the knowledge and content in the textbooks for non-English major students

are less professional and easier than the ones for English translation major students, the knowledge and content need to be “small but excellent” and will attract more and more non-English translation major students to learn. Let us make an example, if they put more interesting Western fables, or many Myths and legends, and more stories of local customs and culture or more attractive “seen and hear” of tourists from all over the world and so on,^[3] which definitely can attract more students to read and learn. It also enables students to skillfully apply translation skills in more and different practical situations and convey exactly what they want to convey. At the same time, nowadays, more and more enterprises pay much attention on the English level when they recruit talents; some industries will be stricter on this part because the frequency of communication use on English becomes more and more in daily working. Although there are some industries that do not demand much higher English level on the talents when they apply for the job, however it is hard to avoid by using English to communicate with colleagues or clients, or write emails'do presentation'make working material translation etc. in the work afterwards. So, the using ability of English makes a very important role in our daily work and life. When students are learning English translation skills, in the first hand, they need to translate the sentences in a simple and fluent way. There are much difference in the translation method between English translation and ancient Chinese language translation. English translation does not need to express the meaning of a sentence in a complete way, but a general meaning of the whole sentence. What's more, when professional English teacher teaches English translation course, they don't need to overly strictly require students translate word by word, but require the content and structure of English translation to be simplify.^[4] In addition, when students are learning English translation, it is more important to gain the ability of English interpersonal communication and actual practice than that in English written skills. Because of the current development of our time is that the economic and culture exchanges between China and other countries are growing. We need to learn comprehensive English knowledge better and different cultural and economic development background of different countries in the world instead of just learning English translation course and simplex English translation skills better only in order to make a fluent communication. Last but not least, the most important thing is to learn how to use English to communicate properly and fluently in practice, talk more and go out to find more practice opportunity. Only

in this way, we can find what problems we have in the daily use. This is the core idea of why we learn English translation.

3.2 The Penetration of English Translation Teaching Theory

Because of the educational system in our country and the current development of our times, we need to consider much more possible problems in the process of English teaching. Although it is important to learn English translation skills, but we can not just focus on learning English translation course only and we can not just use English to communicate in class, teachers need to give consideration to different courses and content. Teachers need to arrange English translation study progress properly according to the practical situation when they are designing the English course-teaching plan. However, teachers can share the English translation teaching theory to every student and let them to know the importance of learning English translation and the basic information of what they will learn in the future. This move aims to let the students grasp the essence of English translation in a better and deep way.^[5] There are many ways to learn how to translate, and students can find more common translation methods in school textbooks. There are two different English translation methods in general, one is Literal Translation, which means translation that follows the original words exactly; the other one is Free Translation, which means translation that is not exact but gives the general meaning in a more perfect way. Literal translation and free translation are both very important when students learning English translation, some sentences can be translated by literal translation method, but some need to be used by free translation because some sentences are not pleasing and they have language barrier by using literal translation. Teachers themselves also need the proficiency in using the two translation methods of literal translation and free translation during the teaching process in class and daily life, so that the students can be imperceptibly influenced by what the teachers see and hear in order to have a better understanding and learning on English translation. In the meantime, teachers can encourage the students to use English in practice, such as talking and communicating with the International students or use them in daily life like in dormitory. Only by using English in practice, we can know what grammar problems or oral mistakes we have in learning this subject and what level we have achieved in study. The core of learning English translation is learning the

practicality and skill of English translation. That is the most important thing.

4. The Practical Discussion on Teaching Skills of English Translation

4.1 Analysis on Division Method and Combination Method Translation

Division is a translation process or a result of dividing a sentence into separate parts and then translate the different parts respectively, on the contrary, combination is a kind of translation method that use two or more short sentences join or mix together to form a single long sentence then translation the long sentence at last. How to use these two methods and when to use the two methods will depend on different situations. English sentence expression is supported by multiple small sentence structures, when students translate long sentences in English, they need to understand the sentence structure in the first place and then translate by splitting several long sentences into short sentences in order to make the expression more concise. And when students meet a few short sentences, they can find out the structure relationship between a few sentences firstly, and then translate these sentences in a reasonable and proper order. When students start to learn the two methods at the beginning, they can learn to memorize by a simple way, which is translate the short sentence by using combination and translate the long sentences by using division method, which can make the translation becomes easier by changing the sentence structure, and make the final sentence meaning clearer.^[6] During the learning process, teachers need to put more examples for the students, in order to let them use the two methods for practice again and again. Only by doing more translation exercise everyday, the students can grasp and learn English translation method and skills in a better and deep way.

4.2 Analysis on Amplification Method and Omission Method

Amplification and Omission are two common translation methods in our daily translation life. The most important thing is to make the sentences fluent by translation when conducting English translation, there is much difference between Chinese and English sentence structure and language grammar. At the same time, the corresponding words in English words are relatively concise than in Chinese, the final number of words in English is much less than that in Chinese. So

the students need the proficiency in using English translation skills when they doing translation exercises and in daily life communication. The different sentence structures need different English translation methods to express, for example, the English phrase “the rest of life” can be translated into “余生 (Yu Sheng)” instead of “剩下的生命 (Sheng Xia De Sheng Ming)” in Chinese, this is a great translation. If we translated this as “remaining life (剩余的生命)”, it will be very wordy and without any aesthetic feeling. What’s more, when we do translation, we need to properly use the better words to express the accurate meaning of the sentence, as well as express the proper meaning in communicating with other people in our daily life, which will make a more pleasing expression and a fluent communication.

5. Conclusion

According to the above content, we can fully understand that the importance of learning English translation. Learning and grasping English translation skills is important for the students learning English knowledge and improving English level.^[7] So for English Teachers, when English teachers teaching English course in class, they need to use the theoretical method properly and put the better teaching plan in to practical use. In the mean time, teachers should teach the students English translation skills again and again, in order to let the student gain the ability of practical use and let the students grasp the quintessence of English translation and learn the knowledge of English course in a better way. What’s more, for school part, the school needs to take responsibility of adding the English translation course for the non-English major students and provide different kinds of English translation books for students to read in order to improve the English study efficiency of the non-English major students.^[8] Teachers also need to do more research on new and easy-acceptable English translation skills for the students and need to do their best to let the students use English and understand English expertly in any different situation, so that the teaching level has also been greatly improved. For English translation learners, students need to use English translation skills that learned in class into practice, and take part in various translation activities, communicate with target language users more. And then find a more understandable and better translation expression way. Translation is a basic learning skill in English learning. It is ubiquitous in English use and daily life. Finally, we need to apply translation skills to life, which is the ultimate goal of English language learning.

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REVIEW

Research on Fire Safety Management System in Colleges and Universities

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ABSTRACT

The smooth implementation of the fire safety management system in colleges and universities can not only further regulate the fire safety management of colleges and universities, but also prevent and reduce fire hazards and ensure the safety of life and property of teachers, students and employees in higher education institutions. This paper starts with the current situation of fire safety management in colleges and universities, combined with the laws and regulations of the Higher Education Institutions of Higher Education. The paper introduces the key points of the construction of fire safety management system in colleges and universities, and makes a simple exploration of the fire safety management system of colleges and universities from the aspects of innovative safety publicity and education mode, perfecting safety management platform and strengthening enforcement control.

1. Introduction

The term “fire protection” mainly refers to the elimination and prevention of floods and fires.

In the narrow sense, fire protection also refers to the elimination and prevention of fires, that is, fire prevention and control work for fire. “The fire and water are ruthless” and “the fire is fiercer than the tiger” have all described the dangers of fire and the threat to people’s lives. Colleges and universities bear the important task of cultivating high-level talents for the motherland and society. It is of great significance to strengthen the fire safety management of colleges and universities and to construct a sound fire prevention and control system for colleges and universities.

2. Current Situation and Problems of Fire Safety Management in Colleges and Universities

2.1 Insufficient Fire Safety Education

In the current stage of the development of colleges and universities, the overall education management model of colleges and universities is constantly changing and optimizing. In the process of fire safety education management, advanced technology is not used for education management. The too lagging and rigid college fire education management model not only affects the smooth progress of fire safety education management in colleges and universities, but also can effectively improve the fire safety awareness

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and fire prevention capabilities of college teachers and students and employees.

2.2 The Fire Protection System Is Not Perfect

At this stage, there is no relatively perfect fire safety management system within the university. Although the legal representative of the university has clearly defined the duties of supervision of the fire protection system in various departments within the university, however, at this stage, the supervision and management mechanism of colleges and universities still use the traditional housing safety management system, or blindly learn from the fire safety management system of other universities. The overall fire safety management system is theoretically lacking and is not suitable for itself. Coupled with the lack of effective punishment measures, it also directly led to the frequent occurrence of unstable fires inside the university.

2.3 Missing Fire Safety Enforcement Mechanism

The fire safety enforcement mechanism is the basis for the smooth progress of the university fire safety management system. At this stage, colleges and universities have not set up a perfect fire safety system implementation mechanism, which leads to the lack of scientific management of the fire management system. The lack of specific professional measures cannot guarantee the smooth operation of the fire safety management system.

3. Key Points in the Construction of Fire Safety Management System in Colleges and Universities

Firstly, according to the relevant provisions of the “Fire Safety Regulations of Colleges and Universities”, colleges and universities should improve the fire awareness of internal teachers and students and employees as the main work, further strengthen the publicity and education management of fire protection education in colleges and universities, and provide a basis for the smooth promotion of fire safety management system.

Secondly, colleges and universities can formulate supporting incentive mechanisms based on the previous fire safety management mechanism. In order to coordinate with the university security agencies, student departments and other departments to closely organize, combined with the supervision and management of college counselors to ensure the implementation of the fire safety management system.^[1]

Finally, in the implementation process of the university fire safety management system, the existing micro-curriculum learning platform and the educational administration system are two modules that are separated independently. In addition, the existing university network environment cannot guarantee the smooth operation of the micro-class fire safety education platform. Therefore, relevant departments of colleges and universities should pay attention to promoting the cooperation between the fire protection agencies and the internal management departments on the publicity platform of the Internet fire safety management mechanism to ensure the professionalism and rigor of the fire safety management system in colleges and universities.^[2]

4. Construction of Fire Safety Management System in Colleges and Universities

4.1 Innovate University Fire Safety Education Form

First of all, in the continuous evolution of Internet thinking, network technology has been widely used in various industries, especially in the field of education management. At this stage, China's colleges and universities have established a preliminary and perfect network education model, such as MyCourse Online “safety micro-accompaniment” and other fire safety network education systems. In MyCourse Online “safety micro-accompaniment” fire safety network education system, by using “Easy Class” as the entrance to implement the safety micro-course education, combined with the setting of the “safety micro-accompaniment” module, it can provide a basis for the smooth operation of the Internet + fire education mode. The “safety micro-accompaniment” online learning mode is characterized by strong interest, rich content and diverse themes. Through animation + graphic + video education, It can explain the fire safety knowledge points for the teachers, students and staff system of the university, and comprehensively analyze the connection between fire safety and property safety and personal safety, so as to ensure that the teachers, students and employees of the university establish the correct fire safety concept.

Secondly, under the new situation, the safety education of university and college students is closely related to the construction of a safe campus and the improvement of the safety awareness of all teachers and students. Therefore, in order to ensure the smooth operation of the university fire safety management system, relevant university administrators can incorporate the micro-course platform

into the overall fire safety education system in the actual safety education management process. In combination with the operation of the official WeChat public accounts of various professional colleges, the platform for micro-course education in colleges and universities will be gradually established and improved. In the micro-course safety education platform of colleges and universities, colleges and universities can comprehensively carry out online education and learning of fire safety micro-course for all teachers and students in colleges and universities by setting up the “Safe Online” column. Based on the college micro-class safety education platform, the “Safety Online” column has the characteristics of strong logic, high interest and novel educational methods, which can effectively improve the fire safety awareness of students, teachers and employees in colleges and universities.

Finally, in the course of the actual fire safety publicity and education work, colleges and universities can also cooperate with the Ministry of Public Security, the Ministry of Education and other professionals to hold a nationwide fire knowledge education conference in the university area. Through the analysis of the fire situation in the near-stage period by the responsible person of the Fire Department of the Ministry of Public Security, combined with specific pictures or videos, explain the correct knowledge of fire prevention, and prompt the teachers, students and employees of the university to truly realize that: “Hidden dangers are in the open fire, prevention is better than disaster relief”. That is, as long as the teachers and students of the university master the basic knowledge of fire safety and establish a sense of safety responsibility in front of the fire, it can effectively avoid the fire.

In the process of Internet technology development, how to use the Internet network to better carry out fire safety publicity work has become the primary task of the fire safety management system in colleges and universities. In order to make better use of the micro-course platform, WeChat public accounts, MyCourse Online “safety micro-accompaniment” and other forms of safety education, in the actual fire safety management system promotion stage, colleges and universities can select micro-course related to fire safety education, or science column to provide sufficient resources for college students to learn online, such as “four understandings and four skills” and so on. Promote education through animation, video + game + graphic security system, transfer the correct firefighting methods, fire alarm procedures, fire prevention measures, correct use of fire extinguishing devices, initial fire suppression or escape methods to the university fire safety

education platform, and simultaneously improve the safety awareness and fire self-help ability of college teachers and students.

4.2 Improve the Education Platform for Fire Safety Management in Colleges and Universities

On the one hand, in order to ensure the smooth progress of the management of fire education in colleges and universities, colleges and universities should follow the principle of “prevention first, prevent elimination and combination”, conduct surveys on students of various professional colleges, absorb the opinions of students and teachers of various professional colleges, and gradually improve the internal fire safety management system. At the same time, the management personnel of colleges and universities can actively communicate with the representatives of the fire department of the public security department according to their own circumstances, and constantly optimize and improve the internal fire safety management system. On this basis, develop a fire safety management system that is consistent with its own needs.^[3]

On the other hand, considering the main difficulties faced by fire safety management in colleges and universities at this stage, the fire safety management system of colleges and universities should be guided by the concept of “education first, implementation of responsibility system, perfect fire protection facilities, rapid and thorough handling of police”. On the basis of improving the safety education and publicity management, according to the legal level, the fire safety management of colleges and universities is fixed, and the fire protection facilities, fire brigade construction, fire prevention plans and exercises are gradually reformed and optimized, and a perfect university fire safety management system is constructed to provide a basis for the effective highlighting of the systemic characteristics of university fire safety management system. As in the fire plan and exercise module, in the fire safety management system, colleges and universities can clearly stipulate that the security departments of professional colleges should organize logistics personnel, professional classes, student dormitories, and faculty and staff to conduct fire drill training drills during the period of high risk of fire in spring and autumn. In the specific fire drill training exercise stage, it can be divided into three modules.

Firstly, organize small students to fire small fires within the limits of their ability; then, if it is not extinguished in time in the early stage of the fire, it will guide the teachers,

students and staff of the professional to call the fire alarm phone correctly, that is, clearly and concisely explain the specific location of the fire, the number of the house number, the quantity and type of burning substances, and the occurrence of the fire, whether there are people trapped by fire, contact information of police officers and basic information; finally, guide the personnel to evacuate the escape drill. Even with tools such as loudspeakers or whistles, organizers carry certain protective tools, such as masks, wet towels, etc., to the nearest safe exit, depending on the equipment such as the mobile evacuation indicator or the fluorescent screen. Through regular training exercises, teachers, students and employees of various professional schools can effectively improve their ability to deal with fires, minimize the risk of fire risks to the lives and property of internal personnel of colleges and universities; and fire protection products are the guarantee for the smooth development of fire safety management in colleges and universities. In the actual work development process, colleges and universities should set up the procurement, management and use specifications of fire protection products according to the fire safety management requirements of the college. For example, the organization of professional fire management personnel to purchase “ABC type” dry powder fire extinguishers, fire safety luminous evacuation signs and fire-fighting signs. And through the signing of a long-term cooperation agreement with the relevant fire products manufacturers, priority is given to the purchase of fire-fighting products with good fire quality to ensure the actual effectiveness of fire safety management in colleges and universities.

In addition, on the basis of the formulation of the fire safety management system, colleges and universities can formulate supporting penalties according to the problems in the fire safety inspection. For example, in response to fires caused by the use of high-power appliances in student residences, the students should be financially punished with the students and notified of criticism.^[4]

4.3 Strengthen the Executive Management of Fire Safety Management in Colleges and Universities

Firstly, according to the relevant requirements of the “Fire Safety Management Regulations of Colleges and Universities”, in the specific fire safety management process of colleges and universities, the legal representative of the university is the person in charge of the fire safety of colleges and universities, which is responsible for the internal fire safety system of the university, and according to the fire protection laws, Formulate a fire safety responsibility mechanism and

a fire safety management system that are consistent with the university education model. At the same time, it approves and implements the annual work plan and annual budget of the university fire safety, and provides regular security funding guarantee and organizational guarantee for the implementation of the university fire safety management system in conjunction with the regular convening of the university fire protection work conference. On this basis, the legal representative of the university also needs to supervise all levels of departments and professional colleges, Sign a fire safety responsibility agreement with the responsible person of the secondary institution of the university, and rationally divide the responsibilities of the departments at all levels in the fire safety management, and pre-execute the fire and fire emergency evacuation plan. Regularly carry out fire safety inspections to rectify major fire safety hazards within the university to ensure that major risks related to fire safety are dealt with promptly and effectively.

Secondly, the management personnel of colleges and universities should help the legal representative of colleges and universities to carry out the management of fire education in colleges and universities in accordance with relevant laws and regulations. And further refine the fire safety management system of colleges and universities, through the internal fire safety annual plan of each professional college, the annual budget of fire safety work, fire safety inspection standards, fire hazard rectification measures, fire protection facilities and equipment maintenance inspection period, fire organization team setting, etc.^[5] In combination with the setting of full-time fire management positions in various professional colleges, regular training on fire protection knowledge will be organized for college volunteer firefighting teams to further promote the prevention and management of fire safety technology in colleges and universities. In addition, the management personnel of colleges and universities and the members of the voluntary fire protection organization also need to carry out the work according to the fire inspection and acceptance work in the university. In the form of fire protection work files or fire safety hazard accounts, this report is made to the fire department of the public security organs in the region, and cooperates with the fire control agencies of the public security organs in the region to provide a basis for the smooth development of fire safety education management in colleges and universities.

Thirdly, at the grassroots level of university fire safety management, in the form of a three-level fire safety working group, under the guidance of the grading work

system, various fire safety management work is carried out. The fire protection team's first-level working. The fireprotection second-level work office is the fire-fighting volunteer group of each professional college. It needs to be based on the fire plan formulated by the Security Office of the colleges and universities, to refine the specific tasks, and clearly define the responsibilities of the student management offices of various professional colleges; the fire protection work level is the student management office of each professional college. It needs to carry out fire safety popularization according to the fire safety management regulations, and conduct regular fire safety inspections for students' dormitory, teaching area, teacher office, logistics management area and other areas.^[6]

Finally, in the process of running the specific Internet fire safety management education platform, in order to improve the attention of college teachers and students and employees on the Internet publicity and education model of colleges and universities, college and university administrators can incorporate college fire safety management into the student credit system, or combine with the annual or quarterly student comprehensive assessment results. That is to say, through online Internet course evaluation, teacher and student online WeChat platform, etc., carry out fire safety knowledge popularization work, gradually innovate safety management mode, and combine the setting of class fire safety management personnel to build a grid-type high-tech fire safety education management platform. On this basis, colleges and universities can require all professional colleges to develop a student-dorm linkage rotation duty mechanism, combined with online information interaction, to transform the past passive fire accident treatment into active prevention of fire risk, and maximize the effectiveness of university fire safety education management.^[7]

In addition, in the actual fire safety management process, teachers, students and employees of all units of the university also need to actively fulfill the responsibility of fire protection facilities maintenance, fire warning, and firefighting; the fire department of the public security department in the region shall, in accordance with relevant laws and regulations, conduct regular supervision and examination of the implementation of fire safety management work in institutions of higher learning to provide guidance for the orderly development of fire safety management; the relevant education administrative departments also need to regularly supervise the fire safety management of colleges and universities, and provide a

basis for the implementation of the fire safety management system and safety responsibility system of colleges and universities.

5. Conclusion

In summary, in the rapid development of Internet technology, the Internet has become one of the main channels of publicity and education. Therefore, in the stage of promoting the fire safety management system in colleges and universities, colleges and universities can also develop new forms of Internet publicity and education.^[8] Through the micro-course + WeChat public accounts + MyCourse Online "safety micro-accompaniment" education mode, teachers and students and university and college staff to master the basic knowledge of fire safety, and consciously follow the fire safety mechanism. Combine the pre-reform of various fire safety hazards to minimize the probability of fire in colleges and universities, and create a safe and harmonious living, learning and working environment for teachers, students and employees.

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REVIEW

Discussion on the “Localization” Singing Technique Transformation of Opera in the Background of Chinese Culture

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ABSTRACT

Opera has been developed in China for more than a hundred years as an “imported product” in the West. But the deep-rooted traditional ideas and the artistic aesthetics accumulated over thousands of years have also given the opera a new youth in China. Among them, the most affected area is singing technique. As one of the most intuitive external performance features of opera, singing technique has been the most affected by “localization” and has created a unique singing method belonging to China. Of course, this method is not formed in one fell swoop. The purpose of this paper is to explore the process of “localization” of opera singing technique in the context of Chinese culture, and to demonstrate it completely from the forms, methods, ideas and systems of change, so as to apply the theory more deeply to practical singing and teaching.

1. The Main Causes of the “Localization” of Opera

Opera has always been regarded as the most expressive art form. It combines music, performance, dance, drama, art, costumes, lighting and other arts. It has become a model of classical music and spreads around the world with its unique singing method and development structure. This art form with a huge system and structure was introduced to China with the war at the end of the 19th century.^[1] It is worth noting that operas, like symphonies, Western instruments, or other forms of foreign art, are gradually labeled as “localized” after they are introduced to China. The so-called “localization” label embeds elements of Chinese national

style, characteristic temperament, lyrics, and situational conflicts into foreign art. In the long process of development, it forms an exotic product of Chinese characteristics and is deeply loved by the people. The reason is directly related to the background of the times and the aesthetics of culture.

The background of the era can be regarded as an opportunity for the introduction of Western music represented by opera into China. In 1840, the Opium War opened its doors for hundreds of years, and a large number of foreign missionaries came to China with thoughts, teachings and music. Those who first came into contact with these foreign arts were the pioneer representatives in Chinese cities and the students most likely to accept new

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ideas.^[2] These people are also the most important group of opera development and communication in the early 20th century. To sum up, the pioneers and the students hope to use the Western music of opera and other Western music to evoke the feudal ideology of the Chinese, and rise up to resist the aggressors until 1949. From 1949 to 1979, the state resumed production and construction, and opera art as a discipline began to systematically and professionally influence society. After 1979, China implemented the policy of reform and opening up, and truly began to take the initiative to accept the stage of European cultural and artistic development. Until today, the exploration of the “localization” of opera has not stopped, and has achieved fruitful results.

Chinese people have their own unique and traditional aesthetic ideology, but they do not exclude the “invasion” of new art. Regardless of whether it is actively absorbed or passively accepted, the Chinese can be branded with “localization” according to their own way of understanding and expression. Without exception, the comprehensive art of opera is more convenient to carry national elements in all directions and at multiple levels. The focus of this paper is to extract the characteristics of the “localization” of the singing techniques of opera in the context of Chinese culture, and the other aspects are not described in detail.^[3]

2. The Exploration on the “Localization” Reform of Opera Singing Technique

The study of “localization” of opera singing technique is divided into stages, because singing technique is one of the external expressions of opera, and the development of opera in China has a strong imprint of the times in different stages. Therefore, the following will start from three stages of research on the “localization” of opera singing technique.

2.1 The Budding Stage of the “Localization” of Opera Singing Technique (1920-1949)

In the 1920s, it could be regarded as the beginning of the “localization” road for many Western music forms, and opera is no exception. For the exploration of opera, we have to mention the famous musician LI-Jinhui, who is a pioneer of Chinese opera, Chinese musicals and pop music. From the twelve children’s songs and dances he created, it can be seen that the expression of vernacular and the children’s songs and songs have strong national characteristics. In terms of singing skills, LI-Jinhui integrated the traditional opera method, requiring the singer

to sing with natural sound, weakening the music itself, highlighting the lyrics content, and arranging the words with clear articulation and a mellow and full tune.^[4] This is inconsistent with the characteristics of the pronunciation of the music in the Bel Canto in accordance with the direction of the music melody. It is also seen that LI-Jinhui has begun to pay attention to the integration of Chinese and Western singing characteristics before the creation. For example, in the singing passage “Endorsement Song” of the work “Little Painter”, the melody of this work is arranged according to the four pronunciations of Mandarin Chinese, and deliberately removes the traditional singing method of elongated initials and finals. It is unconventional on the basis of opera singing and is easy to spread.

During the seventeen years from 1927 to 1944, Chinese artists further explored the “localization” of the opera road. Although the works are quite rich, but in the singing technique, more is the direct use of opera or folk songs, and there is no real fusion.^[5] The birth of the national opera “The White-haired Girl”, which was created until 1944, marked the official start of the “localization” of the opera and was also the “milestone” of Chinese opera.

2.2 The Growing Stage of the “Localization” Transformation of Opera Singing Technique

In 1949, the founding of New China, until the liberation of the nation in the seventeen years in 1966, the cultural undertakings have made great progress, and accelerated the process of “localization” of opera singing technique. Especially in 1956, after MAO-Zedong put forward the cultural principles and policies of “the ancient is used for today, the foreign is used for the Chinese”, the artists invested great enthusiasm in the opera creation. With the improvement of the singing level, the combination of Chinese and Western singing skills reached a new height.^[6]

At this stage, the most typical representative was the opera “The Marriage of Young Blacky” created in 1952. “The Marriage of Young Blacky” opened the climax of opera creation at this stage, and also led to the new thinking of the “localization” transformation of singing technique. In the following years, the works such as “Liu Hulan”, “Song of the Grassland”, “Hongxia”, “The Red Guards on Honghu Lake” and “Sister Jiang” were further explored on the basis of their predecessors. For example, in the traditional long hair, there is a clear requirement for the air outlet when the air is ventilated, which inevitably compresses the space for the second

creation of the singer. After incorporating the skills of Chinese opera and folk music, such as rest, anger, and suffocation, the sound can be adjusted according to the plot without affecting the sound coherence, so that the whole work is more in line with the expression of the drama.

During the seventeen years since the founding of New China, the transformation and development of the “localization” of opera singing technique is obvious. Its more change lies in the direction and ideas of the combination of Chinese and Western, that is, to complement each other. After retaining the pronunciation method, resonance position and oral opening degree of the Bel Canto Science, combining the characteristics of Chinese initials, finals, and four sounds, the traditional Chinese opera is dominated by the true voice, the words are round and flexible, and the characteristics of the Chinese folk opera singing and Chinese opera singing are gradually formed. It has laid a solid foundation for the formation of a Chinese opera singing.

2.3 The Mature Stage of the “Localization” Transformation of Opera Singing Technique

During the mature stage of the “localization” transformation of opera singing skills, musicians combine the characteristics of Chinese singing and the characteristics of Bel Canto according to the classification of breathing, resonance, biting and voicing, and then commonalities such as localized narration and opera announcements. The narration, the localization of the gang, complements the chorus, re-song, and accompaniment of the opera, and thus forms the singing method of the “localization” of China.

2.3.1 Breathing Method

During the budding and growing stages, musicians at that time recognized the importance of opera breathing. However, because the learning channel has not been able to fully integrate with the world, it is more “localized” innovation based on the abdominal breathing method. By the mature stage, the more scientific chest -abdominal breathing method of the opera was widely spread, and Chinese musicians also had the opportunity to learn from the national system and introduce it into the country. With the support of the scientific breathing method, the opera has been mostly played with the characteristics of true sound, making the sound high and bright to be more stable, and also weakening the confrontation between the vocal cord and the breath to ensure the possibility of reducing the down position.

2.3.2 Resonance Method

Chinese opera and folk tune traditional singing methods are mixed, and they like to use the drag and the improvisation. Therefore, there is no clear regulation on the use of resonance, and most of them are based on their own singing ability. From the perspective of today’s scientific resonance method, the resonance position of the opera requires the coordinated operation of the throat, nasal cavity, oral cavity, and chest cavity, so it gives a more cumbersome feeling, but it has a thick and full sense. The opera resonance chamber uses a single cavity, so the use of sound is bright and flexible, but it lacks certain appeal for the performance of specific characters. The introduction of the opera’s full cavity resonance method makes up for this deficiency.

2.3.3 Articulation and Enunciation Method

Opera sings from European origins, Italian, English, French, German and other European text pronunciation systems are mostly oral pronunciation, so the mouth can grow freely. The Chinese language is the opposite of the pronunciation, mostly for the former oral pronunciation, so the mouth tends to expand less in daily speech or traditional singing. If you use the European post-oral pronunciation to bite the words, the lyrics will become ambiguous. Moreover, Chinese will also be on the rhyme, as far as the word is concerned, it will be divided into the prefix, the vocabulary and the suffix, so the use of the Bel Canto concert is slightly blunt. But musicians have also found a way to neutralize after careful study. That is to reduce the suffix part of the Chinese vocabulary bite, but strengthen the prefix, so as far as possible to ensure the resonance, the wording is as clear as possible.

2.4 The Influence of Western Opera on the Development of Chinese Opera Singing

2.4.1 Western Opera Is the Foundation of Chinese Opera Development

The reason why opera in China presents both the Western opera and the Chinese opera is flourishing. This not only benefits from the millennial inheritance and development of the opera art, but also reflects the eclectic aesthetic thinking of the new era. Western opera has also developed a scientific system after hundreds of years of development. It is only the Chinese people’s unrelenting pursuit of beauty that grafts, grows and matures under the soil of China. Under the background of the reform and opening up, policies and the economy are prosperous and prosperous. More and more people have more and more space to carry out research on

theory, singing technique and creative techniques, which makes China's opera career develop rapidly. Throughout the 1990s, the opera works have reached new heights, both in terms of the difficulty of the works and the maturity of singing techniques. Incorporating the national characteristics under the premise of retaining the essence of art, the Chinese opera art has taken a new step. It can be said that Western opera has not been replaced by China, but it is more like a cornerstone and catalyst, nourishing the favorable development of Chinese opera.^[7]

2.4.2 Chinese-style Melody Is Formally Formed

The original intention of the formation of Western opera singing is itself formed in accordance with the aesthetic direction, expression and language characteristics of Europeans. The above analysis of Chinese language and European language pronunciation methods is different, so it basically leads to two results. One is to completely imitate and learn European singing and singing. The second is to combine the Western singing method with the Chinese language and vocal characteristics to form the "beautiful singing method" with Chinese characteristics, which is what we call the national vocal singing method. The essence of Chinese folk vocal singing is to use the breathing method of Bel Canto, and to add the drama of the opera on the basis of biting words and words. Chinese national vocal music is not the focus of this article. But nowadays, Chinese national vocal music has made great achievements and influences on the international stage. It has also become a business card for China. A large number of experts and singers have presented China's ancient artistic understanding to the whole world.

2.4.3 The Inevitable Outcome of the Aesthetic of the Times

In my opinion, the preservation and continuation of traditional culture must ensure that the original essence of art and features remain, and that these essences should be merged with new art and foreign art, so that they can be unified with the ever-changing aesthetic standards. It can be said that the emergence of Chinese opera is an inevitable outcome of the times and aesthetics. Of course, this inevitability is not achieved overnight. In the history of the development of opera singing art in China, it has also entered the misunderstanding because of the simplification of aesthetic standards. The first misunderstanding is the advocacy of the whole westernization. It is believed that the entire process and singing style of Western opera should be completely introduced and imitated, and the westernization road should be taken, thus losing the essence of Chinese traditional culture and art.^[8] The second misunderstanding

is to completely negate the Westernization and advocate the path of closed development. This misunderstanding is contrary to social development and aesthetic development, and it is completely unworkable. Fortunately for us, the musicians have embarked on the right path under the guidance of national policies. This kind of contending, inclusive mind, and the vitality of cultural and artistic confrontation and integration ensure the inevitability of Chinese opera, and the results are correct and gratifying.

2.4.4 International Pursuit of Opera Singing

Opera is a two-way road in China. One is to completely learn Western opera, and the other is to absorb the essence of opera and draw on the Chinese national opera that features Western opera singing. These two operas have already stepped out of the country today and are on the world stage. The first international pursuit is embodied in people, including singers, composers and theorists. China's integration with the world after the reform and opening up has presented an unprecedented situation. It has also increased its efforts in local education and international education. The willingness to develop independently is strong, and the generation and influence of talents are expanding. A large number of musicians have been internationally recognized. The second nationalization pursuit is mainly embodied in the characteristics of Chinese opera, that is, the idea that "the nation is the world." China and the international community need to use Chinese culture as a "business card", and Chinese national opera has become a new business card for China's new era. Among them, we have seen a small number of works created by Chinese national opera elements in the performance of state leaders. In addition to this, a large number of international performances have also allowed foreigners to see the charm of Chinese opera and change the pattern of world opera.

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REVIEW

Analysis on the Equity of Compulsory Education and Higher Education from the Angle of Charging

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ABSTRACT

This article mainly discusses the fairness of compulsory education and the transformation of higher education between free and charged. Through the development of China's compulsory education and higher education, we expound the deficiencies and the concept of perfection at current stage and then points out strategies of equity in compulsory education and higher education based on the current situation.

1. Introduction

Educational equity is an extension and embodiment of social equity in the field of education. It is also the basic starting point of the education system and various policy means. Educational equity mainly includes equality of educational rights and fair access to education. The so-called equality of the right to education is the equality of people's right to education. It is an effective extension and supplement of equal rights in the political and economic fields. In the current stage of our country's development, the equality of rights has taken shape. In the meantime, the problem of educational equity in our country is mainly reflected

in the equality of educational opportunities. In theoretical terms, equality in education means that the proportion of educational opportunities obtained by different groups of people in the total population is roughly equal. The opportunities for education are not influenced by factors such as gender, race, geography, and class. The concept of educational equity is to ensure that every member of society can enjoy fair educational resources and be treated equally. In practice, as long as social education resources cannot meet people's actual needs, absolute education equity cannot be achieved. The limitation of educational resources to meet the needs of social members is the main cause of educational equity,

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which is the basis of National Education policy. At the present stage, the proportion of public education funds invested in compulsory education has gradually increased, and the distribution of public education resources has gradually become fair. Therefore, analyzing the fairness of basic education and higher education based on the perspective of fees has a positive role in promoting the development of the education industry.

2. Discussion on Equity in Compulsory Education

2.1 The Development of Compulsory Education from Charging to Free

The “Chinese Constitution” clearly stipulates that citizens should enjoy equal rights to education. As a public product, the government has an organizational and supply function to the compulsory education. The main education funding is paid by taxpayers.

The beneficiaries of compulsory education are the entire society. The children of ordinary citizens in compulsory education belong to the main beneficiary group. The government has included compulsory education in the scope of welfare undertakings. Through public financial support costs, that makes sense.

2.2 An Analysis of the Fairness of Compulsory Education

In the “Opinions on Implementing the Compulsory Education Law to Further Regulate the Conduct of Compulsory Education Schools” promulgated by the education department in 2006, the local education administration department was strictly stipulated, and it is required to standardize the allocation of public education resources and balance the allocation of education and teaching resources. If we divide the fairness of compulsory education into the fairness of the starting point of compulsory education and the fairness of the quality of compulsory education, then the fairness of the starting point of compulsory education is the equality of educational opportunities and the equality of educational rights. The main sign of the balanced distribution of educational resources and investment in education is the realization of universal compulsory education, while the fairness of the quality of compulsory education directly elaborates on the issue of compulsory education and the substance, and it is a higher level of compulsory education fairness.

It directly affects the quality of compulsory education in social development. By analyzing the fairness of compulsory education based on the perspective of fees, it is necessary to explore the fairness of educational opportunities, educational process, and educational quality. Only such fairness can truly achieve the fairness of educational results. The fairness of educational opportunities and processes is relatively easy, but the fairness of educational quality cannot be guaranteed. This is also the key content that hinders the fairness of compulsory education

It can be said that the essence of compulsory education and free education is to achieve education without social classes, to teach according to aptitude, and to develop basic quality as a basis for educational fairness. In the educational process, it is mainly reflected in rights, access, allocation of resources and management systems, and equity in the quality of education. The quality of education attaches importance to the evaluation of the level of education and its effects. It is mainly reflected in the quality of the training object, and the main content is whether it achieves the teaching purpose and the training goal.

Compulsory education is a kind of universal education that promotes the basic quality of the people as the main goal. The quality of compulsory education is a standard that reflects the level of compulsory education in the country. It directly shows the quality of compulsory education in the country. The factors that affect the quality of compulsory education generally include external resources and internal factors of education. Among them, the external resources are the equality of educational opportunities, the equality of educational rights, and the balance of educational resources. The internal factors of education are mainly school material settings, school environments, learning opportunities, and so on. With the popularization of compulsory education, the fairness of the starting point of education has been initially achieved, while the influence of external factors of education on the quality of education has gradually slowed down, and the influence of internal factors and external factors of education has gradually become prominent. It is undeniable that at the present stage, there are still large differences between urban and rural areas and between regions and schools, leading to an imbalance in the distribution of compulsory education resources. Children with good family background and economic conditions will receive better education in compulsory education and high school education; the quality of compulsory education in the families of relatively poor and vulnerable

groups will affect the growth and development of students.

With the improvement of the “Compulsory Education Law (revised in 2015)”, the compulsory education management model in China is more mature. Under the influence of the existing educational resources, there are certain differences among the responsibility of the government to the public education and the higher education in the compulsory education stage and the non-compulsory stage. It is also the main responsibility and requirement to demonstrate the fairness of education to ensure the investment in compulsory education and to ensure that children at appropriate age can receive free compulsory education of a certain number of years and quality. Under the escort of the new Compulsory Education Law(revised in 2015), the distance between urban and rural areas and between regions of compulsory education will also be continuously shortened, and in practice, the responsibility for compulsory education should be based on the specific conditions of compulsory education and the input of compulsory education. The accountability system for the responsibilities of relevant departments, education funding and other factors constantly supplement and improve the relevant standards. The education sector must always uphold a fair, just and high-quality education model and ensure the sound operation of the education mechanism. We need to gradually improve the state support, policy orientation, school improvement, and social attention.

3. Discussion on Equity in Higher Education

3.1 The Development of Higher Education from Free to Charging

In the last century, free higher education was gradually established in various countries. The same is true in our country. On the one hand, the funds for higher education are all allocated through the financial government, and college students are all receiving free higher education; On the other hand, the expenses such as the cost of living for students while they are in school are also provided free of charge through the government. After the reform and opening up, with the increase of society’s demand for higher education, government departments are faced with problems such as shortage of funds. The state has eased this problem by controlling the scale of higher education enrollment. Competition for the college entrance examination has also become increasingly fierce, which raise people’s grave concern.

Through research, we can find that free higher education and scholarships have not effectively improved the enrollment rate of the lower classes of the working class in Western capitalist countries, while college students in the upper middle class are the main audience of free education and have not demonstrated education fairness.

Higher education is a quasi-public product that has the characteristics of public products as well as private products. Higher education has not only public value but also individual value. But public value is based on individual value. Attending higher education can obtain certain economic benefits and non-economic benefits. In terms of economic returns, the higher the level of education, the more stable the job, the higher the income, and the lower the chance of unemployment. In terms of non-economic benefits, the higher the individual’s education, the higher the level of spiritual and material life, the more substantial the spiritual life, and the better educational opportunities and conditions for the children.

Compared to compulsory education, the cost of higher education is the inevitable trend of social development. Higher education cannot only reduce the use of public education resources in higher education, raise the attention to compulsory education, and improve the imbalance in the distribution of educational resources; It will also expand the scale of education.

3.2 Measures and Methods to Improve Higher Education Based on Charging Angle

The implementation and development of higher education fee system has not only positive effect but also negative effect. The state must guide and regulate through policies, and fully coordinate the issue of higher education fees and education fairness. In practice, we should construct a perfect system, highlight the positive value and influence, overcome the existing negative problems, fully guarantee fair access to higher education, and guarantee the process and the fairness of the results. At the same time, in order to coordinate the relationship between higher education fees and education equity, it is necessary to explore effective measures and means and put forward the following suggestions:

3.2.1 Formulate a Good Funding Policy to Demonstrate Equity in Education

In order to improve the fairness of higher education admission opportunities, it is necessary to formulate perfect supporting policies and means. Government

departments should give preferential guidance to poor areas and families through policies. Schools should also set up a diversified funding model based on scholarships, student loans, subsidies for special difficulties, and reduced tuition fees. As a kind of reward system, there are certain restrictions on work-study because of the influence of posts, income and other factors. It will also affect students' learning and can only solve the economic difficulties of poor students. Tuition fee reduction is also a direct funding model that can attempt to reduce the tuition fees of poor students according to the specific situation of the student's family income. At the same time, the tuition fees of some poor students can be appropriately reduced. Bank loans are an effective way for special hardship students to obtain education opportunities to relieve economic pressure. Through the return of funds and the repeated use of funds, they can save money and meet the actual needs of students. In this regard, in order to solve the problem of different funding for poor students, the government of our country should construct a perfect National student loan system according to the National conditions, and use it as the main system and means of student funding in institutions of higher learning. The comprehensive promotion of the student loan policy can fundamentally reduce the chance of students dropping out of school, and will also increase the student's own sense of responsibility and fully demonstrate the fairness of education.

Improving the loan system will also help children from low-income families to attend school, and will help them and their parents to fully understand the various policies of student loan financing. In this way, the problem of poor families abandoning school for economic reasons can be avoided.

3.2.2 Education Equity through Differential Tuition Policy

For different levels of colleges and universities, the quality of teaching is different, and the charging standards are also different. Higher education should change the traditional charge management mode, adjust the contradiction in higher education through the way of price leverage, and then optimize the education resources and shorten the existing charge gap between the school and the profession. University tuition fees of different quality should be set above a reasonable range of fees. At the same time, in order to highlight the objective of equity of educational opportunities, access to education is guaranteed to poor students through the

policy of differential tuition fees when conditions permit. In order to fully implement the policy of differential tuition fees, we should construct a perfect and standard quality evaluation system for colleges and universities. According to the comprehensive evaluation of universities, we must determine the standards for charging fees and clarify the range of fees. The fees for different professions, schools and quality of education are clearly defined through a comprehensive assessment. Through different standard charging patterns, the distance between universities can be widened, reflecting the difference in the quality of education, and thus demonstrating the fairness and rationality of higher education fees.

3.2.3 Expand the Scope of Government Investment and Build a Diversified Fund-raising Model

The state should pay attention to investment in education. The ability of the state and the region to supply education at a specific stage is mainly affected by the state's economic ability in this region and stage. Government education investment in education investment if the proportion is larger, government education investment is relatively less. In this way, it can also have an impact on the supply capacity of education to some extent. In this regard, in order to improve the supply capacity of education, it is necessary to systematically analyze and scientifically deal with it in practice. At the present stage, it is mainly managed in two ways. The first is to adopt an extensive development model. Through this model, the absolute amount of government investment in education can be increased. The second is to adopt an intensive development model, which manages by not increasing or increasing the absolute amount of government investment in education, and appropriately increases the overall investment in government education by increasing the application rate of education funds.

Secondly, colleges and universities should expand their own funding model. By increasing and expanding access to financing for the development of higher education, it is appropriate to reduce the proportion of tuition fees and the economic burden. The government must improve the tax system, strengthen the tax policies and means for enterprises and individuals to donate to higher education, encourage donations, and strengthen the sources of funding for universities. At the same time, colleges and universities should make full use of their advantages and increase their income through school-run enterprises. This will not only increase their academic research and development, but also obtain

sufficient funds, and to a certain extent slow down the tuition fees of students. It also has positive value and significance for the continuous development of the school.

4. Conclusion

In the process of social development, compulsory education, as a social welfare project, effectively enhances the quality of the people. Based on the analysis of the fairness of compulsory education and higher education from the perspective of fees, this paper discusses the fairness of education, provides ideas for improving compulsory education and higher education, and has positive value and effect for improving education. Based on fees, the article makes a deep analysis of the fairness of compulsory education and higher education from the perspective of fees, discusses the development of compulsory education from charge to free, the development of higher education from free to charge, and expounds the fairness of compulsory education. It puts forward measures and means to improve the equity of higher education, such as formulating a good funding policy, demonstrating the fairness of education, adopting a policy of differential tuition fees, demonstrating the fairness of education,

expanding the scope of government investment, and building a diversified fundraising model.

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REVIEW

Discussion on the Effective English Teaching Methods in Universities and Colleges

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ABSTRACT

As an international language, English is getting more and more attention. Middle school English is relatively simple, however, university and college English involves the English communication level in the later period of students, therefore, the requirements for English learning are higher, but the effect of university and college English teaching is not obvious. This paper puts forward some suggestions for several teaching methods in university and college English classroom.

1. The Main Causes of the “Localization” of Opera

The goal of university and college English teaching is to cultivate compound talents with English communication ability. The learning ability and level of students have a direct relationship with English teaching methods in university and college English classroom. University and college English is different from middle school English, and it is more focused on application, enabling students to communicate in English. However, the current situation of university and college English teaching in China is not optimistic. Many students are not interested in English learning, and the teaching content is also relatively simple, which is limited to the

study of words, text analysis, and listening practice. These teaching contents are similar to the English teaching in middle school, which cannot make students really devote themselves to English learning.^[1] The author believes that, in the process of university and college English teaching, it is necessary to take the teaching methods as the key point and take the students as the center to carry out different teaching methods for different students to improve their English level. Generally speaking, the most common methods of university and college English teaching are translation teaching method, communicative teaching method, and comprehensive teaching method. Of course, in the actual teaching, the teacher can mix and use several teaching methods according to the students' situation,

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so as to achieve teaching goals.

2. Translation Teaching Method

2.1 The Characteristics of Translation Teaching Method in Universities and Colleges

The basic task of the university and college English translation teaching method is to improve students' bilingual conversion ability through systematic translation theories and laws. Translation is a relatively complicated process of thinking conversion, requiring students not only to correctly understand the content of English expression, but also to combine English with Chinese. Translation must have a certain basis for listening, speaking, reading and writing. Only when the basic knowledge is mastered can students translate better.^[2] The goal of translation teaching method is to help students understand the translation knowledge system and acquire the ability to cross-cultural languages. As far as the current university and college English courses are concerned, translation teaching method is not widely used. At present, there is no mature research result for teachers on what and how to teach in translation courses.

2.2 Measures to Improve University and College English Translation

2.2.1 Strengthening the Emphasis on University and College English Translation

Many universities and colleges do not pay much attention to English translation teaching method; therefore, it is not widely used in English teaching. In order to strengthen the emphasis on university and college English translation teaching, first of all, school leaders should pay attention to English teaching. Only by getting their attention, English translation teaching can be better carried out. Secondly, reforms should be carried out from the teaching content and teaching materials, making students interested in the teaching content. In the reform of teaching content, teachers need to actively participate in it, give full play to their role, and put forward their own suggestions to make the teaching content more diversified. Then, in the teaching process, more practical content needs to be introduced, so that students can perceive the importance of translation in practice. Finally, the school should increase its investment in translation teaching, establish a good translation platform for students, and stimulate students' interest in learning.^[3]

2.2.2 The Reform of the Teaching Content

The fundamental problem of university and college English translation lies in the content of teaching. The teaching content is relatively single and students are naturally not interested in English translation. The author believes that the following measures should be taken in the reform of the teaching content: the first is to strengthen language and culture cultivation and improve bilingual translation skills; the second is to grasp the commonality and individuality between English and Chinese in a timely manner, and to have certain translation skills; the third is to understand the differences between different cultures, as it is easy to make mistakes in translation without understanding the differences in culture; The fourth is to strengthen the practical translation teaching through intensive reading and extensive reading courses in universities and colleges.

2.2.3 The Training of the Teaching Staff

Improving the university and college English teaching methods is inseparable from the training of the teaching staff. In the classroom teaching, the role of the teacher is very important, and the competence Level of the teacher also determines the degree of learning of the student to a certain extent.^[4] Therefore, schools should often organize teachers for training and learning, which make them constantly absorb new knowledge, improve their translation skills, and ensure the translation level of the entire teaching Staff.

3. Communicative Teaching Method

3.1 The Principles and Characteristics of Communicative Teaching Method

The communicative teaching method is mainly a method of turning the learned English theory into practical communicative competence with the goal of cultivating students' communicative competence. The purpose of the language communicative teaching method is to enable students to master language knowledge and turn it into linguistic competence.

The communicative teaching method is centered on students and chooses appropriate teaching content to develop students' communicative competence. The communicative teaching method emphasizes the ability to use language rather than the language form. In the communicative teaching method, students are allowed to make mistakes. It is considered that mistakes are a normal phenomenon in students' language learning.

Based on this, the first place in teaching should be the fluency of language use.^[5] Teachers should well organize the communicative activities of students in teaching, playing an organizational responsibility, thereby fully mobilize the enthusiasm of students, and make them all involved.

3.2 Effective Ways to Cultivate Students' Communicative Competence

3.2.1 Stimulate Students' Communication Motivation

The communicative teaching method takes language teaching as an actual communication process. When organizing teaching activities, teachers need to know each student in advance, be familiar with their learning situation, consider the students' English proficiency and ability, and create a suitable language environment so that each student can participate. In the activity, teachers should actively guide the students to communicate in English and learn the language through communication. Only by dare to speak and speak more English can the English level and communicative competence improved. Teachers also need to select materials and topics of interest to students. The selected topics should follow the development of the times, conform to the actual life of the students, and make the students feel that they are in a real communication environment, so that they have a sense of emotion and have something to say. Before the students communicate, the teacher can provide some better expressions for the students, so that the students can learn new expressions and sentence patterns in the communication, and thus have something learnt.

3.2.2 Communicative Classroom Should Be Student-centered

The communicative teaching method is student-centered and requires teachers and students to make ideological changes. Teachers are no longer the instructors of knowledge in the classroom, but merely the guides and organizers; students need to change from passively accept knowledge to actively learn knowledge. Teachers as guides and organizers, whether they can play a better role will become an important factor affecting the classroom teaching quality. Teachers should learn to use a variety of teaching methods flexibly, pay attention to communication with students in the classroom, and do a positive role in guiding.^[6] Teachers need to change the traditional teaching methods, and design more communication activities in the classroom activities to fully mobilize

the students' enthusiasm. After teaching new content, use questioning methods to examine students' understanding of the knowledge, cultivate students' participation awareness, encourage students to conduct group discussions, to present their own ideas and opinions on new knowledge and content, and be the protagonist of the class. This student-centered teaching model can make the classroom atmosphere more active and students more engaged.

3.2.3 Correctly Correct Students' Linguistic Mistakes

The communicative teaching method is more about emphasizing the students' language communication and application, allowing students to make mistakes, but this is to relax the language structure requirements without affecting the expression of meaning, however, the mistakes made by the students still need to be corrected. If the teacher does not correct the students' mistakes, the students will always use the wrong methods. In the process of students' expression, the teacher should not point out the mistakes made by the students, in case the students feel that they are losing face and embarrassed, thus they dare not express themselves again. However, outside the class, students can be told that the sentence patterns and grammatical expressions are problematic, and better expressions can be used.^[7]

3.2.4 Combine with Traditional Teaching Methods

Some people think that the communicative teaching method emphasizes the use of language too much and ignores the use of grammar. This kind of thinking has some truth. Without a solid grammar foundation and vocabulary, there are certain problems in the use of language, which cannot be used flexibly and cannot achieve good communicative effects. Communicative teaching method is not to exclude vocabulary and grammar learning, but rather to focus on vocabulary and grammar. In the teaching of university and college English, it is still necessary to focus on the use of communication, but it is necessary to incorporate the study of vocabulary and grammar knowledge into the classroom teaching. When teaching language knowledge points, teachers must also activate the classroom atmosphere and fully mobilize the enthusiasm of students. Combining traditional teaching methods with communicative teaching method can make maximum effect of English teaching.

4. Comprehensive Teaching Method

It can be seen from the above two teaching methods that both of them are not independent of each other, and there is strong complementarity between the two, one is to emphasize language knowledge, and the other is to emphasize language application. In the English teaching, teachers should learn the comprehensive application of English teaching methods, instead of simply using a certain teaching method, only by combining various teaching methods, learning from each other and supplementing each other, can the English teaching reach the optimal state.

4.1 Determine Different Teaching Methods according to Different Targeted Participants

For the different levels of students, the same teaching methods cannot achieve the best results. As we all know, children are always very fast at learning languages. Although they can't understand in their study, they are often willing to speak in language learning because they have good imitative ability; while adults are afraid of making mistakes and fear that their pronunciation is not standard in the process of language learning. From this point of view, in university and college English teaching, communicative teaching method often has certain difficulties. Therefore, teachers need to know the situation of each student in advance when developing the communicative teaching method, and determine the teaching methods for different students. For students who are not good at speaking, the translation method may be more suitable; but for students with strong oral communicative competence, the communicative method is more suitable. Different teaching methods should be adopted for different students. In the classroom teaching, a variety of teaching methods should be used in combination to enable students to participate in the teaching and achieve the best results.^[8]

4.2 Adjust Teaching Methods in a Timely Manner according to Different Learning Stages of Students

At the beginning stage of learning, students do not have much knowledge of the vocabulary. For some new words, it is more suitable to use the translation teaching method to teach, so that students can better master. After the students' vocabulary and grammar knowledge reach a certain level, they need to intervene in communicative teaching method, so that students can express themselves through their own knowledge of English language, so that the knowledge of English can

be applied to practice. The communicative approach is based on the students' ability to fully grasp the basic abilities of listening, speaking, reading and writing. In university and college English teaching, students have experienced middle school English teaching and mastered a certain amount of vocabulary. Teachers can directly introduce communicative teaching methods in teaching. However, most students do not have the habit of communicating in English when they are in middle school. There may be problems that they dare speak. At this time, teachers need guide them actively.

4.3 Develop Different Teaching Methods Based on Different Learning Objectives of Students

For example, the word "please" means politeness, used in requests and inquiries, but "Will you please be quiet?" does mean commands. The same words may have different meanings in different situations. Teachers should pay attention to the transformation of students' ideas in teaching. In the chapter analysis, we should consider the meaning of the sentence from the perspective of the article as a whole, but not the sentence. When the teacher explains the article, the students can be divided into different groups, and the students can discuss in groups. Each student is expected to actively participate in it and put forward their own views, thus improve the students' communicative ability, and lay down the basic skills of the language. Finally, the teacher should solve their problems one by one.^[9]

5. Conclusion

With the development of the times, society has shown a trend of globalization, and English has become an international language. More and more people are beginning to use English to communicate. As the first major event of the strategy of "Invigorating the Country through Science, Technology and Education", education must also keep pace with the times. After graduation, university and college students will step into the society and the use of English language is also very important for them. Therefore, teachers need to constantly sum up experience in the process of university and college English teaching, find a suitable method for teaching development to enhance students' interest in learning and improve students' English proficiency and practical ability while achieving the teaching goals.

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REVIEW

Critical Evaluation on the Role of Creative Enterprises in Community Development

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ABSTRACT

Creative enterprises can bring new opportunities to the development of the industry and are new engines for promoting regional development. Creative enterprises play an active role in promoting regional economic development, solving employment problems, strengthening cultural education, and improving the ecological environment. But at the same time, there are still many problems in the process of developing creative enterprises. For example, who are the real beneficiary, and what price are paid when developing creative enterprises. What are these problems and how to avoid them are the main content of this article.

1. Introduction

In the 21st century we face all sorts of complex challenges, the concept of creative enterprises is the combination of culture, economy and technology which is developing rapidly in the global scope. And has further effect of the cultural, economic, social and technological change, and the nation's growth model. After that development, the dependence of national and differentiation will be changed.

There is no doubt that the existing value of creative enterprise and its promoting effect on social development. For many developing countries,

promoting the development of creative industries is still an important part of economic transformation. However, while affirming the value of the creative industry, there are barriers to the development of the creative enterprises. In encouraging the development of society, whether it can maximize its potential, whether it really benefits the people who need it, or whether it still benefits the minorities is yet to be answered. This paper starts from the social value of creative enterprises, and then analyses the positive role in promoting development. What are the limitations, and then finally suggestions are given on how to carry on the improvement of the system to be more perfect, so that they can play a greater advantageous role? The paper will

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use case study research methods and apply them to reality.

2. Creative Enterprises and Social Development

What is the creative economy? According to Karen Davis, Arts & Business Council of Greater Philadelphia President and CEO: “The creative economy is defined as the sum of economic activity arising from a highly educated segment of the workforce encompassing a wide variety of creative individuals —like artists, architects, computer programmers, university professors and writers from a diverse range of industries such as technology, entertainment, journalism, finance, high-end manufacturing and the arts.”

Creative enterprise is the important part in the creative industries in the 1980s and 90s, creative enterprise under the height of the cultural industries and cultural policy and the effect of expanding the coverage area. At the same time, creative enterprises are influenced by globalization, digitalization and scale, which makes the advantages of the creative industry as the mainstream of economic subject are expanding.^[1] The model of development is to build a creative enterprise and the creative class is to attract talented people from different areas to the region, to create jobs and taxes, so that all citizens can benefit from it.^[2]

The emergence and development of creative enterprises are inevitable links in the process of enterprise transformation. This type of enterprise is not only reflected in culture art enterprise application, but is also a demand for the development of fundamental industry. With the development of the creative enterprises, the areas involved are no longer limited to the cultural industry, and more types of creative enterprises are emerging. These newly emerging enterprises have been expending their goal towards the problems in the society. The goal is to address the five major challenges facing the world today: healthcare, water, energy, environment and food, because these issues are critical to the development of our generation. It is worth noting that creative enterprises combine new technologies and basic industries, such as nanotechnology and micro technology to address the challenges we face today.^[3] From both the economic and social point of view, creativity is the innovation and interdisciplinary way to solve the global and regional challenges^[4] as a kind of economic imaginary, the effects on the development of the society by creative enterprises is a kind of new economic concept.^[5]

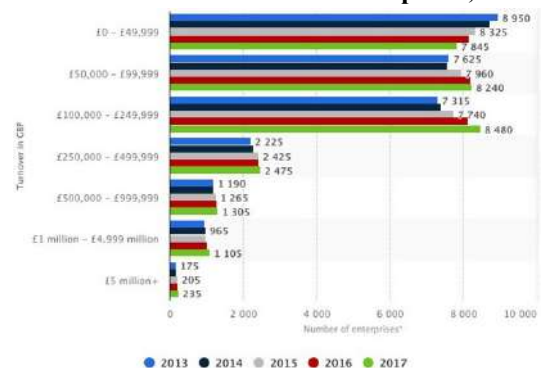
With the creative enterprise as an entity industry, the contribution to social development is reflected in many aspects. At the same time, it is yet to be seen whether the value of the creative enterprise is fully reflected or whether the person who really needs the benefit gets the corresponding return. In the process of promoting social development, what barriers are creative enterprises still facing? Problems must be explored not only from an individual consideration, because there is an unequal relationship between social groups, when considering intersectional factors (including race, class, age, ability, etc.)^[6]

3. The Positive Influences of Creative Enterprises

3.1 Promoting Economic Development

Creative enterprises are no doubt for the development of social economy, the following figures show the 2013 to 2017, creativity, art and entertainment activities based on the value added tax and/or Pay as You Earn (PAYE) number of businesses in the United Kingdom. As of March 2016, there were 220 enterprises with a turnover of over 5 million pounds. This Table shows the remarkable contribution of the creative enterprise to the economy and its important economic value.^[7]

Table 1. Number of creative enterprises, 2018



Another example of New England creative departments creates about \$3.9 million in annual revenue, supporting more than 250,000 jobs, 3.5% of the total number of employment of New England, and 82,000 jobs in Massachusetts. As a recent study by Lawrence Eagle Tribune shows, the creative industry contributes about \$1.25 billion a year to the local economy in Boston. The Vermont rural development council is also promoting the idea of art not only for schools, but for the entire community as a vital part of economic and cultural life. The various arts activities in

the region have restored the major buildings that provide affordable housing and new commercial space. The Massachusetts cultural council points out that having a strong art community and a wide range of cultural products is crucial to the region's economic future.^[8]

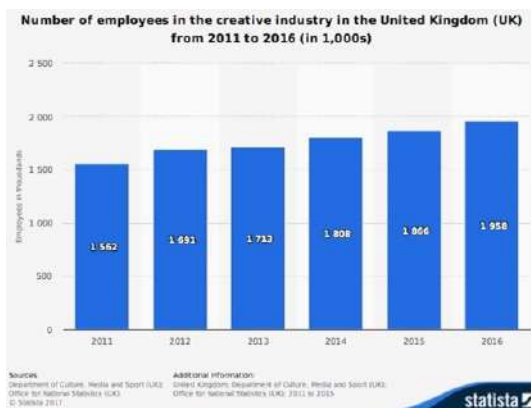
Creative enterprises in the economic aspect are not just limited to the influence of individual, but also in the service of other types of enterprises. According to the British Design Council, spending 100 pounds in each product design, its turnover can promote an average of 225 pounds and profit of 83 pounds.^[9]

No matter how it has been measured, the importance of creative economy and creative industry is increasing. It makes the world economy become more competitive and productive efficiency. The key to economic success has become more dependent on creativity and new technology enterprise.^[10]

3.2 Solving the Unemployment Problem

The generation and development of creative enterprises has led to the increase in the number of jobs. What are more important are the diversification of labor mode and the standardization of industrial data.

Table 2. Number of employees in the creative industry in the United Kingdom (UK) from 2011 to 2016 in 1, 2018



According to the statistics from 2011 to 2016, the UK's creative economy employment rate has reached record levels. In 2016, there were over 1.9 million people employed in creative industries, an increase of 25.4% over a 5-year period.^[11] Creative businesses also have an impact on the lives of consumers and workers. It not only affects the quantity of employment, because manufacturing is more and more dependent on technology

and at the same time, less reliant on human resources. The employment patterns have also changed. More and more labor is shifting from manual labor to service and management.^[12]

What's more, the promotion of creative enterprises to the labor force is also reflected in the standardized employment system and the data statistics of the workers. According to The City of Vancouver, Office of Cultural Affairs records tracking about survey culture according to the labor force, population and the change of minority cultural workers data. And according to the location of creative enterprise employment statistics, during the activities of the cultural and creative industry, the development of the local film and video industry was enhanced. The plan includes employment and training for women and indigenous people, which promotes the diversity of the workforce. At the same time, it also investigates the occupation population in related fields and gradually builds up the database of personal skills of the industry practitioners.^[13]

3.3 Improving Cultural Education

The promotion effect of creative enterprises on education is first reflected in its application to individual education, which enriches the form and content of individual education. Affected by the global women's rights movement, Brooklyn-based photographers Sham Hinchey and Marzia Messina want creative ways to promote between father and daughter for women's rights. Thus, they designed a board game and invited 22 pairs of father and their 8 to 11 years old daughter to play. Kids in this age range have begun asking questions about the social status quo, the development of the child's sense of self from empathy. However, the dialogue is the starting point of all the understanding. The board game in this form encouraged parents to begin seriously answer children's questions. This will help children to understand the society and to promote a more equal and just direction.^[14]

Secondly, the impact on creative groups is that, as a new industry, the type of labor required needs to be constantly upgraded. The existence of the creative enterprise often combines public space education facilities, enhancing education and skills initiatives. Creative industries usually employ highly skilled personnel, however many creative enterprises on a smaller scale, do not possess the resources to sufficiently support the training of its own corresponding technical personnel as it requires a lot of time and money. The industry is changing rapidly and facing

new challenges in technology so the development has been greatly restricted. In this case, the role of the new form of advanced education is particularly important.^[15] For example, because of the rapid rise of the e-sports field in emerging creative enterprises in the world but the corresponding talents are very scarce. In China, in September 2016, “e-sports and management” became one of the 13 supplement majors announced by Education and Adult Education Division of the Ministry of Education. At the same time, as early as 2003, e-sports were approved by the State General Administration of Sports Official as the 99th national sport of China. Including electronic competitive sports and management professional impressively in the column.^[16]

3.4 Improving the Ecological Environment.

Creative enterprises are also excellent for another global problem-environmental issue. For example, the Freitag brand started manufacturing bags in the early 1990s with truck trailers and was widely sold around the world. Product creation founded in the 1990s, the topics such as environmental protection, green consumption, and waste recycling have been developed from theory and experiment as a trend. The idea of the designer makes the propaganda into a way of life. The old truck tarpaulin is recycled, cut, washed, re-stitched, and molded into something completely different from before. The designer does not want the consumer to feel guilty about harming the environment when purchasing a product, but instead deliver some positivity and to allow them to feel more for functionality and aesthetics. To experience this way of life in practice is the focal point of this specific product.^[17]

The emergence of creative enterprises using new technology means and design concept makes waste materials recyclable; this is the first aspect of environmental protection. More importantly, the environmental ideas conveyed in creative activities have a wider social impact.

3.5 Influences on Humanity

The emergence of creative enterprises not only solves social problems, but also keeps innovating in the form of enterprise nature itself. In the process of renewal, the concept of the creative social entrepreneur emerged. So, who are the creative social entrepreneurs? Social entrepreneurship is the work of entrepreneurs and businesses whose purpose is to benefit most of society

and not just for the benefit of the individual. Social entrepreneurs are influential individuals who engage in social change in the private, public and non-profit sectors. These social innovators combine entrepreneurship with concerns about “social and developmental” issues. The new concept of entrepreneurs that is beyond personal creative talents will not reduce their individual importance, but use their own influence to better promote the development of enterprises and social education.^[18]

4. The Limitations of Creative Enterprises

Still, the creative economy should not be considered as a panacea. It is worth questioning, what is the effort behind the great success? What have we achieved at the expense of the present?

4.1 What Cost

To achieve the above economic benefits, the community paid the price of corresponding environmental problems. As the creative industry develops, over time problems gradually emerge, such as tourist attractions and redevelopment of cultural sites. Residents have begun to question the creative uses of cultural and heritage resources. As more tourists pour in, there is a corresponding gain for the local economy, but the other part of the population that has not benefited from the enterprises has become increasingly dissatisfied. While tourists enjoy the local resources, the local resource environment is threatened, which conflicts with the interests of residents. It is not just the discontent among residents that divides the rights groups. Local governments may be tempted to curb tourism, but national authorities may be more willing to allow tourism to operate because they think it will deliver significant returns to the country's economy.^[19]

For example, the aforementioned Freitag brand, although enterprises have had a lot of innovation and contribution in recycling, the situation is not very good for residents. Each year, the staff of Freitag collects up to 300 tons of tarpaulins; half of the cloth is unusable because of iron mold or too dirty. So, the other half of the waste will be handled together. The large amount of garbage disposal has affected the living environment of the residents.^[20] At the same time, the health of the workers dealing with the waste is being ignored. Their work has nothing to do with the creative enterprise, but it involves a huge job risk.

4.2 Who Really Benefits? Who Does Not Benefit?

Creative enterprises can solve the problem of unemployment, but most of the time they do not employ local people, but instead hire talent from across the whole world. So, the enterprises do not have a substantial effect on local development. At the same time, because of the uniqueness of the creative enterprise itself, only a few top talents can enjoy huge success, which leads to the huge gap from other staff.

Economic inequality, due to structural changes including globalization, union decline and non-industrialization, has risen sharply in the US over the past 30 years. The “winner-take-all” phenomenon is particularly relevant to industries such as art and creativity. The concept of the authors Robert Frank and Philip Cook showed that the changes in the American labor market to expand the number of job categories, and within these categories, the most skilled members earn money disproportionately. The typical “winner-take-all” labor market is professional sports, where the most talented members earn far more than average members. It argues that the relatively rare features of the past are common in many new professions, accelerating economic inequality.

The report “Beyond the creative industry: Mapping the creative economy in the UK”, concluded that more people work outside of the creative industry than those within the creative industries. The report says, “Embedded Creative Employment” includes a large workforce engaged in traditional manufacturing, real estate, commerce, retail and wholesale trade, as well as intermediary services. Through to participate in the creative enterprise labor type to observe, the report confirmed that the department of three different types of employment: “professional artists, professional or personal creative work in the creative industry, the ancillary people in these industries (management, secretarial, administrative or accounting) and creative individuals embedded in other industries.

Along with the increase of the creative enterprises to promote local employment opportunities, the focus of the development of Renaissance culture in on large projects and some key areas. It aims to transfer the economic advantages to the region as a means of revitalization of the city center. However, the large amount of investment is often paid to tourists, participants, artists and high-income groups. For ordinary residents with low incomes, the way they enjoy welfare is just to get some job opportunities in the service sector.

4.3 What are the Barriers of Process?

According to the United Kingdom Stakeholders for Sustainable Development’s (UKSSD) global goal, an ambitious agenda for the better world of 2030 - fairer, safer, healthier, more prosperous, better balanced with nature is set for the better world of 2030. These targets are described as “the closest thing the world has to a strategy”. The creative enterprise tries to find a new way to reform the world, since this an important and long-term target. Its implementation both in domestic and internationally has many barriers and challenges.

The form of talent participation is hindered by class inequality. Such inequity is the relationship between the disposition of different workers and the resources (capital). The survey found that the cultural capital for its life record match and mismatch exists in many areas. From early socialization to education to life, career and financial planning, all of which greatly influenced people to destination. This broader perspective provides a more robust view of the strengths and weaknesses of habituation and capital. In addition, it enables us to understand how structural status and cultural preferences interact over time.^[21]

The finiteness of cultural capital determines that education behaviors, such as visiting theatres, museums or art galleries are not equal in every growth of individuals. Such an environment is influenced by family background and different classes. And the difference can not only embody in involved in the creative field, and because the creatives through peer recognition and award-winning work to advance their career, so it is very important to find a suitable partner. And these courses require students to work with many different partners. It also gives them access to peers from different backgrounds.^[22] The same family background is more conducive to better communication between people. This means that class attribute not only determines entry into the creative field, but also after entering the field.

The development of creative enterprises is sometimes hindered by religious culture. Terrorism is still a serious problem facing the world today, and its control and use of education for religious culture has doubled the number of terrorist attacks by children in recent years. In Afghanistan, some children have become the target of terrorist training as “suicide bombers”. Afghan officials say, 90% of teenagers kidnapped by militants will become “suicide bombers”; some of these in Pakistan

brainwashed and training base will complete the “suicide”. In addition to children, the Taliban often use bicycles to bind and transport bombs. The education business, in an environment full of strife and extreme thought, is devastated. Even children in big cities may not know anything but the Quran. It is estimated that 90 percent of women and 63 percent of men in Afghanistan do not have the ability to read and write. Saber Hosseini, an ordinary Afghan teacher, uses a bicycle as a vehicle to send books and education to the children. Starting with 200 books in 2015, Saber began building a library on a bicycle. Unsurprisingly, Saber became the target of some Afghan conservative attacks, but he continued.^[23]

The limitations of national policy are also unavoidable obstacles. Due to the constant development of creative enterprises, a market driven by creative industry is reshaping the economic operation mode of the world. All countries will inevitably be affected. Therefore, the formulation of relevant intellectual property policies is to regulate the market and provide policy support for entrepreneurs, but also to ensure that they are not rigid and permit their innovation.

5. How to Improve

To solve those problems, the macro and comprehensive approaches would be effective, rather than a solution to each problem. It is because the problems are linked to together, so fundamental and systematic changes should be acclaimed. Therefore, I will suggest three methods: education, policy and international cooperation.

5.1 Develop Educational Industry with Creativity.

According to the particularity of the creative enterprises mentioned above, they need to apply creative means to the development of their education field to meet their own needs of talents. For example, the Forbidden City in China has held the program of the national treasure for 600 years with eight national key museums and television broadcasting (CCTV 1). Each museum recommends three treasures of the town hall for the public to select. Each treasure has its own star - the national treasure keeper, who tells the story behind the national treasure. This kind of form, not only spreads national culture but, simultaneously the Forbidden City will use the proceeds of income into the education sector, to set up two new cultural institutes specifically used for training talents.^[24] This form not only promotes

the traditional Chinese culture, but at the same time uses the form of innovation to promote the related personnel education training, which is a sustainable development model. Moreover, it is conducive to the formation of a certain social atmosphere, which in turn can influence more classes' demand for cultural capital.

5.2 Formulate Relevant Supporting Policies according to Local Conditions

Reasonable policy support is needed by any business. Therefore, to promote the development of creative enterprises, the Chinese government for the 12th Five-Year Plan, the cultural industry in cultural department management the added value of cultural industry of the present average annual growth rate higher than 20%, at least double that of 2010, in 2015. Cultural products and services are more abundant, and cultural industry has become an important way to meet people's cultural needs and improve people's well-being. The advantages of large employment capacity and flexible form of cultural industry have been brought into full play and become one of the industries with significant employment effect. The rapid growth of cultural consumption, which accounts for a rising proportion of the consumption of urban and rural residents, has become an important part of the country's expansion of domestic demand.^[25] This provides more possibilities for the establishment of the relevant market for creative enterprises.

Some countries are resisting the new cultural concept of “creative entrepreneurs”. For example, if the image of “creative entrepreneurs” may be related to the tradition of “Bohemian” or “Counterculture” and artists are cited as a model of “creative destruction”. But Chinese Confucian culture is as the mainstream culture system, therefore, in the relatively easy to accept other culture.^[26] In this way, it can be used as a reference about how to combine the cultural form of the new situation or the industrial form with the actual situation of the country is the key to development.

5.3 Strengthen International Co-operation by Information Sharing

From a social influence and cultural output point of view, the development of creative industries is a global common issue. The country's creative enterprises aim to promote the development of global discussion and knowledge sharing. The British Council is the UK's international organization for cultural relations and

educational opportunities, which is represented in 110 countries around the world. The British Council connects people from all over the world with British ideas and learning opportunities and establishes a long-lasting relationship between the UK and other countries.^[27] Furthermore, they are responsible for co-operation with the United Kingdom's creative department, to work out the corresponding work plan, share experiences in the development of the creative economy in the United Kingdom, and the process in education, social inclusion, wide influence economic revival and international engagement.

About "Afghan teachers use a bicycle, let the children away from the suicide bombers" as a result, through the media publicity, many of the world heard about Saber Hosseini's stories, and have together donated more than 6000 books, with which Saber Hosseini built a real library. In addition, five libraries are under construction. With the help and attention of people, he started a children's fund, hoping that more children could enjoy education. It is this sharing of information between countries that makes the idea play a bigger role.

6. Conclusion

This paper has evaluated the relationship between creative enterprise and social development. It analyzed the positive contributions and the limitations in the community development. At the end of the article, it suggested constructive methods from three aspects: education, policy and international cooperation. Last but not least, this paper hopes that art enterprises would become more helpful and useful for a greater role in the society through the analysis of creative enterprises in terms of the theory and the actual situation.

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Review of Educational Theory

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Conflict of interests: Researcher A is an employee of XXX. Researcher B has received grants from XXX.

Informed consent: Written informed consent was obtained from all subjects prior to the study.

Ethical approval: The ethics committee of XXXX has approved this study (REC number: XXXX).

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Contribution: Researchers A and B researched literature and conceived the study. Researcher A was involved in protocol development, gaining ethical approval, patient recruitment and data analysis. Researcher B wrote the first draft of the manuscript. All authors reviewed and edited the manuscript, and approved the final version of the manuscript.

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Authors must ensure that all section headings, subheadings and sub-subheadings are differentiated by font size. The bold font must be used for the major headings and subheadings, and italic font must be used for the sub-subheadings in parenthesis.

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The introduction of the paper should start with an explanation of why a particular research is being conducted and conclude with the selected research approach. Authors must ensure that a non-technical reader would be able to understand the introduction, including the technical goals and objectives, any technical issues faced and its application in the real world. It would be beneficial for the readers if the authors provided a clear, one sentence purpose statement of the research. It would be advisable to keep the length of the introduction to approximately 1/2 page (1-2 paragraphs).

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This section can be divided into subheadings. This section focuses on the results of the experiments performed.

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It is the authors' responsibility to declare all financial and non-financial support that may be considered as a source of competing interest in relation to their submitted manuscript in this section. Any grants, royalties, consulting fees are considered as financial supports and must be declared. Other forms of non-financial support that must also be declared are externally-supplied equipment/biological sources, writing assistance, administrative support, contributions from non-authors etc.

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