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Editor-in-Chief

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Contents

Article

- 1 **Analysis and Research of Core Technology in Wisdom Libraries**
Yunqing Zhu Qing Zhang
- 7 **Metropolis-Hastings Algorithm with Delayed Acceptance and Rejection**
Yulin Hu Yayong Tang
- 12 **Deepening the Reform of College English Classroom Teaching-Exploration of Hierarchical Teaching in Class——Take Qingdao Huanghai University for Example**
Xiumin Han
- 17 **Research on the Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition**
Yiyong Wang

Review

- 22 **Research on the Construction of Doctoral Dissertation System**
Qiuxue Luo
- 29 **Research on the Teaching of Chinese Language and Literature in Modern Educational Thoughts**
Zhao Luo
- 34 **Teacher's Code-switching to L1 in Chinese College EFL Class**
Yang Ning
- 42 **Research Review of the Identification of Socialist Core Values**
Yu Du
- 46 **Research Progress and Trends of Domestic Smart Learning Environment**
Yaqiang Cui Qihong Gan Xiaoli Huang Qi Yu Chunyan Wang Jianlin Tian
- 52 **Rationality Followed by Freedom**
Zijuan Bai
- 56 **Research on the Function of Music in College Education**
Lei Xiao

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ARTICLE

Analysis and Research of Core Technology in Wisdom Libraries

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ABSTRACT

Combining the wisdom library management plan, recognize the importance of modern wisdom library construction, summarize the core technologies in the construction of smart libraries, aiming to demonstrate the innovative value of smart library construction through the innovation of construction programs, and to provide guarantee for the design of modern libraries.

1. Introduction

Through the analysis of the modern library construction program, the wisdom library as the goal of library innovation development, its innovation development, transformation development and sustainable development are more important content. Through the construction of the wisdom library, the library construction can be the focus. And gradually improve the security and stability of library design, and provide guarantee for the development of modern libraries. In the wisdom library work innovation, it is possible to realize the establishment of an interconnected library, an efficient li-

brary and a convenient library. In the library management system service, the value of the wisdom library can be demonstrated to provide guarantee for the development of modern libraries.

2. Basic Characteristics of the Wisdom Library

In the process of wisdom library construction, there are many kinds of library service modes, and the service modes of different libraries are different. The specific service modes are shown in Table 1.

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Table 1. Main service modes in different forms of libraries

Service Mode	Traditional Library	Compound Library	Digital Library	Mobile Library	Wisdom Library
Literature Borrowing & Returning	√	√	√	√	√
Lecture Training	√	√	√	√	√
Self-study Reading Room	√	√	√	√	√
Automated Management System		√	√	√	√
Weibo & Wechat Service System			√	√	√
Smart Security Management System					√
Self-services					√

The research found that there are certain differences in the service modes in different library constructions. Among them, the wisdom library as a modern service management mode has obvious innovation value. The service modes of the wisdom library were analyzed, and the specific features are reflected in the following aspects:

2.1 Comprehensive Perception

Through the research of the wisdom library, it is found that in the process of library design, the identification of books and periodical entity information resources is carried out through the design of Internet of Things mobile phones, computers, radio frequency identification devices and global positioning systems. Through the analysis of China Mobile's latest data, at the end of April 2012 from 30 provinces and cities nationwide, the wireless city portals in 302 cities were promoted, with the number of wireless cities reaching 16,000, with a growth rate of 10.4%. In the virtual background such as the database, the information of the user can be deeply explored through the use of information resources and book resources to realize the perception, measurement and capture of the deep information, and gradually increase the value of the information data acquisition.

2.2 Interconnection and Interworking

Combined with the management content of the wisdom library, the service model is analyzed. The characteristics of Interconnection and Interworking are reflected in the following aspects: first, the ubiquitous nature, the so-called ubiquitous feature, is mainly that users can access the library services at any time, any place and anywhere. Moreover, the wisdom library has the characteristics of all-day development. Under the condition of multiple carriers and multiple dynamic channels, it can provide users

with the book experience and maximize the value of user information and service methods; second, the characteristics of polymerization. through the analysis of the management system of the wisdom library, in the process of establishing various information resources, there are links such as cross-system application integration, cross-department information sharing, and network transformation and intercommunication. Through the construction of these service systems, a range of new resources can be aggregated. Realize the homogenization of library management methods. Moreover, in the construction of this kind of polymerized service system, the project investment cost can be reduced, and the maximization of economic value can be pursued, and the effective aggregation of library information resources can be satisfied, which provides a reference for the innovation of modern library service management mechanism; third, synergy. In the case of the wisdom library Interconnection and Interworking, there is a service innovation model in which the wisdom library is dynamic. Users can communicate with users at any time by mutual learning and collaborative development to improve the consultation mechanism of analog information, which supports the innovation of modern library services.

2.3 Green Development

Through the analysis of the service system of the wisdom library, it is found that under the condition of sustainable development of the sushi library, library service management can be the focus, and the humanity, nature, health and harmony can be pursued through the protection and utilization of natural resources. Under normal circumstances, in the development of green libraries, the establishment of hardware facilities can be used to innovate the library's environmental protection mechanism, meet the core book service model, and reduce the pollution of library hardware resources. In the software construction, we can promote the scientific development of library services and guide the establishment of the library's sustainability.^[1]

3. Existing Problems in the Construction of Wisdom Library

3.1 The Cost Factor in the Construction of Wisdom Library

In the process of library management construction, as a complex engineering project, there are restrictive problems at different stages of development, such as personnel reserves, equipment updates, software upgrades and management. For example, in the process of the development of the wisdom library, the initial investment in the Internet

of Things was more, and the equipment of different models was in the range of 0.6-0.85 US dollars. Due to the large reserve of book resources and relatively high cost, it has an impact on the construction of the wisdom library. Moreover, in the construction of library resources, when there is a problem of financial deficiencies, the ultimate value of the wisdom library construction cannot be realized.

3.2 Restrictions in the Use of Technology

Through the analysis of the service work of the wisdom library, it is found that in the wireless sensor network service, as an important factor in the construction of the Internet of Things infrastructure, it is mainly through the digital signals of electronic media formed by the placement of things, however, in the process of physical information collection and sorting of the Internet of Things, RFID technology, as a modern medium and low frequency design, as a modern industrial technology form, can effectively solve the late design problems, moreover, in the use of Internet of Things technology, the normative statistics of data can be carried out through communication technology, information monitoring technology and information encryption technology, and the standard type of information statistics is gradually improved, which brings restrictions on the processing of modern data information.

3.3 The Problem of Wisdom Library Privacy Security

In the innovation of the service library management method, as the final content of the Internet of Things technology, the privacy and security issues of the wisdom library can be taken as the focus, and the technical content of the wisdom library can be combined to process the data solution. The research found that in the RFID system construction, as the identification content of the radio frequency identification system, the label and the identification code can be analyzed, and the system can be scanned at any time to improve the overall value of the data information processing, and the information feedback identifier is Construction provides a reference. Moreover, in the information collection and processing, the personal habits and preferences can be handled in combination with the needs of the readers. When the problem of improper handling occurs, the information resources will be leaked, which will affect the project design of the sushi library.

3.4 The Problem of Wisdom Library “Information Isolated Island”

With the development of the management system of the

memory library, there are relatively conservative and restrictive problems in the process of creating the library management mechanism, moreover, the existence of information development and shared resource design in the wisdom library has not been solved, which brings limitations to the information processing of the wisdom library. In the construction of China’s wisdom library, it has not achieved the characteristics of full development. The lack of coordination and unified planning in the work has led to the waste of resources in the wisdom library and affects the integrity of resource construction.^[2]

4. The Service modes of Wisdom Library

4.1 Framework Design of Wisdom Library

In the process of building the memory library, the service readers will be the core, and combined with the modern information technology concept, the library will provide personalized and intelligent services. Under normal circumstances, in the design of the wisdom library, an innovative service mechanism should be constructed, and the establishment of the university’s wisdom library should be taken as the research object. The specific construction framework is shown in Figure 1.

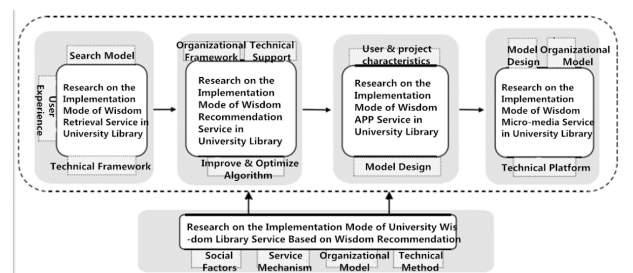


Figure 1. The framework of university wisdom library construction

4.2 The Wisdom Construction System

4.2.1 Service Process of Wisdom Retrieval System

For the consumer retrieval system, it is the basis for users to obtain information. Applying it to library services can improve the value of library information retrieval and demonstrate the fast, accurate and efficient characteristics of library service work.

In the context of this service retrieval, compared with the traditional service system, there are modern service features and the most relevant search results for users. Moreover, in the process of determining the retrieval result, the user satisfaction can be obtained through the optimization of the automatic retrieval strategy, and the user’s wisdom retrieval experience can be improved to meet the

innovation development needs of the wisdom library. At the same time, in the situation of the memory retrieval, in order to fully meet the user's established needs, it is possible to change the restrictive problems existing in the traditional new search, reasonably filter out the invalid information for the user, help the user to determine their own needs, and improve the book acquisition efficiency. Under the condition of the memory search, the search results can be targeted, avoiding the blindness of the book query, effectively shortening the query time of the book, reducing the difficulty of the book search, and improving the accuracy of the search service.

4.2.2 Wisdom Retrieval Model Design

Through the analysis of user behavior information, it can be found that the wisdom retrieval service has more effective retrieval behavior, combined with data mining, association rules, etc., to improve the detailed processing value of information processing. In the corresponding position of the detailed information page, there is no login for popular user recommendation service. Through the retrieval and browsing schemes, the mechanism reduces the blindness of prominent queries and reduces the difficulty of book retrieval. In the research of wisdom retrieval, as a non-personal recommendation service mechanism, the effectiveness of data mining technology can be realized, and the processing method of network information source is combined to innovate the retrieval scheme and show the innovative value of library service management. Under normal circumstances, in the construction of the recommended model of the same, the recommended model of the same is shown in Figure 2. In the service system, the OPAC search engine is used to retrieve the construction of library resource information resources. The library model content can be combined to query data resources, provide potential information resources for users, and improve the value of search services.^[3]

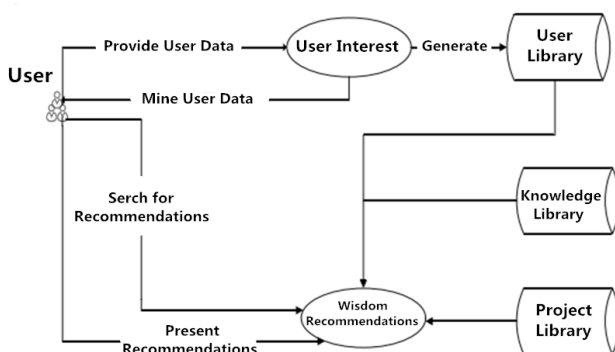


Figure 2. Wisdom recommendation model

5. The Application of Wisdom Library Core Technology

5.1 The Use of Mobile Internet Technology

With the development of information technology, in the process of using Internet information technology, combined with the “35th Statistical Report on Internet Development in China”, we can find that, the scale of mobile Internet users has gradually increased, and the usage rate of tablet and computer Internet has gradually increased. This phenomenon means that the mobile Internet is gradually gaining popularity. In the past, the use of library resources, most of the use of PC interface, this interface form has a long loading time, unlimited use of flash typesetting, there are more defects, if these problems cannot be resolved in a timely manner, and it will affect the validity of the establishment of the wisdom library. The first domestic research paper on the wisdom library was published in 2010. After that, the construction of the wisdom library developed rapidly. The search results are shown in Table 2. Through research, the research rate of the wisdom library is gradually improved, which supports the construction of the modern wisdom library. Therefore, in the process of constructing the memory library resources at this stage, in order to improve the reader's experience requirements, the innovation of the library service system should be constructed according to the existing problems.^[4]

Table 2. The table of paper publication quantity of Wisdom library

Year	2010	2011	2012	2013	2014	April, 2015	Total
Quantity (piece)	1	6	15	40	78	18	158

Combine the characteristics of the wisdom library, build official Microblogs, official account, etc., and use Weibo, WeChat, service time, new book notification, etc., to improve the effectiveness of information query, and also realize the value of collection search. For example, in the process of using new technologies related to library and information, there are differences in different service systems. The specific technical forms are shown in Table 3. At the same time, in the library information activities and resource search, it is necessary to actively promote the library's service channels and create a library service system. In the process of resource search, in the process of resource search, the wisdom library can carry out the characteristics of the Internet platform, innovate the online collection of bibliographies and joint books, and improve the overall value of the information query of the mobile client. In the library mobile processing, the massive full-text database and collection documents purchased by the

library can be released to realize the synchronous reading of the mobile client, which provides a reference for the use of modern wisdom library resources.^[5]

Table 3. Service systems with different library and information

Service Technology	Industry Application	Resource Organization	Operating System	New Form Of Library
iBeacon, NFC, RFID, QR code, location service, 3D printing, WeChat, Weibo, smart reference question and answer	cloud computing WEB APP Mobile APPS	RDA, SKOS Ontology Big Data Linked data Program framework content analysis	Discovery systems, e-books, digital reading platforms, next-generation library automation systems, data services	Unmanned library Mobile library Wisdom library Fully automatic intensive library Maker space

5.2 The Use of Cloud Computing Technology

For the cloud computing system, as a pay-as-you-go service model, users can provide available, convenient and on-demand network access mechanisms; reduce the cost of management work by realizing the construction of shared networks, servers, and storage and cloud software systems through resource resources. Moreover, in the cloud computing service system, as an important condition for library design, infrastructure can be combined with the basic conditions of library cloud computing to divide the facilities server. Under normal circumstances, it can be divided into server services, storage services, and network services. For the library technology department, it is necessary to innovate the service system for these computer technologies and network connection forms, and to show the overall value of library services, and provide reference for the design of modern library service management system.^[6] For the current library services department, in the storage of computer technology storage, outsourcing construction, and self-built system, the development of library joint resources should be carried out in combination with cost and benefit characteristics. Demonstrate the standard system of library construction and the value of hardware facilities to support the innovation of library self-built projects, therefore, in the design of modern wisdom library, it should combine the characteristics of cloud computing technology and technical facilities to build the library wisdom platform and promote the stable innovation of modern library service work.^[7]

5.3 The Use of All-media Technology

With the innovation and development of network information technology, in the process of building the wisdom

library, through the technology development of the network-wide all-media fusion communication terminal, it is possible to integrate the peer devices for large customers. The research found that at this stage, some large enterprises, governments, military and other users gradually began to use the network-wide all-media technology. In the context of the development of the market, the library also recognized the value of the use of this technology. In the so-called network-based all-media convergence technology, through the use of communication terminal technology, the library multimedia resources services and project development can be realized, and the value of multimedia communication system construction can be demonstrated through the use of various hardware resources, and It integrates with resources such as audio, video and data to realize the combination, distribution and push of data resources, and demonstrates the value of multimedia peer technology application, and provides reference for modern wisdom library service innovation.^[8] Under normal circumstances, in the use of network-wide all-media technology, the rational development of library resources can be realized, therefore, in the use of library technology, the following should be done: First, the use of network-wide all-media convergence communication technology should be based on the free connection scheme, a variety of hardware and software innovation, showing the value of multimedia peers, moreover, in the network-wide all-media fusion, combined with the freedom of technology, the unified collection of audio, video and data can be realized, and the multimedia communication intelligent scheduling can be supported; second, the use of library network all-media technology can reduce user operation and maintenance costs, build a relaxed interactive communication system, optimize various types of learning audio and video materials, and provide users with a rich experience, which supports the optimization of large open online course systems.^[9]

5.4 The Use of Internet of Things Technology

In the process of building the wisdom library, through the use of Internet of Things technology, the rational use of the geographical location information of the book can be realized, and the efficiency of searching for the library resources can be improved, therefore, in the design of the wisdom library, how to improve the utilization value of library collection resources has gradually become the focus of attention. The development of the Internet of Things has gradually become a revolution after the PC technology, the Internet and wireless communication technologies, fully satisfying the value of the wisdom library construction. The research found that in the current stage of library

construction, the use of the Internet of Things can fully reflect the value of electronic tags and readers. First, electronic tags can be divided into passive and active technologies as the identification technology of identification items. In the current use of library resources, passive electronic tags are usually used to determine the principle of wireless radio frequency identification; second, in the process of using the technology of radio frequency identification devices (RFID), the use of library resources should be the focus to realize the effective processing of the original magnetic strips and paper labels. As a key technology in the wisdom library, RFID is widely used in the wisdom library. Through the use of RFID technology, the value of lighting, safety certification, fire prevention and ventilation can be realized, which satisfies the basic needs of the construction of the wisdom library, and gradually realizes the service innovation of the wisdom library to enhance the pertinence of document collection, which can improve the satisfaction of user services, however, in the process of using RFID technology, reader tags need to be implanted, and reader privacy protection issues may arise, therefore, in the current stage of the service innovation of the service library, the use value of IoT technology should be improved. Relevant government departments need to introduce relevant laws and policies to fully protect the basic rights and interests of readers to ensure the value of the use of the wisdom library core technology.^[10]

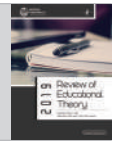
6. Conclusion

In summary, in the process of building the current history library, in order to achieve the stable application of core technology, the design of the marketing library should be combined with the innovation of the service system to fully demonstrate the value of the construction of the memory library resources, and provide reference for the integration and innovation of the modern library service system. Under normal circumstances, in the creation of the modern wisdom library system, the design of modern library should be the focus, combined with mobile data platform, cloud computing technology, network comprehensive body technology and Internet of Things technol-

ogy, to innovate the wisdom library service work, thereby demonstrate the value of the use of the core library technology, and guarantee the design of modern book service management.

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ARTICLE

Metropolis-Hastings Algorithm with Delayed Acceptance and Rejection

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ABSTRACT

Metropolis-Hastings algorithms are slowed down by the computation of complex target distributions. To solve this problem, one can use the delayed acceptance Metropolis-Hastings algorithm (MHDA) of Christen and Fox (2005). However, the acceptance rate of a proposed value will always be less than in the standard Metropolis-Hastings. We can fix this problem by using the Metropolis-Hastings algorithm with delayed rejection (MHDR) proposed by Tierney and Mira (1999). In this paper, we combine the ideas of MHDA and MHDR to propose a new MH algorithm, named the Metropolis-Hastings algorithm with delayed acceptance and rejection (MHDAR). The new algorithm reduces the computational cost by division of the prior or likelihood functions and increase the acceptance probability by delay rejection of the second stage. We illustrate those accelerating features by a realistic example.

1. Introduction

MH algorithm (Hastings, 1970; Metropolis, et al, 1953) has solved integral calculation in the complex posterior.^[1,2] However, one of the most important and challenging issues is to compute the rate of acceptance. The acceptance probability of the standard MH algorithm is expressed as

$$a(x, y) = \min \left\{ 1, \frac{\pi(y)q(x|y)}{\pi(x)q(y|x)} \right\} \quad (1.1)$$

Where π represents the target density function (that is, the posterior distribution), q represents the proposal distribution. In the acceptance and rejection of MH algorithm, we always need to calculate and thus need to calculate ratios of π . But it is a complex task with large amount of computation, e.g., the posterior distribution involves an-

other integral.

To reduce the computational cost, the delayed acceptance MH algorithm of Christen and Fox (2005) is a two-stage Metropolis-Hastings algorithm in which, typically, proposed parameter values are accepted or rejected at the first stage based on a computationally cheap surrogate for the likelihood.^[3] Detailed balance with respect to the true posterior is ensured by a second accept-reject step, based on the computationally expensive likelihood, for those parameter values which are accepted in the first stage. Delayed acceptance algorithms thus provide draws from the posterior distribution of interest whilst potentially limiting the number of evaluations of the expensive likelihood. Although the amount of computation is reduced, the acceptance rate is also reduced compared to the standard MH algorithm. For the purpose of improving the acceptance of MH algorithm, we can use Metropolis-Hastings algorithm

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with delayed rejection (MHDA) as defined by Tierney and Mira (1999).^[4] In this paper we combine the ideas of MHDA with MHDR and propose a new MH method is the Metropolis-Hastings algorithm with delayed acceptance and rejection (MHDAR).

The new algorithm, involving two stages, reduces the computational cost by division the prior or likelihood function (that is, the first stage) and increase acceptance ratio by the second stage. We illustrate those accelerating features by a realistic example of two-dimensional distribution.

2. Metropolis-Hastings Algorithm with Delayed Acceptance and Rejection

In this section, we recall the Metropolis-Hastings algorithm with delayed rejection and the Metropolis-Hastings algorithm with delayed acceptance, which are useful for our later discussions. And then we propose our new algorithm, the Metropolis-Hastings algorithm with delayed acceptance and rejection.

2.1 Metropolis-Hastings Algorithm with Delayed Rejection

The Metropolis-Hastings algorithm with delayed rejection (MHDR), proposed by Tierney and Mira (1999), achieve this goal: when making a rejection decision, we use a different proposal distribution to generate a second candidate state instead of obtaining a duplicate sample and accepting or rejecting it based on the probability of an appropriate calculation.^[4] Therefore, the update process of the MHDR algorithm is as follows:

Algorithm 2.1 Metropolis-Hastings Algorithm with Delayed Rejection

(1) Generate $y \sim q_I(\cdot | x_0)$

(2) Compute

$$a_1(x_0, y) = \min \left\{ 1, \frac{\pi(y)q_1(x_0 | y)}{\pi(x_0)q_1(y | x_0)} \right\}$$

(3)

$$x_1 = \begin{cases} y, & \text{with probability } a_1(x_0, y); \\ x_0, & \text{with probability } 1 - a_1(x_0, y). \end{cases}$$

If $x_1 \neq y$ go to step 4, otherwise stop and output $x_1 = y$

(4) Generate $y_1 \sim q_I(\cdot | x_0, y)$

(5) Compute

$$a_2(x_0, y, y_1) = \min \left\{ 1, \frac{\pi(y_1)q_1(y | y_1)q_2(x_0 | y, y_1)(1 - a_1(y_1, y))}{\pi(x_0)q_1(y | x_0)q_2(y_1 | x_0, y)(1 - a_1(x_0, y))} \right\}$$

(6)

$$x_1 = \begin{cases} y, & \text{with probability } a_2(x_0, y, y_1); \\ x_0, & \text{with probability } 1 - a_2(x_0, y, y_1). \end{cases}$$

2.2 Metropolis-Hastings Algorithm with Delayed Acceptance

The MH algorithm with delayed acceptance is aimed at reduce the amount of computation. The delayed acceptance MCMC algorithm of Christen and Fox (2005) is a two-stage Metropolis-Hastings algorithm in which, typically, proposed parameter values are accepted or rejected at the first stage based on a computationally cheap surrogate for the likelihood.^[3]

In the section, we reduce the computational cost by division the prior or likelihood function in the first stage and increase acceptance ratio by the second stage. It is similar to Banterle et al. (2015). The update process of the MHDA algorithm is as follows:

Algorithm 2.2 Metropolis-Hastings Algorithm with Delayed Acceptance

(1) Generate $y \sim q_I(\cdot | x_0)$

(2) Compute

$$a_1(x_0, y) = \min \left\{ 1, \frac{\pi_1(y)q(x_0 | y)}{\pi_1(x_0)q(y | x_0)} \right\}$$

(3) Take

$$x_1 = \begin{cases} y, & \text{with probability } a_1(x_0, y); \\ x_0, & \text{with probability } 1 - a_1(x_0, y). \end{cases}$$

If $x_1 = y$ go to step 4, otherwise stop and output $x_1 = x_0$

(4) Compute

$$a_2(x_0, y) = \min \left\{ 1, \frac{\pi(y_1)\pi_1(x_0)}{\pi(x_0)\pi_1(y)} \right\}$$

(5) Take

$$x_1 = \begin{cases} y, & \text{with probability } a_2(x_0, y); \\ x_0, & \text{with probability } 1 - a_2(x_0, y, y_1). \end{cases}$$

So acceptance probability of MHDA is $a(x_0, y) = a_1(x_0, y)a_2(x_0, y)$.

2.3 Metropolis-Hastings Algorithm with Delayed Acceptance and Rejection

The Metropolis-Hastings algorithm with delayed acceptance and rejection (MHDAR) combines the ideas of MHDA and MHDR. It reduces the computing costs by a decomposition of the target function, increases rate of acceptance by the second stage of delayed rejection. The

update process of the MHDAR algorithm is as follows:

Algorithm 2.3 Metropolis-Hastings Algorithm with Delayed Acceptance and Rejection

- (1) Generate $y \sim q(\cdot | x_0)$
- (2) Compute

$$a_1(x_0, y) = \min \left\{ 1, \frac{\pi_1(y)q(x_0 | y)}{\pi_1(x_0)q(y | x_0)} \right\}$$

- (3) Take

$$x_1 = \begin{cases} y, & \text{with probability } a_1(x_0, y); \\ x_0, & \text{with probability } 1 - a_1(x_0, y). \end{cases}$$

If $x_1 = y$ go to step 4, otherwise stop and output $x_1 = x_0$

- (4) Compute

$$a_2(x_0, y) = \min \left\{ 1, \frac{\pi(y_1)\pi_1(x_0)}{\pi(x_0)\pi_1(y)} \right\}$$

- (5) Take

$$x_1 = \begin{cases} y, & \text{with probability } a_2(x_0, y); \\ x_0, & \text{with probability } 1 - a_2(x_0, y, y_1). \end{cases}$$

If $x_1 \neq y$ go to step 6, otherwise stop and output $x_1 = y$

- (6) Generate $y_1 \sim q_1(\cdot | x_0, y)$
- (7) Compute

$$a_3(x_0, y, y_1) = \min \left\{ 1, \frac{\pi(y)q_2(x_0 | y_1, y)q_1(y | y_1)(1 - a_2(y_1, y))a_1(y_1, y)}{\pi(x_0)q_2(y_1 | x_0, y)q_1(y | x_0)(1 - a_2(x_0, y))a_1(x_0, y)} \right\}$$

- (8) Take

$$x_1 = \begin{cases} y, & \text{with probability } a_3(x_0, y, y_1); \\ x_0, & \text{with probability } 1 - a_3(x_0, y, y_1). \end{cases}$$

We assume that the target distribution π and the proposal density $q(\cdot | x)$ all admit densities with respect to the Lebesgue or counting measures. We also denote the target density by π .^[5]

Let $(x_n)_{n \geq 1}$ be a Markov chain evolving on X with MHDAR algorithm Markov transition kernel P associated with q and π i.e. for $A \in \mathcal{B}(X)$, where $\mathcal{B}(X)$ is the Boreal σ -field, on X .^[6]

$$P(x_0, A) = P_1(x_0, A) + \int_X (1 - a_2(x_0, x_1)) a_1(x_0, x_1) P_2(x_0, y, A) dx_1$$

Theorem 2.1 The transition kernel of the MHDAR update satisfies the reversibility with respect to target distribution.^[7]

$$\pi(x_0) P(x_0, dx_1) = \pi(x_1) P(x_1, dx_0) \quad (2.1)$$

To prove Theorem 2.1, we have the following two lemmas.

Lemma 2.1 If $x_0, x_1 \in X$ then

$$\pi(x_0) P_1(x_0, dx_1) = \pi(x_1) P_1(x_1, dx_0) \quad (2.2)$$

Proof: The form of Markov chain with transition kernel P_1

$$P_1(x_0, dx_1) = \int_A q(x_0, x_1) a_1(x_0, x_1) dx_1 + (-\int_X q(x_0, x_1) a_1(x_0, x_1) dx_1) I_A(x).$$

From stage one of the MHDAR algorithm we know that the detailed balance condition

$$\pi(x_0) q_1(x_0, x_1) a_1(x_0, x_1) = \pi(x_1) q_1(x_1, x_0) a_1(x_1, x_0) \quad (2.3)$$

- (1) It is obviously (2.2) established when $x_0 = x_1$
- (2) When $x_0 \neq x_1$

$$a_1(x_0, x_1) = \min \left\{ 1, \frac{\pi_1(x_1)q_1(x_0 | x_1)}{\pi(x_0)q_1(x_1 | x_0)} \right\} \quad (2.4)$$

$$a_2(x_0, x_1) = \min \left\{ 1, \frac{\pi(x_1)\pi_1(x_0)}{\pi(x_0)\pi_1(x_1)} \right\} \quad (2.5)$$

Then, (2.3) using the identity $b \min \left\{ 1, \frac{a}{b} \right\} = a \min \left\{ 1, \frac{b}{a} \right\}$, which is valid for any two positive numbers a and b , in (2.2) we have

$$\begin{aligned} \pi(x_0) P_1(x_0, dx_1) &= \pi(x_0) q_1(x_0, x_1) a_1(x_0, x_1) a_2(x_0, x_1) \\ &= \pi(x_1) P_1(x_1, dx_0). \end{aligned} \quad (2.6)$$

Lemma 2.2 Keeping in mind theorem 2.1 and lemma 2.1, it remain to show that for any $x_0, x_1 \in X$ and $x_0 \neq x_1$ then

$$\begin{aligned} \pi(x_0) \int_X (1 - a_2(x_0, x_1)) a_1(x_0, x_1) P_2(x_0, y, x_1) dx_1 \\ = \pi(x_1) \int_X (1 - a_2(x_1, y)) a_1(x_1, y) P_2(x_1, y, x_0) dx_0 \end{aligned}$$

Where

$$P_2(x_0, y, x_1) = q_2(x_1 | x_0, y) a_3(x_0, y, x_1) \quad (2.7)$$

$$P_2(x_1, y, x_0) = q_2(x_0 | x_1, y) a_3(x_1, y, x_0) \quad (2.8)$$

Proof:

- (1) $y \neq x_0, y \neq x_1$

In this case we have :

$$\begin{aligned} \pi(x_0) \int_X (1 - a_2(x_0, x_1)) a_1(x_0, x_1) P_2(x_0, y, x_1) dx_1 \\ = \pi(x_0) \int_X (1 - a_2(x_0, x_1)) a_1(x_0, x_1) q_2(x_1 | x_0, y) a_3(x_0, y, x_1) dx_1 \\ = \pi(x_1) \int_X (1 - a_2(x_1, y)) a_1(x_1, y) P_2(x_1, y, x_0) dx_0 \end{aligned}$$

As desired.

$$(2) y=x_0$$

In this case, the left-hand side of Lemma 2.2 is zero, since

$P_2(x_0, x_0, x_1)$. The last equality holds because we have assumed that $y \neq x_1$. Let's now analyze the righthand side of Lemma 2.2.

$$\pi(x_1) \int_X (1 - a_2(x_1, y)) a_1(x_1, y) P_2(x_1, y, x_0) dx_0$$

$$= \pi(x_1) \int_X (1 - a_2(x_1, y)) a_1(x_1, y) q_2(x_0 | x_0, x_1) a_3(x_1, x_0, x_0) = 0$$

$$(3) y=x_1$$

This case only needs to exchange x_0 and x_1 . Just like the second one, you can prove it in the same way.

Combining Lemmas 2.1 and 2.2, we prove Theorem 2.1.

2.4 Expected Square Jumping Distance

In this section, when considering efficiency for MHDA, MHDR and MHDAR, we need to consider the execution time of the algorithm. So it measured efficiency through Eff, defined by Banterle et al.(2015).

Sherlock and Roberts (2009) focus on unimodal elliptically symmetric targets and show that a proxy for the ACT in finite dimensions is the Expected Square Jumping Distance (ESJD), defined as

$$\mathbb{E}[\|X' - X\|_{\beta}^2] = \mathbb{E}\left[\sum_{i=1}^d \frac{1}{\beta_i^2} (X'_i - X_i)^2\right]$$

where X and X' are two successive points in the chain and $\|\cdot\|$ represent the norm on the principal axes of the ellipse rescaled by the coefficients β_i so that every direction contributes equally.^[5,8]

We measured efficiency through following formula, it defined by Banterle et al. (2015).

$$Eff = ESJD / \text{cost per iteration}$$

3 Examples

In this section, to demonstrate the advantage of the MHDAR algorithm, we apply an example with target distribution $f(x, y) \propto \exp(-10(x^2 - y)^2 - (y - 1/4)^4)$, $f_i(y) = \exp(-(y - 1/4)^4)$ proposal distribution is a normal distribution with $\mu=0, \sigma^2=0.75$ and the number of iterations is 50000.

Figure 1. shows that MHDA, MHDR and MHDAR fitting of the target distribution and Figure 2 shows autocorrelation plot of the MHDA, MHDR and MHDAR.

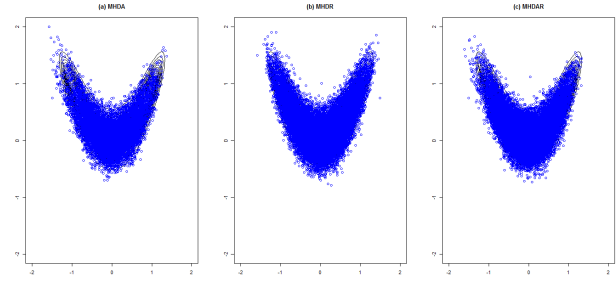


Figure 1. Fitting of target distribution

We generate samplers from target distribution using the three algorithms and calculate the acceptance rate of three algorithms in the following table. From the Table 1 and the Figure 1, we can obtain that acceptance rate of the MHDAR algorithm outperforms the MHDA algorithm. Difference acceptance rate between MHDAR and MHDR is 0.00944. But computation time of MHDAR is just one-third of MHDR.

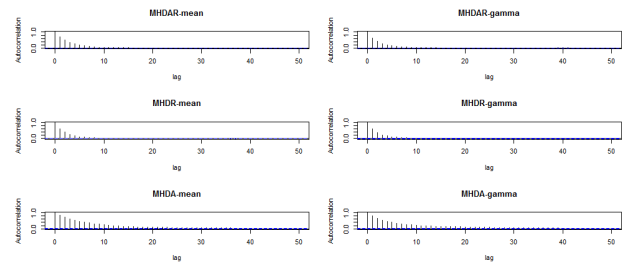


Figure 2. Autocorrelation for each parameter

Table 1. Comparison between MHDA, MHDR and MHDAR in four aspects

Algorithms	a (aver.)	Time (aver.)	ESJD (aver.)	Eff
MHDA	0.215	8.424	0.43504	2582.14
MHDR	0.397	53.491	0.80076	748.50
MHDAR	0.388	18.376	0.72644	196.60

ESJD the expected square jumping distance, a is the acceptance rate, time is the overall computation time.

3.1 Convergence Diagnostics

We use the Geweke(1992) and the Heidelberger-Welch (1983) combining with the coda R package to test chain that generated by the MHDAR algorithm.^[9,10] The geweke statistic value of each parameter (as shown in Table 2) and the Z-score scatter plot of each parameter are obtained (As shown in Figure 3). The absolute value of Z-Score of each parameter is less than 1.96, P value is greater than 0.05. So the Markov chain of generated by MHDAR is convergence. It can be seen from Table 3 that the Heidelberger-Welch stability is all passed and the interval half-

width test of the parameter is failed (where the halfwidth test is failed that indicates the corresponding confidence interval does not satisfy the accuracy), which shows that the Markov chain generated by sampling is stable.

Table 2. Geweke's statistic for each parameter and associate P-value

	μ	σ^2
Z-score	-0.0412	0.639
P-value	0.9671	0.5228

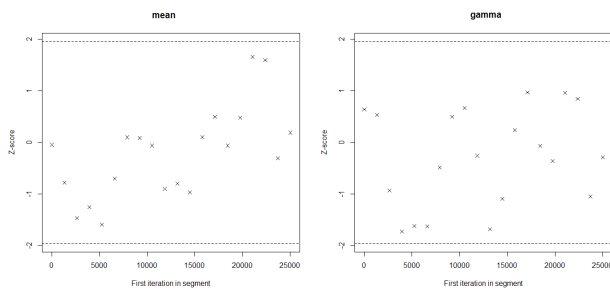


Figure 3. Geweke's scatter diagram for each parameter

Table 3. Heidelberger-Welch stability and the interval half-width test

parameter	Stationarity test	p-value	Halfwidth test	Mean	Halfwidth
	passed	0.462	failed	0.00475	0.0111
	passed	0.862	passed	0.247	0.0066

4. Conclusion

We propose a new MH algorithm combining the ideas of MHDA and MHDR, called MHDAR. The new algorithm, with two stages, reduces the computational cost by division decomposes the prior or likelihood function (that is, the first stage) and increase acceptance ratio by the second stage. We illustrate those accelerating features by a realistic example of two-dimensional distribution. The simula-

tion validates the theoretic results.

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ARTICLE

Deepening the Reform of College English Classroom Teaching-Exploration of Hierarchical Teaching in Class—Take Qingdao Huanghai University for Example

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ABSTRACT

In the era of knowledge economy, the key is to cultivate talents with comprehensive quality. It's known that people's qualities are identical and different. Only by making full use of people's differences, can we cultivate outstanding talents who conform to social development. Class hierarchical teaching as a new teaching mode, breaks the traditional class teaching mode, to a certain extent, in line with the requirements of quality education. Based on the college English situation of the students in the school where I'm teaching, this paper attempts to explore the hierarchical teaching of College English in class.

1. Introduction

Times are changing, students' situation is changing, there is no fixed method of teaching, and many years of teaching experience cannot be directly transferred to the classroom. By understanding the classes of different majors or parallel classes of the same major, students in each class have a very different English foundation. If we take the overall situation into consideration, regardless of students' differences, we will make the students with good foundation feel that the content of the classroom cannot meet their needs, and make the students with weak foundation gain nothing in the classroom. As time passes, this course will be abandoned. Therefore, it is

necessary to try the hierarchical teaching in class.

2. The Theoretical Basis of Hierarchical Teaching in Class

2.1 Principle of Teaching Students in Accordance with Their Aptitude

In China, Confucius began to teach students in accordance with their aptitude, while Zhu Xi (a famous Neo-Confucianist, thinker, philosopher, educator and poet in Song Dynasty), as an educational requirement, summed up Confucius' different educational methods with "Confucius teaches students in accordance with their aptitude". Lu Jiuyuan, an educationist in the Southern Song Dynasty,

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said, “People have different talents, and we should bring their advantages into full play”^[1] In the fourth guideline of the Ten Guidelines for Professional Behavior of College Teachers in the New Era, it is mentioned that “With the moral growth of students in mind, we are fully committed to the mission in the cultivation of the intellectual development and moral integrity of students in teaching process, which benefits students and teachers alike. We are determined to follow the intrinsic law of education as well as that of students’ development through individualizing our instructions.”^[2] Teaching in accordance with one’s aptitude is always an important teaching method in teaching. Teachers should select appropriate learning methods for each student according to their cognitive level, learning ability and self-quality. Only by giving full play to their strengths, making up for their shortcomings, stimulating their interest in learning, building up their confidence in learning, and improving their enthusiasm to participate in the learning process in the classroom, can the teaching quality be greatly improved.

2.2 Zone of Proximal Development

The principle of the zone of proximal development was put forward by Vygotsky, a psychologist of the Soviet Union from the perspective of psychology. The theory holds that students have two levels, namely, the level of development they have reached and the level of development they may reach. The distance between the two levels is the zone of proximal development. The zone of proximal development is the difference between the level of problem solving that students can achieve with the help of others and the level of problem solving alone under the guidance of students. Teachers should find the student’s “zone of proximal development”. They should set different teaching goals for students of different foundations, so that each student has its own “zone of proximal development”. With personal help and efforts, they can enjoy the happiness brought by learning progress, encourage themselves with their own continuous progress and give full play to their “Internal Drive” of seeking knowledge (Internal drive is the primary factor in a person’s success).

2.3 Humanistic Theory

Humanistic theory rose in the United States in the 1950s-1960s and developed rapidly in the 1970s-1980s. Its main representatives were Maslow (1908-1970) and Rogers (1902-1987). Maslow proposed that human needs should be developed in different levels. Rogers believed that human beings had a natural “self-realization” motive, that is, a person’s tendency to develop, expand and ma-

ture, which is a tendency for a person to maximize his or her various potentials. He believed that the main task of the teacher was to provide students with learning methods so that students can decide how to learn according to their own situation. This theory pays attention not only to the development of cognition in teaching, but also to the law of development of students’ emotion, interest and motivation in teaching, which lays a theoretical foundation for the hierarchical teaching in the class.

3. Analysis of Class Situation

3.1 Great Differences in Students’ Basic Knowledge

When students enter school, their English foundation is uneven and even polarized. In classes, from the student’s point of view, it can play the role of “transmission and guidance”, but from the point of view of class, students with different foundations are divided into the same class, teachers teach the same content in class, some students think that it is too easy to learn what they want to learn, and some students think that it is too difficult to understand. This poses a great challenge to the improvement of teaching quality and effect in College English classroom teaching.

3.2 The Form of Teaching and Examination Is Unified

Teachers are required to complete the teaching tasks specified in the syllabus within given class hours every semester. No matter what the English foundation of the class is, or why the class is delayed during the semester, the teachers must finish them by the end of the semester. Therefore, most teachers have no alternative but to adopt “duck-stuffing” teaching method to complete the teaching tasks in the classroom. By the end of the semester, what students are waiting for is a unified final examination paper which cannot take into account the students with weak foundation and even those with zero English foundation who have to take part in the unified final examination paper at the end of the semester, which means that It’s impossible for zero-based students to pass the exam at all.

3.3 Classroom Activities Cannot Take into Account Students with Weak Foundation

Students’ active participation in the classroom is an important part of teaching. In order to enable more students to participate in the classroom activities, the teachers tried every possible way, such as group discussion, free speech and so on. In this semester, in order to improve their inter-

est in learning English through encouraging more students to speak actively and boldly in class, I adopted a plus-point system, that is, students' classroom performance is directly linked to their daily performance. But at the end of the semester, I found that there were several students in each class, more than 10 students, who did not participate in classroom activities once in this whole semester. Some students never take an active part in the classroom activities, which deserves our teachers' reflection. What is it that keeps them from participating in classroom activities and what are they doing in English class? Teachers' duty is to care for every student so that he can gain and develop through classroom learning.

3.4 Limitation of Grading the Students of the College

In order to contributing to improving the quality of English teaching, we stratified the students in our school. The students in a teaching class have almost the same English foundation, which is convenient to teach and organize classroom activities and so on. In order to stimulate students' learning enthusiasm, the classroom management was set as dynamic management, in which students can jump from the bottom level to the top level according to their own learning situation. But it brings great inconvenience to the classroom management. In each class, many teachers need to communicate in real time, paying attention to the students' whereabouts, and the list on the class attendance sheet needs real-time updating. The number of students attending this class today is 45 and tomorrow may be 50 or 38, which requires teachers to focus on a variable number of the students in real time. At the same time, It brings a lot of inconvenience for teachers to understand students and their performance evaluation in peacetime because of the changing class size. In addition, students have been organized into fixed classes according to their majors at the beginning of their enrollment. The number of classes in the educational administration system is fixed. The number of College English final examinations is chaotic because the students from different majors are mixed together, which brings great trouble to the entry of final grades into the educational administration system.

4. Specific Measures for Implementing Hierarchical Teaching in Class

Based on the above situation, it is preferable to carry out hierarchical teaching in class, which can be carried out from the following aspects:

4.1 Student Hierarchy

The implicit differences of students' English should be reflected in hierarchy. The teachers can communicate with students and their head teacher to understand students themselves as well as other students' personalities, English foundation, the situation of English learning and the demand for English ability. In this way, the students are divided into low-level, medium level and high level. However, teachers are required to lay students in their minds according to the students' situation, not to speak out; otherwise, students with weak English foundation will be labeled "negative" so that they will have inferiority complex. In addition, hierarchy is not absolute, not once the students are divided to a certain level, to which they always belong this semester or even a school year. If the students study hard in a period of time, they have make a great progress and can apply for the level of promotion, on the contrary, they may be lowered a level, so that the students of different levels can have a sense of crisis and motivation to learn. In fact, this is also a way to encourage students to make a progress. In addition, teachers should conscientiously understand the spirit of the Ten Guidelines for Professional Behavior of College Teachers in the New Era. The fifth guideline mentions "Care about the students with love and strictness, be tireless in teaching, be a good teacher and friend, love the students sincerely and be strict with the students."^[3] Teachers should care about and love every student, respect every student and establish a good teacher-student relationship. This is the premise for students to learn the course well, and also the basic guarantee for the implementation of hierarchical class teaching.

4.2 Hierarchical Teaching Objectives

Before setting teaching goals for students at different levels, teachers should first understand their characteristics. Based on my teaching experience for many years, most of the students with weak English foundation are lively, intelligent and have great potential, but not interested in English learning. They cannot understand in class and not care about the final exam, too. For students at this level, the key is to understand what they are interested in and how to gradually transfer their interest to English learning. The teacher should encourage them to finish the assignment which is easy and appropriate after class. Besides, the teacher often chat with them in free time, discussing about common interests, ideals, English to their help in the future and so on, closing up with them to become friends in their study, so that they will realize the importance of the course you teach and enjoy it. The Middle-level students have a certain foundation in English. They feel that

they can pass the final exam if they spend some time on English. They are not very clear about the requirements of English, too. For their learning enthusiasm is general, they no longer spend time and energy to learn after class. But as long as teachers give them a hand, they can learn actively. So teachers should encourage them to understand their purpose in English learning, and give them some guidance on learning methods, so that they can complete the medium-difficulty learning tasks and assignments on time. Higher-level students have independent research hobbies and strong self-learning ability. They have clear learning objectives and know what to learn and how to learn. Teachers' main task is to ask them to understand the knowledge from text book and flexibly use it. Teachers can arrange some open questions for discussion in groups. Each group writes a summary, shares the results in class. This makes them realize that there is no end to learning and exploratory learning is full of infinite fun. Taking Unit 6 Aging Society of 21st Century College English Applied Comprehensive Course III for example, teaching objectives can be set at different levels: low-level students only need to understand the main idea of the text, find the basis for the problems in the text and complete some exercises under the guidance of teachers. Of course, some who are good at performance can also be encouraged to make up a scene performance in groups, teachers give a lot of information tips; Middle-level students, in addition to complete some exercises from the text book, are required to make up a scene performance in groups combining with the teaching content, teachers also need to give some information tips; For high-level students, it is easy for them to finish the exercises from the text book by self-taught, teachers can ask them to act as small journalists to interview the nursing home and record their own experience. In this way, students at different levels can get different gains through classroom learning.

4.3 Stratification of Teaching Process

In the process of hierarchical teaching, the teaching process is relatively complicated, involving many aspects such as classroom, assignment, testing and so on.

4.3.1 Class Process Stratification

In the course of classroom teaching, the content is taught in an all-round way, but for different levels of students, teachers should set different questions or different methods of asking the same question, moreover, take into account the actual understanding ability and acceptance ability of students at each level. For example, when discussing the exercises about reading comprehension, the

students in the class can discuss in groups combined freely. But teachers can ask students at different levels in slightly different ways. When asking middle and low-level students, teachers can ask "In which paragraph can you find the relevant information about this question, can you stand up to read for us?" When asking high-level students, teachers can directly ask "Can you answer this question in your own words according to the text?" Through group discussion, students will not be aware of the hierarchy in answering questions, on the contrary, they are actively involved in problem discussion and thinking. About Summing-up on Teaching, in the past, teachers always gave brief summary at the end of the class. After stratified teaching in class, teachers can make students at the same level discuss and summarize what they have learned from this class and let them share the lessons in the order of low-medium-high, teachers give final comments and supplements. In this way, students at different levels can participate in the whole classroom teaching process and taste the sweetness from it.

4.3.2 Layering of Assignment

Homework is an important part of checking students' mastery of classroom knowledge. However, in the past, homework was unified for the whole class. Students with weak foundations copied other students' homework just to finish the task rigidly without any improvement. In order to enable students at different levels to test their mastery of classroom knowledge by doing homework, teachers choose homework that conforms to the actual situation of students at different levels, which is divided into three levels: simple, medium and difficult. The number of the topics at each level is the same. When arranging, teachers tell students that they can choose and complete one third of the topics. They must complete one third of the topics to meet the prescribed requirements and ensure a higher accuracy to complete within the specified time and submit on time. In this way, although homework reflects levels, students are not aware of it. Students can also be encouraged to discuss more difficult topics in groups, because the process of discussion is also the process of acquiring knowledge.

4.3.3 Exam Stratification

English teachers have always use the same set of papers for all majors college English final exam in the whole school without taking into account the fact that the students of different majors differ greatly in English foundation, different students in the same class also have a great difference in their English foundation. Those who have a

good English foundation can take more than 90 scores in the exams, while those who have a weak English foundation only get 20 scores or even less, as a result, a large percent of the students fail in the exam and only take a large-scale supplementary exam next semester. However, students with weak or even zero foundations still fail and only wait till they graduate to take the last clean-up exam. I have participated in the invigilation work of clean-up exam, unexpectedly; a few students took part in supplementary examination of college English of four semesters. Later, I learned that the students' English foundation was almost zero, and they didn't understand anything in his English class, two-year college English time was wasted in vain. After the examination is stratified, the final examination is flexible, and the proportion of the usual results is increased. The purpose is to let more students participate in classroom learning and pay attention to the learning process. Adjusting the proportion of difficult and easy content of the test paper, teachers can increase the proportion of basic content to account for about 50%, and the proportion of medium and above difficult content is about 50%, additional contents with certain difficulty (set as extra marks) can be added so that the low-level students can pass finishing the basic and medium questions. Teachers should encourage students to choose additional questions. In this way, we cannot only ensure the passing rate of low-level students, but also can improve the ability of medium and high-level students.^[4]

5. Conclusion

Combining with the students' real situation, teachers

research and implement hierarchical teaching in class is conducive to students' own development because students at different levels can make continuous progress in the same classroom and experience the joy of success. Teachers should reform and innovate teaching methods to further enrich teaching experience in light of students' actual situation and development law. But in the process of concrete implementation, new problems will arise, which need teachers to explore and reflect on the way of classroom teaching methods.

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ARTICLE

Research on the Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition

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ABSTRACT

Firstly, the paper analyzes the value of teaching competition in the process of teaching reform and practice of ideological and political courses in higher vocational colleges, which mainly includes sharing the teaching experience of ideological and political teachers, facilitating the ideological and political teachers to learn from the professional education elements appearing in the follow-up teaching, and contributing to the creation of an active and active teaching atmosphere. Secondly, it analyzes the educational principles that ideological and political teachers should adhere to in the teaching competition, including focusing on the principle of the unity of education leading and subjectivity, strengthening the principle of unity of content and form, and effectively implementing the principle of combining document spirit with subject characteristics. Thirdly, it points out the problems that need to be paid attention to in the ideological and political course teaching of higher vocational colleges based on the teaching competition in the current stage, including the topic selection problem, the attraction of competition teaching, and the standardization and institutionalization of the coordination of competition teaching organization. Finally, five teaching reforms and practical methods of ideological and political courses in higher vocational colleges based on teaching competitions are proposed, which promotes the improvement of ideological and political education in higher vocational colleges.

1. Introduction

The teaching of ideological and political theory courses mainly refers to the ideological and political teachers in the process of teaching, through actively holding knowledge popularization competitions, ideological and political contests, which will further enhance students' mastery and level of learning in the

ideological and political courses, so as to cultivate college students to make more contributions to the society under the guidance of mainstream values when they enter social work in the future. In view of this, this study has important practical significance for the in-depth study of the teaching reform and practice of ideological and political courses in vocational colleges based on teaching competitions.

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2. Analysis of the Significance of the Setting of Teaching Competition in the Teaching Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges

2.1 It Is Conducive to the Sharing of Teaching Experience in Ideological and Political Courses

For higher vocational colleges, subject to the existing educational conditions, the teaching team of the overall ideological and political teachers has a certain gap compared with the teachers of general undergraduate universities and colleges, both in terms of teaching level and scientific research ability. In the teaching process, it pays more attention to the combination of current affairs news, so in the new concept and the popularization of new knowledge, it is often accompanied by the introduction of new policies and the interpretation of new ideas, so the requirements for ideological and political teachers will be higher and higher.^[1] At the basic theoretical level, although higher vocational colleges are inferior, however, higher vocational colleges have corresponding advantages in practice. Therefore, in the teaching of ideological and political competition, it is more conducive to the sharing of teaching experiences among teachers, thus further promoting the overall level of ideological and political teaching in higher vocational colleges.

2.2 It Is Conducive to the Quality Improvement of the Ideological and Political Teachers in the Follow-up Teaching

In the process of teaching various professional courses in higher vocational colleges, the setting of ideological and political courses is a necessary public course for all majors to carry out teaching. The establishment of this course is not only to guide students to correct ideological and political, at the same time, it can further guide and optimize the student's personal career direction and the cultivation of professional accomplishment, and finally enable students to follow the correct ideas and engage in various tasks after entering the society.^[2] It is not only the need for teachers to learn from each other's strengths and common progress, but also a good opportunity for ideological and political teachers to acquire professional knowledge and professional education elements, so as to further improve the quality of classroom teaching. Only by consciously integrating into the melting pot of vocational education, ideological and political teachers can visualize and concretize the theoretical achievements of Marxism in China and enhance the pertinence and effectiveness of teaching.

2.3 It Helps to Create a Positive and Active Teaching Atmosphere

The teaching competition is not only the "detector" for the quality of regular teaching, but also the "baton" for future teaching reform. Ideological and political teachers actively participate in various types of teaching competitions at all levels, fully absorb the ideas contained in the teaching competition, and implement them into the regular teaching activities, which will further enlarge the radiation effect of teaching competition on teaching reform and personnel training, and promote the connotation construction of ideological and political courses to a new level.^[3] For example, it will promote the concept of teachers to form a lifelong education, so that this concept can be integrated into the teaching process and enhance the sense of competition; correct the special status of ideological and political courses in the training objectives of higher vocational talents, clarify the main direction of teaching and research; promote the combination of work and study, and highlight practice and innovation.

3. The Educational Principles That Ideological and Political Teachers Should Adhere to in the Teaching Competition

3.1 Pay Attention to the Principle of Dominance and Subjectivity of Education

In the teaching of higher vocational colleges, the development of ideological and political teaching is a key path for students to cultivate ideological and political concepts from the perspective of course teaching during the teaching period. It is also the main front for further strengthening the understanding of the connotation of Marxist theory by higher vocational students.^[4] When conducting the ideological and political competition, it is necessary to abide by the principle of dominance and subjectivity of education. Under the guidance of this principle, emphasis is placed on the people-oriented teaching requirements. At the same time, the leading role of teachers is fully exerted during the teaching practice, which highlights the integration of students' individual subjects and focuses on cultivating students' innovative spirit.

3.2 Strengthen the Principle of Unity of Content and Form

On the one hand, it is necessary to create momentum through theoretical teaching, multimedia courseware, audio-visual teaching and other multi-teaching methods to create a distinctive and touching classroom atmosphere; through pre-class lectures, group discussions, situation-

al teaching, handwritten newspapers and other means to gather popularity, mobilize students' enthusiasm and initiative in classroom teaching.^[5] On the other hand, we must fully explore the theoretical connotation, follow the theoretical hotspots and theoretical frontiers, and introduce the latest theoretical results of Marxism in China into classroom teaching, use socialist core values to guide students to correctly analyze social phenomena, and think about social issues to give students a theoretical edification, inspiration from ideas, and inspiration from life.

3.3 Effectively Implement the Principle of Combining the Spirit of the Document with the Characteristics of the Discipline

During the process of the ideological and political competition, the ideological and political teachers group effectively participates in the teaching activities, which is an extension of the daily ideological and political teaching activities. The purpose of the competition is to further supplement and improve the teaching content in the classroom. On this basis, when ideological and political competition is used as a platform for ideological and political education, teachers must always adhere to the principle of combining the spirit of the document with the characteristics of the discipline.

4. Some Problems Needing Attention in the Teaching of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition

4.1 The Problem Topic Selection

In the process of competition teaching management of ideological and political courses, the quality of the topic selection work directly determines the quality of the follow-up competition. For example, when a college is conducting a college student style contest, some ideological and political teachers focus on the topic of love in the West, such as Juliet, Romeo, and Titanic. The application of this type of topic selection, even if the students have achieved a good ranking in the competition, but the effect of their own ideological and political education is not ideal. In the design of the topic of the knowledge contest, the content of the design is too dull, and it will not cause students to actively participate in the interest, resulting in the loss of meaning and value of the entire competition.

4.2 The Problem Competition Teaching Attraction

In the setting of the ideological and political competition topics in higher vocational colleges, some teachers are

not sufficient in the attractiveness of the competition, it is important to know that for college students, if they want to truly attract their participation in the ideological and political competition, they must ensure that the content of the competition can truly attract college students to participate in it.^[6] However, some ideological and political teachers in higher vocational colleges are not aware of the importance of the problem. When designing a specific competition, the corresponding evaluation criteria are not uniform, and even teachers are more optimistic about who will win the competition. Some teachers did not publish the clear competition standards to the students before the competition, but announced the competition process and standards in the specific competition process, which led to the lack of recognition of the fairness of the competition in the participation process.

4.3 The Problem of the Standardization and Institutionalization of Coordination Work in Competition Teaching Organization

When organizing a professional ideological and political competition, it is not only the role of students and teachers, but also the joint development of multiple departments of the school, and the teaching management department needs corresponding teaching support. However, in some vocational colleges, when the management of the ideological and political teaching organization was carried out, the coordination between the various departments was not done well. The quality of the work was not high, which greatly affected the effectiveness and value of the whole competition.^[7] On the other hand, when the various departments communicate with each other on the existing competition activities, there is often a situation of mutual promotion, which greatly affects the quality of the ideological education carried out by the competition.

5. Research on the Reform and Practice of Ideological and Political Courses in Higher Vocational Colleges Based on Teaching Competition

5.1 Create a High-level Team of Ideological Teachers

In higher vocational colleges, holding a high-quality ideological and political competition is not only the task of each participating teacher, but also the focus of the education work of the entire ideological and faculty team. In the course of the competition, the teaching team construction work can be fully implemented, and the team of the ideological and political teachers with reasonable titles

and professional level can be built up effectively by the opportunity of the competition.^[8] For example, when the team of ideological and political teachers is created, higher vocational colleges can include ideological and political teachers with qualifications for joining the party in the colleges and universities, and actively cultivate dual-study ideological and political teachers, at the same time, it is necessary to fully transfer the professional ability teachers from the existing academic backbone to form a high-quality, high-level new ideological and political teacher competition management team.

5.2 Build a Sound Curriculum System

The famous education Curriculum scholar Philip once said: "The development of education is the core content of the curriculum and content. Only by scientifically setting up educational content can we truly highlight the transmission value of education." On this basis, when constructing the ideological and political teaching curriculum system, we should start from the following aspects: firstly, it is to fully combine the characteristics of higher vocational education at the present stage to reform the ideological and political teaching curriculum, pay attention to the promotion of thematic teaching management, and do a good job of acceptance and rejection in setting up the content of teaching materials. Increase the appropriate proportion of teaching in the teaching content to further enhance the individual's ability to think and defend; secondly, the existing ideological and political teaching assessment methods will be reformed and dealt with, and the traditional results assessment will be abandoned. Instead, the assessment work in the teaching process should be taken seriously.

5.3 Effectively Reform the Classroom Teaching

In the past teaching of higher vocational colleges, the teaching work related to the ideological and political curriculum is mainly based on theoretical knowledge instillation and multimedia PPT broadcasting. Students are often in a passive knowledge acceptance position, which leads to the extreme limitation of the individual's ability to think and defend. On this basis, actively promoting the holding of ideological and political teaching competitions can greatly enhance the teaching vitality of the ideological and political classrooms, and pay more attention to classroom model innovation. On the other hand, when carrying out the ideological and political classroom reform, we should also fully participate in the students' perspective to focus on the teaching focus and strengthen the theoretical teaching content, at the same time, it effectively links the theoretical content with the social current affairs hotspots,

and further develops students' practical ability and analytical work execution ability.

5.4 Optimize the Ability of Teaching and Research

For ideological and political teaching, there is a very close relationship between research and teaching. For a long time, most ideological and political teachers usually put most of their energy into the research on textbooks when they teach, but the emphasis on teaching and research is not high. At this time, actively carrying out ideological and political competitions in the hospital, can draw more research topics and directions, and enable teachers to further improve the individual's ideological and political knowledge level through the solution of doubts about such scientific research topics. On the other hand, during the period of ideological and political research, we should fully explain the integration of teaching concepts into the teaching process, actively participate in the development of teaching competitions, guide scientific research with teaching, and promote teaching with scientific research, and ultimately achieve a win-win situation.

5.5 Actively Create a Strong Campus Cultural Atmosphere

In the process of the development of ideological and political teaching management, the development of teaching competition activities can, to a large extent, create a better teaching atmosphere for students in higher vocational colleges, which enables students to fully grasp the classroom knowledge, make use of it in a more profound manner and draw inferences about other cases from one instance, driven by the good academic atmosphere. In detail, higher vocational colleges can set the new style of ideological and political competition as a system, which is held once a year. In the scope of participation, it can be radiated to all departments and departments, which effectively encourages young teachers of various professions to participate in the competition activities, so that the entire higher vocational campus has formed an atmosphere of active and mutual learning and the first political and political competition.

6. Conclusion

By analyzing the content of the full text, we can find out that, in the process of carrying out the teaching of ideological and political courses in higher vocational colleges, the implementation of the teaching methods of such teaching competitions can greatly promote the participation of students in the practical teaching process, which enables students to truly experience the importance of ideological

and political teaching for the cultivation of personality and the awareness of the “Three Outlooks” through participation in practical teaching, and further promote the development of positive thinking concepts of young people; on the other hand, the adoption of the competition teaching method can enrich the teaching experience of the teachers on the macro level for the development of higher vocational colleges, which enables the teacher to master more and more substantial teaching experience in the process of the competition, so as to better provide students with ideological and political classroom teaching conditions in the follow-up teaching.

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REVIEW

Research on the Construction of Doctoral Dissertation System

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ABSTRACT

This paper initially forms its own doctoral dissertation system by summarizing and sorting out the *Research and Practice* classroom system and the *Writing Skills of Doctoral Dissertation* teaching material system, which are studied in the doctoral course. Through criticism and innovation, a set of doctoral dissertation system consisting of six major systems: preparation system, content system, organization system, supervision system, supports system and verification system is finally formed. This dissertation writing system will provide reference and help for doctoral students and researchers.

1. Introduction

Doctoral dissertation is essential in all doctoral education models, and some key principles play an important role in the writing of many humanities and social science disciplines, therefore, in order to become a good doctoral student, you need to master some basic skills to write a good article. A comprehensive and systematic research on writing skills has a 40% to 50% certain effect on the success of doctoral students in obtaining doctoral degrees. At the same time, the capability to complete a doctoral dissertation depends on the research ideas of doctoral students, independent innovation, hard work, application practice, skills to master specific knowledge, and the mastery of the methods. However, doing research and efficient writing is not a separate process, but two aspects that are closely connected in the process of intellectual development, which need to be carried out simultaneously. Before starting a new journey in doctoral dissertation writing, the author has begun to explore the

selected subjects and their research skills, while learning and practicing writing knowledge and skills, is of great significance for the successful creation and completion of the dissertation. In order to ensure that the author's dissertation is a well-organized and well-structured article in the reader's eyes, and adhere to the commitments made in this paper, the doctoral dissertation system described in this paper is constructed, which will be of great benefit to my doctoral dissertation writing and future career.

2. Doctoral Dissertation System

2.1 Preparation System

2.1.1 Knowledge Reserve

Baixiang Lu (2016) believes that before carrying out doctoral dissertation, it should reserve knowledge from the following four aspects to keep the dissertation going smoothly.

(1) Master the Purpose and Process of Scientific Re-

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search

Its contents include scientific process and research design; the starting point of research; the theoretical construction in management research and the opportunities and challenges in constructing the theory of China's management science.

(2) Research Methods of Management Science

Its contents include the design and evaluation of empirical research; the questionnaire survey in field research; the use of secondary data in management research; case studies in field research; qualitative research and its data analysis and the management and organization of contextual research.

(3) Measurement Statistics Method in Management Research

Its contents include the measurement of theoretical constructs; structural equation models; the establishment and research methods of regulatory variables and intermediate variables and multi-level theoretical models.

(4) Research Publication Process

The content includes preparation for submission and review process; the experience of a dissertation from the presentation of the issue to the process of publication. The above knowledge can be obtained by reading research method related books, professional journals and internal reports of authoritative organizations.

2.1.2 Time Management

The first key step for doctoral students to open their dissertation writing is to set aside time to purposefully think and develop their own ideas. And they should cultivate the habit of thinking on time according to their own characteristics, divide the thinking time into several independent stages, and focus on the sole thinking content at each stage. By persevering in your records, you will find yourself gradually getting creative ideas or insights inadvertently.

2.1.3 Tutors and Communication

On the one hand, you need to find a tutor suitable for you, because the tutors themselves are skilled and experienced in writing, and they are willing to invest a lot of time and energy. By communicating with the tutors, doctoral students can learn better writing skills. On the other hand, it is possible to organize seminars with classmates and groups, which will help doctoral students improve their thinking skills and communication skills, including topic selection, etc. The choice of the scope of the dissertation and the setting of the theme need to be taken seriously to avoid overly broad and narrow topics. Of course,

personal ambitions and interests need to be considered first in the selection process, but the views of others are equally important, since an unquestioned dissertation topic often fails to provide a valuable academic direction for students, and it is not possible to support students during the assessment phase.

In the first six months or one year after starting the dissertation creation, you are required to complete the preparation system part and form early ideas for the dissertation. These ideas are exactly the same as those of sculptors who are sculpting: they first choose a large stone and outline the most primitive "rough outline" on it before a long chiseling work can be done.

2.2 Content System

Innovation is the soul of the doctoral dissertation. Any dissertation that can be called scientific research must be innovative, with new discoveries and hypotheses. This is the most basic requirement of the doctoral dissertation. Shuying Xu et al. (2015) emphasize that dissertation perfectly demonstrates new discoveries and generally answers three questions:

(1) What is the innovation point, the dissertation should clearly express the proposed new findings and their subject matter;

(2) Why should we propose this innovation point? The dissertation should explain the actual and theoretical background proposed by the innovation point, that is, to persuade itself to make the reader feel that such innovation has academic and practical significance, and it is worth spending energy to study;

(3) Answer the question of whether this innovation is true, and present arguments and arguments to support the innovation of dissertation.

In order to answer the above questions, there are three aspects, namely, the expression of innovation points, the theory and actual background of innovation points, and the argumentation of innovation points. The innovation point expresses the contribution of the dissertation, that is, the results of their own research work, the background review sets off the value of the dissertation, and the argument shows the credibility of the innovation point, the three are indispensable.

Although the writing of the doctoral dissertation has its own format according to each university, it is recommended to organize according to the structure shown in Figure 1 from the requirements of the innovation point model. The first and last parts of the doctoral dissertation, the abstract and conclusion, are not the main part of the dissertation, but they are very important and are read more times than any other part. The abstract is a brief descrip-

tion of the innovation point, and it needs to be the one that “draws the finishing touch”. The first chapter introduction should reflect the content of “research design” and play a role in the analysis of problems. The following arguments are organized according to innovation points. In general, an argument for innovation or a hypothetical argumentation process should be reduced to a chapter, and several arguments are arranged for several arguments. The introduction is the “outline”, and the arguments are “details”. With the introduction, the role of each chapter in the entire dissertation has been positioned. The argumentation process of the relevant research hypotheses of the various arguments constitutes the entity of the dissertation. The conclusions include the results of the research work and its value discussion.

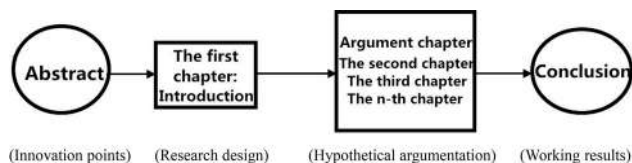


Figure 1. The dissertation writing structure

2.2.1 Abstract

The abstract is a miniature version of a dissertation that allows the reader to roughly judge its value and must be brief and concise. The abstract of the general English journal dissertation, no more than 200 words, and the Chinese dissertation does not exceed 300 words, and generally does not divide the paragraph; a paragraph is the completion of the abstract. The abstract of doctoral dissertation can be segmented and the number of words can be more, but 800 Chinese characters are enough. In general, the primary reader of the doctoral dissertation is the review professor. The reviewer must first read the abstract, such as the abstract can clearly tell the reviewer the innovation point of the dissertation and its value, attract the reviewer and produce a good first impression, which means that the abstract is written successfully.

2.2.2 Introduction

Any postgraduate dissertation must first ask questions, often with the title “the raise of problem” or “introduction”, the purpose of which is to clarify the problem. From the perspective of research work, clarifying the problem is the stage of the topic selection. The choice of the topic is good, which means that the direction is right and will not be abandoned halfway. From the perspective of dissertation writing, the problem is clarified and written, which can arouse the reader’s interest and read it further. The problem must be clear, there can only be one theme, so it

is necessary to pay attention to “small topics, big articles.” The chapter on clarifying the problem can be divided into five components, namely the actual background of the problem; the definition of the problem; the literature review; the questions and assumptions to be studied. At the same time, the “hypothesis tree” can be used to comprehensively reflect the results of the research design in the identification phase. The top level is the subject, the core assumption, and the next level of assumptions is the support and refinement of the previous level hypothesis. The theme reflects the value of the dissertation. The multi-level hypothesis constitutes the research entity of the dissertation. The deductive process from the top-level to the lowest-level hypothesis is precisely the process of deepening the research work. With a hypothesis tree, dissertation or research work has a clear goal, and the research work can be carried out in depth according to the structure of the hypothesis tree.

2.2.3 Argument

First of all, in the opening of the argumentation chapter, we need to explain the research hypothesis of this chapter, and let the reader understand the position of this research hypothesis in the overall research design of dissertation. It is also possible to make a brief summary of the research status of this hypothesis, which will demonstrate the theoretical value of this hypothesis. Next, the working hypothesis design is described. This part of the work consists of three interrelated and completed content, namely hypothetical conversion, working hypothesis representation and variable design. The next two steps are data collection, processing, and data analysis. After the data analysis, in some cases, the content of “mechanism analysis” can also be added. Finally, there should be a brief summary.

2.2.4 Conclusion

This part mainly clarifies the hypothesis verification results, namely the main innovation of dissertation, including the discussion of the theoretical and practical significance of the analysis results, such as the modification or supplement of some existing theories, the improvement of analytical methods and the role of management practices. At the same time, the conclusions can also provide questions and suggestions for further research based on this research. Some of the dissertation concludes with one sentence: “Obviously, there are still many issues to be studied in depth”, or give a list of questions. These statements are in line with the facts, but they are of little significance. They must be combined with the working practices of the dissertation, especially the existing defects and defi-

ciencies, to propose the ideas and significance of further research.

2.3 Organization System

The organization system emphasizes the ability to construct dissertation materials into an organic whole, mainly from the design of a structurally rigorous dissertation macrostructure and organizational chapter or short dissertation microstructure.

From the macro structure of dissertation, longer texts usually need to be broken down and organized into a series of chapters. This task does not seem to be a problem. First calculate how many words you plan to write, and then calculate how many parts you want to divide, and then determine the opening theme and the ending argument. In this way, it's clear that the composition of the text from the beginning to the end is clear, but the chapter division is not so simple. There are still many things to keep in mind. The structure of the dissertation must be easy for the reader to understand, allowing the reader to see the logic, organization, and continuity of the chapter arrangement. So having a better, planned chapter organization usually improves the quality of the doctoral dissertation. The organizational structure of the doctor's dissertation usually has three solutions. The first approach is to focus on the relationship between the overall dissertation and the core, where the core is the most value-added part, which contains special contributions to the academic research of the discipline. The second approach is to analyze the choice between "tightening" and "expansion" when the material is sorted as a whole. The third way is to choose a suitable way from a limited way of explanation. Doctoral dissertation requires creative, non-literary writing methods. The above three ways are explained in detail below.

2.3.1 Overall and Core

After determining the length of the dissertation body, you need to divide the body into several pieces. A basic principle for organizing any text is that the words should be divided as evenly as possible, and divided into chapters in the doctoral dissertation. Uniform chapter division can make the reader's expectation match the actual situation; they can know the length of the chapter in advance. The core of dissertation reflects the originality through the use of "independent judgment ability". The core part of the chapter contains the most innovative or unique research part in nature, which is the part that determines whether you can obtain a doctoral degree. The term "independent judgment ability" as used herein refers to the dissertation

author's ability to organize a large number of theoretical or thematic arguments in an orderly and fluent manner, and to study the problems analyzed by others from a relatively unique perspective. In the dissertation, not all content can be the core. The dissertation also includes a certain amount of non-core content that is imported and exported.

When thinking about organizing the above three materials to import content, core content and export content, it is necessary to follow the imported content as much as possible for the entire doctoral dissertation with a maximum of two chapters. The core content accounts for five-fifths of the total number of dissertation words, that is, five chapters. The exported content accounts for one or two chapters of the entire doctoral dissertation. Clearly defining the core and non-core content of a dissertation is a very laborious process. And honestly defining the core content is equally critical to the effective organization of the dissertation. Once you have identified the core content, you need to carefully guide the reader and build it. Dissertation titles, abstracts, chapter titles, catalog pages, leading edges, import chapters, etc., all need to mobilize all important organizational structures to highlight, propose and organize the core content of the dissertation. An important orientation tool for organizing dissertation is a three- or four-page scrolling dissertation outline.

2.3.2 Tightening or Unfolding

Zuhuai Li (2015) pointed out that the doctor dissertation has three chapter ordering methods, which we can call: "tightening" mode, "expanding" mode and "compromising" mode. The austerity model is the most common and general ordering method, and it records four or five years of research in the approximate order in which research activities occur. There are usually two, three or even four literature review chapters on the catalog page; followed by a boring or predictable method chapter; followed by only three to four chapters of detailed substantive, applied or empirical research chapters. Finally, there is a very brief closing chapter. The negative impact of such an austerity model on the dissertation author is difficult to estimate. Compared with the austerity mode, the unfolding mode has more advantages. The reader can get in touch with the original research earlier, can see more results analysis, and better understand the close relationship between the research results and the relevant early literature.

2.3.3 Description mode

There are only four basic long-form textual explanations in the humanities and social sciences: descriptive, analyt-

ical, argumentative, and matrix models. Effective organizational classification should be easily accessible and acceptable to readers. In order to make the chapter structure of the dissertation clearer and smoother, you can combine any two of the previous three methods to get four possible combinations: The analytical description supplemented by an argumentative statement, the analytical description supplemented by a descriptive statement, the argumentative statement supplemented by an analytical description and the argumentative statement supplemented by a descriptive statement (Patrick et al., 2003). The matrix model has many benefits for doctoral students. This mode always produces enough classifications to summarize the dissertation chapter. The organization of the above dissertation structures is very important. When you determine the organization of the dissertation, there will always be at least one method that suits you.

From the dissertation microstructure, the chapter is a component of a dissertation. In the process of designing the content structure of the dissertation chapter, you need to pay attention to the following: divide the chapter into sections; design the title and subtitle; handle the beginning and end. First, divide the chapter into sections. A standard 10,000-word chapter should have four major sections. The titles of these sections are called “first-level headings” because the section is the most advanced organizational tool and the part that contains the most text in each chapter. Second, design the title and subtitle. The font size, font, and position of the title should be set in the following order: the first-level title (the unique numbered title) is the most prominent, the second-level sub-heading is less prominent, and the third-level sub-heading (in the case of the three-level title) is the least prominent. All headings should be more obvious than normal text in order to provide the reader with a clear visual signal indicating where each section is in the argument structure of the entire chapter.

Finally, the beginning and the end are processed. The beginning and end of chapters and chapters are the most critical content that motivates readers to expect, build a framework of ideas, and decide whether to bring readers to the right track at the outset, and of course the most difficult part to write. There are many ways to create a good start with a strong momentum, depending on the subject and the type of dissertation. The three common methods are: adding quotations, introducing vivid examples or other compelling empirical information, proposing contradictions or academic problems. The handling of the ending needs to be cautious, and a logical, organized and general summary of the section is required in the last paragraph of each section. It is best to avoid mechanically repeating what you discussed in this section.

2.4 Supervision System

2.4.1 Dissertation Evaluation

Imagine the basic idea of a dissertation reviewer reviewing the dissertation.

(1) Discriminate whether there is any researcher’s own actual work and contribution, that is, innovation points. This requires that the theoretical framework or system that clarifies the research is based on what new discoveries are based, and that the innovation points must be perceived as new knowledge, with clear connotations, and the level of generalization should not be too high or too abstract.

(2) What are the weights of these innovations? This requires clarifying the problem part to clearly explain the background of the problem, and at the same time, what kind of theoretical system the problem under study belongs to, and the level and orientation of the problem are exactly described. Choose the closest representative literature or theory as a reference point to compare and analyze your own work innovations.

(3) Whether the innovation of dissertation is established. After reviewers identify the innovations in a dissertation, attention is focused on the process of innovation.

2.4.2 Self-examination

From a methodological point of view, the scientific nature of dissertation and its practical and theoretical value can be examined from the aforementioned internal validity and external validity. This translates into some self-examination questions that help doctoral students discover the deficiencies in their dissertation writing. First, the dissertation clarifies the section. It is necessary to clarify whether there is a clear explanation of the research question, whether the research question can be explored by collecting and analyzing data. Second, the literature review section. It is necessary to find out whether the literature review is logically reasonable, whether it is comparative analysis of various viewpoints of the literature around the subject, whether there are comments and summaries. Again, assume the presentation. It is necessary to clarify whether the hypothetical statement is clearly implemented at the variable level, assuming that the proposed theoretical basis is correct, and whether the test conditions are met. Finally, verify the method section. Here you need to figure out the research objects, study design and steps, data analysis and conclusions.

2.4.3 Sentence Expression

In the writing of doctoral dissertation, the problem of insufficient expression of the sentence often appears. Al-

though it does not seriously affect the quality of the dissertation, it reflects the professional level of the author's writing. Here mainly explains the usage of numbers and the problem of writing statements. The general principle of the digital use of scientific publications is that Arabic numerals should be used wherever Arabic numerals can be used and are well decent. However, in the text statement, the words "I" and "we" should be avoided as much as possible. Dissertation is also inseparable from the opinions and contents of other documents, and the writing of citations is in line with the convention. The citation must indicate the source in a note.

2.5 Supports System

The supports system here is also called protective measures. doctoral students need to prepare some protective measures, that is, once the high-risk factors in the research plan have not developed according to the established goals, you need to change the strategy to make up for it. For example, you initially believe that you can make some theoretical progress, but this progress may not be as easy to implement as you might think. In this case, can you turn to more reliable and predictable things, such as comments and comments on the thoughts of an important author in your field? For example, if you want to closely associate variables A and B in empirical analysis, but finally find that the connection does not exist or is very subtle, what conclusion can you draw? In the above considerations, you must design the problem to be meticulous and impeccable, and prepare a set of backup measures in the research plan to take action when certain factors in the plan fail to meet expectations.

2.6 Verification System

2.6.1 Dissertation Defense

The defense is the last level of the doctor's dissertation. Before the defense, it has been approved by the reviewer to organize the defense. The success of the defense depends fundamentally on the quality of the dissertation work. The innovation is clear, valuable, and the argument is sufficient. This is the foundation. However, from the perspective of defense technology, doctoral students also have some notable points. First, we must analyze the psychology of the audience. It is necessary to get the response from the short-term timetable. Secondly, according to the needs of the respondents, draw and organize lectures. At the defense meeting, the time for introducing the dissertation is generally 0.5-1 hour. In less than 1 hour, the research work to be introduced in 1-2 years is obviously targeted. Finally, this process is a process of answering

written questions according to review opinions and other impromptu questions. The respondent committee mainly examines the independent thinking and judgment ability of doctoral students. The answers to the questions should reflect their own level. The answer content is accurate and pertinent, not the interpretation of the background. The brief answers are the best on the point.

2.6.2 Dissertation Publication

The publication of journal dissertation is a way for doctoral education model to assess the research ability of doctoral students, and it is also an important way for doctoral students to enter the academic circle. Although the journal dissertation appears to be a personal work, it is not solely determined by the author: the entire professional community determines the norms and practices of academic journals, which in turn affects which works can be published, and the editors and reviewers of a journal decide the specific conditions that apply to each article. The most commonly used journal dissertation scoring criteria are: The originality and novelty of the method require significant theoretical or practical significance; Combining previously complex framework-based data into a simple new framework, all manuscripts submitted to journals should be original and have not previously been published in any journal; Academic and accuracy, journal dissertation should accurately and completely summarize existing research literature directly related to central research issues; The quality of writing, after meeting many other requirements, journal articles should be readable; Research methods, each journal focuses on publishing articles that apply self-argument methods and present the method from multiple perspectives; Theoretically, to promote the re-conceptualization of a particular topic, or to propose a topic that will lead to a series of empirical studies in the coming years; The appeal and importance of professional readers is relevant to the journal's mission and appealing to a wide range of readers. At the same time, unusual or particularly useful dissertations usually make one or more contributions: The findings and findings are clear and easy to understand; The experimental design is very clever and can be used as a model or "example" for other researchers to learn from; Obtaining surprising discoveries and these findings still make sense in the theoretical context; Overturning previous assumptions; Putting forward a new approach to the problem; research findings.

3. Conclusion

Through the detailed explanation of the six major systems of doctoral dissertation, this research draws a diagram of the

construction of the doctoral dissertation system (Figure 2).

In fact, dissertation writing, like other writings, requires a lot of time and effort, and it is never easy to come up with results. In the process, doctoral students may be rejected, criticized, and may be required to modify works that they have spent so much time creating. In order to take some detours, each doctoral student should have some inherent rules or rules in the research work or the doctoral dissertation writing process, and write the dissertation more standardly. Through the six systems of this paper, the author can easily do the following three things in the doctoral dissertation:

- (1) There are basic norms to improve the efficiency and quality of doctoral dissertation writing;
- (2) Through different systems, it can play a role in mutual promotion and evaluation;
- (3) Having a system is equivalent to having a way of thinking and methodology for research and writing.

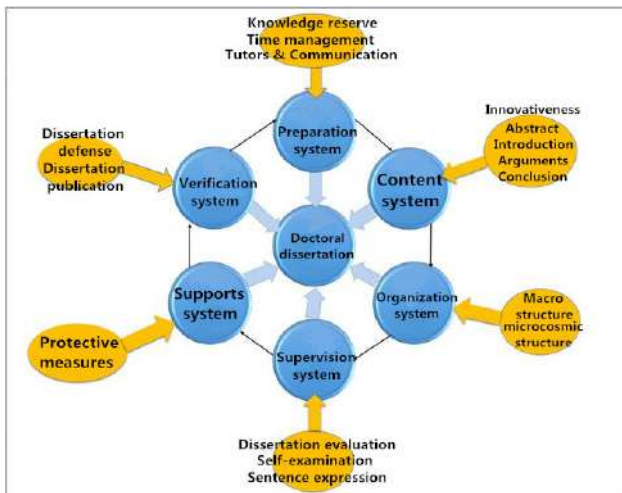


Figure 2. The construction of doctoral dissertation system

Notes: The outermost circles represent the elements; the middle circles represent the process, and the innermost circle represents the output.

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REVIEW

Research on the Teaching of Chinese Language and Literature in Modern Educational Thoughts

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ABSTRACT

In recent years, with the continuous progress and development of the society, the teaching of Chinese language and literature in the process of continuous development and improvement, actively learning from the advanced teaching ideas and ideas at home and abroad, combined with modern educational ideas, the teaching methods have undergone profound Variety. Based on the perspective of modern educational thought, the author studies the development and strategy of Chinese language and literature teaching, in order to provide a theoretical basis for Chinese language teaching in the field of Chinese language teaching.

1. Introduction

As the most special and rich language in the world, Chinese has experienced thousands of years of development and inheritance. It has rich and colorful linguistic connotations. It can sum up beautiful meanings and charms with simple and concise words, and the fonts are beautiful. In the process of learning Chinese language, people will have many wonderful feelings and imaginations. In the vast world of Chinese language and literature, a large number of literary works have emerged, such as “A Dream of Red Mansions” and “Water Margin” and other literary works, which fully reflect the unique charm of Chinese language and literature.

As an important cornerstone of the continuation of historical culture and social development, the teaching of Chinese language and literature has become the focus of

research by scholars in the society. How to make Chinese language and literature shine in the modern society, so that students can be more proficient and master the connotation and language knowledge of Chinese language, and become the new requirements of the era for Chinese language teaching. Based on this, the author is based on the teaching characteristics and development status of Chinese language and literature in China, and explores and thinks about how to effectively use modern educational ideas to carry out Chinese language and literature teaching.

2. The Characteristics of Chinese Language and Literature Teaching

2.1 As a Carrier of Cultivating Humanistic Spirit

The inheritance and promotion of the language and

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culture of the whole people cannot be separated from the Chinese language and literature. As a traditional discipline, Chinese language and literature has the characteristics of humanistic spirit and is the most direct carrier for cultivating and enhancing people's humanistic spirit. Ancient and modern, Chinese and foreign, many excellent literary works enrich the content of Chinese language and literature teaching, but the overall core has always embodied the human value of human beings in social development, reflecting the sense of responsibility and mission of human beings to the country and even the nation. It is because of this humanistic spirit that it is decided that in the teaching of Chinese language and literature, the cultivation of students' humanistic qualities and values of life has always been the top priority.^[1]

2.2 Rich in Word Categories, Suitable for Reading

Classical Chinese has a very rich variety of such, but it is concise and concise, and it can euphemistically and implicitly summarize its deep meaning. Students can feel the great spirits and unique charm of Chinese language in daily reading of classical Chinese. In the teaching of Chinese language and literature, many literary works suitable for reading can not only cultivate people's language, but also deepen the understanding of Chinese traditional culture, in order to understand the mastery of students through reading.

2.3 Suitable for Divergent Thinking

As a language art, Chinese language teaching not only requires teachers to have rich teaching language, but also can use developmental divergent thinking to form effective interaction with students and fully mobilize students' enthusiasm and interest in learning. In the process of teaching, teachers can deeply accumulate the cultural connotation of teaching materials, insist on paying attention to the individual development of students, focus on cultivating their humanistic qualities, and cultivate and guide students' ability to think independently, which can help students accumulate rich Chinese language^[2] to form a unique perspective and experience for Chinese language learning, deepen the understanding of learning, and thus achieve the student's self-sublimation and humanistic quality.

3. The Status Quo of Chinese Language and Literature Teaching in China

The development of Chinese language and literature teaching is a long-standing inheritance process in China. In the process of teaching Chinese language and litera-

ture, which requires every person who studies Chinese language and literature to have certain appreciation and aesthetic ability, and also to ensure that each student can have a correct outlook on life and values, and correctly shape his or her own outstanding personality, constantly improve the aesthetic taste and moral literacy of the self. The value of Chinese language and literature is to learn the profound connotation of Chinese culture. Learning the cultural connotation of the long history of the Chinese nation, mastering the moral literacy and cultural content of Chinese language and literature, combining history and culture, forming a clear curriculum design content of Chinese language and literature to master the specific teaching content of Chinese language and literature education and improve the deep learning ability of Chinese language and literature.

At present, the study of Chinese language and literature professional knowledge of many students is not deep, and the foundation is not profound. Although the student can submit a good paper when he graduates, however, in the study of the essence of Chinese language and literature, he cannot explain a profound theory in simple language and learn it by heart.^[3] In the process of learning, the details and key points are often neglected, and there are many shortcomings and deficiencies in the practice of linking theory with practice. Students should master this course from the depths of their hearts, deepen their self-learning interest, and improve their professional culture, so as to better cultivate self-learning and improve their learning ability. It can be seen that in the future education and teaching work, it is necessary to constantly change and actively improve the teaching ideas and connotations.

4. The Structure of Modern Educational Thoughts

The use of modern educational thoughts in the teaching of Chinese language and literature requires teachers to integrate and fully explain the combining points, guide students to actively integrate into the classroom while mastering the basic knowledge, and interact in an atmosphere full of human care; to enable students to master the skills of using Chinese, to understand the truth from the text, and to learn to think about life, learn to be a person, and truly achieve the perfect combination of teaching and education.^[4] It is generally believed that modern educational thought originated after reform and opening up, and modern educational thought is mainly divided into three parts:

4.1 Theoretical Type

The theoretical education thought mainly refers to the ed-

educational thoughts studied by educational theorists, which is a major feature of the Chinese education community. The development of modern education is inseparable from the guidance of the theory. Without systematic guidance on education theory, China's education work cannot be carried out at all, and I do not know where to start. This is also an important symbol that modern educational thought is different from ancient education.

4.2 Policy Type

Policy-based educational thinking, which mainly refers to China's definition of education and specific norms of education in the constitutional syllabus and educational laws and regulations, from which education ideas are reflected; the policy-based education thought reflects the education outline of a country and the importance attached to education. It is an important part of the national education ideology, which has an irreplaceable role in the history of educational thought development.

4.3 Practical Type

Practical education thoughts, which are mainly formed by the teachers who have insisted on the first job in the education work through practical teaching and theoretical thinking to solve practical problems. Practical education thought is an indispensable part of the educational ideology. It is a theoretical guide for solving specific problems encountered in current teaching work.

5. The Function of Modern Educational Thought in Chinese Language Teaching

In the process of Chinese language teaching, modern educational thoughts mainly embody several functions such as cognitive function, encounter function, orientation function, adjustment function, evaluation function and reflection function. Among them, the cognitive function, the most basic understanding of modern education, inspire people to think in the study, thereby improving people's learning and understanding, and forming their own educational ideas; encounter function, modern educational thoughts are forward-looking, allowing people to develop trends and prospects of modern education.^[5] Educational thought is a summary of the regularity of educational activities. Therefore, mastering the educational thought is equivalent to knowing the laws of education and realizing its foresight function; orientation function, theory has a orientation role in practice; adjustment function, through the understanding of educational thoughts and then grasping the rules of education, can enable people to adjust their educational activities and behaviors in a timely manner;

evaluation function, providing theoretical basis and scale for educational evaluation activities; reflective function, educational thought class promotes educators to observe, self-analyze and summarize in educational activities, so that educators can objectively and rationally analyze and judge their own educational behaviors and effects, which is conducive to improving the quality of education work.

6. The Application of Modern Educational Thoughts in Chinese Language and Literature

As a traditional humanities subject, Chinese language and literature is a combination of theory and practice. Therefore, teaching work should not only pay attention to theoretical explanations, but also pay attention to the use of students' practical skills, especially under the premise of promoting quality education in China, it is advocated that students should not only learn theoretical knowledge well, but also understand the theory and practice and enhance the application of practical skills. In addition, for Chinese language and literature study, it is a relatively complicated project in the study of the system. Moreover, because of its theoretical content, it will cause students to have a sense of boring in the classroom, so the teaching design of Chinese language and literature should be changed.^[6]

6.1 Adhere to Student-oriented

"A great teacher produces a brilliant student" is the best embodiment. The traditional teaching concept is that all teachers are the center, and the teaching method under the concept of "teacher-oriented" is that the classroom is conducted around the teacher, the teacher is the dominator and master of knowledge and the knowledge of the students passively accepts knowledge. This concept must be changed in modern times. The concept of "teacher-oriented" is no longer in line with the trend of the times. According to modern concepts, the subject of learning is unquestionable. According to the Marxist point of view, the internal factors of things lead to the main force of the change and development of things, and learning requires students to learn, the teaching effect can be effectively reflected, and the teacher is only an objective driving factor.

6.2 Enrich Teaching Content and Improve the Effectiveness of Chinese Language Teaching

The curriculum content of the Chinese Language and Literature major covers a wide range. Therefore, in the teaching process of Chinese language and literature majors, teachers should highlight the key points of classroom teaching and strengthen the cultivation of students' ability

to apply Chinese language and literature. Firstly, teachers should improve students' actual reading level of ancient and modern Chinese language and literature and strengthen the cultivation of students' writing ability and mandarin's application ability. Secondly, teachers should boldly use a variety of new teaching aids such as multimedia to improve the efficiency of classroom teaching in Chinese language and literature. Finally, before the class, the teacher should be familiar with the teaching content of the class, and make appropriate adjustments according to the actual situation of the students, and try to enrich the classroom teaching content of Chinese language and literature.

6.3 Create Application Scenarios to Improve Students' Ability to Apply Chinese Language

The Chinese language and literature majors are more complex in the field of employment, such as secretarial posts and journalism jobs, as well as advertising planning. Therefore, teachers can give full play to the characteristics and advantages of these jobs in the process of teaching Chinese language and literature, and create relevant situations to improve students' application ability. For example, teachers can create a news conference in the classroom to inspire students as a spokesperson how to use their own language art to improve the effectiveness of the entire press conference. Teachers can arrange for students to ask questions in the form of journalists. With the help of teachers, students can more deeply understand the charm and role of Chinese language and literature majors in practical work. At the same time, students can not only improve their professional ability but also cultivate their ability to analyze and solve problems in the creation of teaching situations. Therefore, the setting of situational teaching plays a very important role in the applied teaching of Chinese language and literature majors.

6.4 Innovate New Teaching Mode and Cultivate Students' Self-Learning Ability

The concept of modern education advocates the interaction between teachers and students in the teaching process. The so-called interaction is actually the multi-dimensional teaching method, from the original single-style teaching to the modern multi-dimensional teaching, breaking the single rigid teaching pattern and forming a benign multi-directional interaction between the teaching subjects. Of course, in this process, in addition to changing the previous teaching organization, teachers must be able to establish the core position of teachers and win the students' goodwill and trust. In the process of learning Chinese language and literature, the way to improve language

ability is to strengthen the training of listening, speaking, reading and writing. In this process of promotion, including reading a large number of literary works, writing exercises of various styles and verbal expression skills, in the process of continuous integration and development of this thinking, form their own understanding and understanding of Chinese language.^[7]

Modern social culture is diverse and complex, which requires teachers to get rid of the constraints and forms of traditional classrooms and make use of the popular new media, such as the Internet, multimedia media, etc. to effectively supplement the content of classroom teaching, making students be proficient in the three-dimensional, comprehensive teaching environment and understand the new knowledge of Chinese language and literature. Teachers should use the current social hotspots in classroom teaching to stimulate students to think deeply about social and cultural phenomena and lead the divergence of thinking. Some of the phenomena that appear in the new media platform should be properly introduced to allow students to reflect. In short, only teachers with rich teaching background can constantly inspire new teaching viewpoints, which will attract students' attention and enable students to clearly understand the correct remarks in Chinese language and literature studies. At the same time, it can guide and regularize some wrong thoughts and speeches, realize the true de-authenticity, and form a correct understanding and understanding of Chinese language and literature learning.^[8]

7. Conclusion

It can be said that the requirements of modern educational thoughts for the training of educational talents are not only theoretical talents, but also theoretical and practical.

At present, for high-quality talents, the requirements must not only have the breadth of knowledge, but also the depth of relevant professions; the theoretical knowledge should be solid and the application of practical skills should be excellent. As one of the "unpopular" majors in the current period, Chinese language and literature is not valued in the current college entrance examination application form, but "receive recognition only from outsiders". With the establishment and creation of Confucius Institutes around the world, the influence of Confucius in Chinese has been gradually familiarized by the vast number of foreign people, and a wave of Chinese learning has been set up abroad. Therefore, in the future, Chinese language and literature will become a popular profession, which requires our education not only to have systematic theoretical study, but also to apply practical skills.

Through a lot of research, it is fully realized that in

the strategic development of talent training in China, the teaching of Chinese language and literature in modern educational thought has very important practical significance. Under the premise of learning and inheriting the excellent language and culture achievements of Chinese language and literature, we must keep up with the pace of the times, actively innovate, and change the existing Chinese language teaching methods, which enhances the effect of Chinese language and literature teaching. Under the modern teaching concept, it is not only necessary to train more excellent Chinese language professionals, but also to continuously adjust the talent training plan based on social needs, which fully reflects the core position and role of Chinese language and literature in social development.

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REVIEW

Teacher's Code-switching to L1 in Chinese College EFL Class

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ABSTRACT

The paper tries to explore teachers' code-switching to Chinese in EFL classroom. Quantitative and qualitative research methods are adopted in the study. The case study centers on showing the attitude of teachers and that of students towards the CS to L1. It indicated that both teachers and students had positive attitude toward CS to Chinese in EFL classroom. The results in the classroom recording showed that students' English proficiency level influenced the frequency of teachers' CS; teachers alternate to Chinese mainly to facilitate students' understanding or to emphasize some key points.

1. Teacher's Code-switching to L1 in Chinese College EFL Class

Code-switching (henceforth CS) is defined as one of the inevitable consequences in communication among different varieties. It is the result of language contact in different multilingual and multicultural communities^[3]. Since 1980s, the studies have centered on analyzing the grammar and the use of target language and the first language, especially on calculating the total number of native language produced by teachers or the different functions of the native language in teacher's talk^[16]. Most research involves CS of various types in bilingual or multilingual classroom settings. The study in foreign language classroom is relatively limited. The present paper intends to analyze two English teachers' CS to L1 in college English classroom settings. There is a heated discus-

sion among different views regarding whether it is helpful or not to switch back and forth between TL and NL in the EFL language learning classroom. The proponents of target language exclusivity demonstrate that it is greatly important for the teachers to have learners exposed in many different language functions in the TL^[4]. On the contrary, some researchers believe that it is a humanistic approach to have the students use their mother language because it may allow them to say what they want to say^[3].

Faced with conflicting opinions, the paper tries to investigate the teachers' CS pattern in different classroom settings: one is with high proficient student and the other is with low proficient students. It predicts that (1) teachers' amount of CS to L1 is reduced while interacting with non-English majors; (2) teachers' patterns of CS to L1 is different in interacting with English majors and non-English majors. The following research questions guided the

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study: (1) what are the teacher's attitudes and the students' attitude towards teachers' CS to the L1? (2) What are the differences in the amounts and patterns of teachers' CS to L1 in interacting with English majors and non-English majors?

2. Literature Review

According to Wardhaugh^[18], the term code refers to any kind of system that people use in the process of communication. People may switch from one code to another code when it is needed^[17]. There have been many studies on code-switching. Cook^[3] proposed the idea that code-switching is shifting from one language to another in mid-speech when two or many speakers share the same languages. Li^[9] defined code-switching as "a cover term to describe a range of linguistic behavior that involves the use of more than one language or language variety in the same interaction". Poplack^[15] divided code-switching into three different types in her study, namely tag, inter-sentential and intra-sentential switching. Tag-switching is to insert a tag phrase from one language into an utterance from another language. Inter-sentential switching arises at a clause or sentence boundary. Intra-sentential switching occurs within every clause or sentence, which is considered as the most complex form of switching. He concluded that code-switching, rather than representing debasement of linguistic skills is actually a sensitive indicator of bilingual ability. In this paper, "code" is used to refer to two distinct languages, Chinese and English. In China, most of the English teachers are bilingual, with Mandarin their L1, and English the foreign language. They are called non-native bilingual teachers^[14]. Code-switching refers to the process that EFL teachers switch back and forth between Chinese and English. The paper will follow Poplack's^[15] classification of CS.

A large number of classroom CS studies center around functions and motivations for juxtapositions of two languages.

In Kraemer's^[7] study, five teaching assistants' (TA) code-switching patterns were analyzed. He tries to explore whether native and nonnative German teacher assistants (TAs) use English in beginning German language classrooms. Moreover, the study investigates the extent and various functions of CS in teacher assistants' utterance. Questionnaires, classroom recording and interview were adopted in the study. Results of the study showed that previous language teaching experience as well as a background in relevant teacher training coursework reduced the amount of English used. However, in this study, the results cannot be generalized in that many variables such as TA' language experience, students' development of pro-

ficiency or the class content are not controlled.

Liu^[11] conducted a case study which unveiled the teachers' and the students' attitudes towards code-switching to Chinese in Chinese university EFL classroom. By analyzing the results from teachers and students' questionnaires and classroom recordings, she found that 85% of the teachers stated that students' English proficiency is the main factor which makes them shift from English to Chinese. A general situation of CS is also investigated, although eight English classes (50 minutes for each class) for English majors and non-English majors were recorded, no difference was not made. Data collection is restricted and many variables are not controlled, such as students' education level, learning style etc., which may influence teachers' CS to L1. Cheng^[2] investigated the beliefs and attitudes that Chinese college English teachers hold towards code-switching. A semi-structured questionnaire was adopted. The study suggested that students' ability is regarded as the most significant factor affecting teachers' code-switching, and the first language (L1) is mainly used to teach grammar and abstract words. The limitation of the study is that it did not include the teachers' actual code-switching practices in class. Motivated by the previous findings, the present paper intends to compare the amount and patterns of teachers' CS to L1 between English majors and non-English majors.

3. Research Design

3.1 Participants

The participants include two English teachers and 63 students (28 English majors and 35 non-English majors) in Shandong University of Technology. Personal information of the teachers is given in Table 1. Before the experiment, personal information is obtained by interviews. Basic description of the teacher participants is as followed:

Table 1. Basic description of teacher participants

	Teacher A	Teacher B
Gender	M	F
Education level	M.A.	M.A.
Academic ranks	lecture	associate Prof.
Teaching experience (year)	15	20
Overseas experience (year)	2	2
Self-reported English proficiency	High	High
Relevant courses	Chinese and Western Cultures;	Intercultural communication;
	A Course of Comparative Study;	Translation Study and Theories;

	English Practical Writing;	English Public Speaking;
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Table 2. Brief description of student participants

	High proficient	Low proficient
Gender	3M/25F	16M/19F
Age	21	21
Potential ability	4.82 (.863)	4.37 (.808)
Current ability	18.29 (3.230)	16.63 (2.438)
CEE English score	133.25 (5.060)	119.91 (10.612)

There are 28 high proficient participants from English majors and 35 low proficient participants from non-English majors (majoring in computer science, business, laws, chemistry). All student participants completed the online Language History Questionnaire (LHQ)^[9]. The questions involved since when, under which circumstances and how intensively the participants used English, how good they feel they are at learning new language, which is termed as ‘potential ability’, on a 7-point scale (1: Very poor; 2: Poor 3: Limited 4: Average 5: Good 6: Very good 7: Native-like), how they self-rated their current ability in different language domains (reading, speaking, listening, etc.), which is termed as ‘current ability,’ on a 7-point scale (1: Very poor; 2: Poor 3: Limited 4: Average 5: Good 6: Very good 7: Native-like). Independent sample *t* tests indicated that the two groups differed significantly in self-rated ability in learning new languages and self-rated current ability in language learning, $t = 2.132$, $df = 61$, $p = 0.037$; $t = 2.321$, $df = 61$, $p = 0.024$.

The different kinds of language tests were reported in the LHQ, including CEE for English (College Entrance Exam), known as *Gaokao*, CET-4 and CET-6 (College English Test) for non-English major, TEM-4 for English majors. Among the tests, CEE is the only test that all the student participants took. Therefore, it is regarded as a benchmark to measure students’ proficiency level. CEE is the most important and most influential exam in China^[1,11]. Bai^[1] concluded that CEE subject score such as foreign language (English) is a significant predictor of undergraduate academic performance. The measurement, therefore, is of greatest predictive power of proficiency. Comparing the two groups of participants’ CEE English scores, Independent Sample *t* tests indicated that there is a significant difference between high proficient participants and low proficient participants ($t = 6.561$, $df = 50.895$, $p = 0.000$).

3.2 Methodology

In order to have a genuine reflection of teachers’ code-switching in classroom, two teacher participants’

talks are recorded. The interviews are used in Chinese to get a better understanding of their talk in the classroom.

3.3 Questionnaire

Two questionnaires are used for collecting quantitative data on people’s opinion on code-switching to L1, one for teachers (Appendix A), the other for students (Appendix B), respectively. The questionnaires are made with some revisions based on the study of Macaro^[12], Levine^[8] and Liu^[11]. The questions are concerned with the attitudes, the frequency, the consciousness, the patterns, the functions of code-switching to Chinese in the EFL classroom.

3.4 Classroom Recordings

All the classroom recordings will be collected in Shandong University of Technology where the author is teaching. Two teacher participants’ classes (30 minutes for one class) for high proficient students and low-proficient students are recorded by using voice recorders. A voice recorder is put in the front of the classroom and then the researcher leaved the classroom, where the teachers and the students may feel relaxed.

Classroom recordings are used for collecting the data concerning the frequency and the patterns of teachers’ code-switching to L1. Some of the materials recorded are then transcribed into written forms which can be used as supporting materials from the questionnaires. Every switch from English to Chinese will be noted. In the present study, the analysis of code-switching is only applicable for teachers’ utterance.

3.5 Interview

After the classroom recording, the researcher conducted interviews with each teacher lasting about 15-20 minutes. The researcher asked the teacher about the reasons why he or she switched to Chinese in certain instances and took them down on the notebook. The interviews will be conducted in Chinese.

3.6 Procedure

Each teacher participant will teach two groups of students respectively, namely, English majors and non-English majors. Before the class, the teachers will be informed that both English and Chinese are allowed in classroom interaction and their lessons will be recorded for the purpose of classroom discourse study. Topic is selected randomly from the textbook they are using in the semester. The specific purpose of the recording was not told to the teachers. Before the experiment began, the experimenter explains the requirement in Chinese to the student participants.

They are informed to act as naturally as possible and more active participation is preferred during discussion. The study is only concerned about the teacher's talk. The classes will be recorded in the normal classroom. After the first class being recorded, the teacher will take a 15-minute break and continue to the second class in which a different group of students are involved. The second teacher participant followed the same procedure on the same day.

After the classes finish, the teacher participants were interviewed online. Questions concerning the reasons why he adopted CS to L1 in certain instances were proposed. The author took down every reason for the occurrence of CS to Chinese (Appendix C). As a result, the frequency and the functions of each instance of CS are summarized in the study.

4 Results and Discussion

4.1 The Results and Discussion of the Questionnaires

Table 3. Attitude to the use of Chinese

	Teachers' response		Students' response	
	Number	Percentage	Number	Percentage
Strongly disagree	1	3.33	0	0
Disagree	0	0	5	16.67
Neither agree or disagree	6	20.00	9	30.00
Agree	22	73.33	15	50.00
Strongly agree	1	3.33	1	3.33

According to Table 3, we can see a high percentage of teachers (73.33%) agree on the use of Chinese in EFL class while a relatively low percentage (50%) of students agree with it. It implies code-switching is commonplace in the EFL class. 20% of the teachers and 30% of the students hold neutral attitude towards on the Chinese code. It is important to note that no teacher disagrees with use of Chinese code and only a small portion of students (16.67%) disagree with it. It is incongruous with Liu's^[11] study, in which a small percent (8.3) of teachers do not agree with the use of Chinese code. To conclude, we can see most teachers and students hold a positive attitude toward CS to Chinese.

Table 4. Attitudes toward CS to Chinese as an efficient strategy

	Teachers' response		Students' response	
	Number	Percentage	Number	Percentage
Strongly disagree	0	0	0	0

Disagree	3	10.00	12	40.00
Neither agree or disagree	3	10.00	2	6.67
Agree	20	66.67	16	53.33
Strongly agree	4	13.33	0	0

Table 4 indicates that 66.67% of the teachers and 53.33% of the students agree that alternating to Chinese is an efficient way of teaching English in EFL class. Compared to teachers' response (13.33%), no student strongly agree that Chinese as an efficient strategy in EFL class. It may imply that some students prefer more English input in EFL class. It is testified by the fact that 40% of the students' negative response on the Chinese use as an efficient strategy.

Table 5. Responses on the frequency of CS to Chinese

	Teachers' response		Students' response	
	Number	Percentage	Number	Percentage
Always	1	3.33	2	6.67
Sometimes	21	70.00	12	40.00
Occasionally	8	26.67	16	53.33
Never	0	0	0	0

According to Table 5, a different pattern of frequency of CS was found in EFL class. Compared to students' response (40%), a larger proportion of teachers (70%) admitted that they sometimes switch to Chinese. It showed that teachers and students hold different views on the frequency of CS to Chinese. However, both teachers and student believe the occurrence of CS to Chinese in EFL class.

Table 6. Responses on the consciousness of CS to Chinese

	Teachers' response		Students' response	
	Number	Percentage	Number	Percentage
Always	15	50.00	10	33.33
Sometimes	14	46.67	13	43.33
Occasionally	1	3.33	7	23.33
Never	0	0	0	0

From the table, we can conclude that most teachers can be conscious of the use of Chinese code in the EFL class. It is in accordance with the Table 9, in which all the teachers switch to Chinese in order to facilitate the students' understanding when difficulty arises. Similarly, most students can notice teachers' switching to Chinese, indicating that they know the situations well where the teachers make the switches.

Table 7. Teachers' response on the dominant pattern of CS to Chinese

	Number	Percentage
Inter-sentential CS	7	23.33
Intra-sentential CS	16	53.33
Tag-switching	7	23.33
Total	30	99.99

As is shown in Table 7, the dominant pattern used by the majority of the teachers in EFL class is intra-sentential code-switching (53.33%). It is in accordance with Table 10, in which the frequency of intra-sentential CS is higher than that of inter-sentential CS. The pattern of inter-sentential CS to L1 and that of tag-switching is the same, 23.33%. However, it is in conflict with Table 10, in which tag-switching did not happen in teachers' recording.

Table 8. Teachers' response on the factors which may influence CS to Chinese

	Number	Percentage
Students' English proficiency level	30	100
Teachers' English proficiency level	22	73.33
Distance between E and C	10	33.33
Department policy on target language use	3	10.00
Pedagogical materials	21	70.00
Lesson content and objectives	16	53.33
Others	3	10.00

The result shows that "students' English proficiency" is the most important factor which might influence CS to Chinese in EFL class. As is indicated in the table, 100% of the teachers claim the "students' English proficiency" is the most important factor which makes them switch from English to Chinese. It is consistent with Cheng's study^[2], which claims that 94% teachers treat the students' language ability as the most significant factor influencing on the choice of language in class. The majority of the teachers believe "teachers' English proficiency" and "pedagogical materials" as the second important factors, accounting for 73.33% and 70%. It may suggest that teachers' CS to Chinese implies low language proficiency. In addition, "the distance between the linguistic systems of Chinese and English" (33.33%) and "lesson contents and objectives" (53.33%) also lead teachers' CS to Chinese at classes. Finally, "department policy on target language use" and other factors may influence teachers' code-switching to Chinese in EFL class.

Table 9. Teachers' response on the functions of CS to Chinese in the EFL class

	Number	Percentage
Explain grammar	22	73.33
Manage class	9	30.00
Index solidarity	9	30.00
Translate unknown items	20	66.67
Facilitate understanding	50	100.00
Others	0	0

The table showed that all the teachers' code-switch to Chinese in order to facilitate students' understanding. Most teachers (73.33%) alternate to Chinese for grammar explanation. It is in agreement with the finding in Table 8, which showed that lesson content and objective may be one of the factors influencing CS to Chinese.

4.1.1 The Results and Analysis of the Classroom Recordings

Data from the two English teachers' classroom recording showed that no "English-only" language class in practice. It is in accordance with Table 5. Both teachers more or less use Chinese in their classes.

4.1.2 Frequency Analysis of the Patterns of Code-Switching to Chinese

As mentioned earlier, Poplack's^[15] division of code-switching is adopted in the analysis of patterns of CS to L1. The calculation of the frequency of the three patterns is based on one class (30 minutes) of each subject teacher. Table 10 presents the frequency of each teachers' code-switching to L1. The letter 'L' represents the class in which the teacher interacts with non-English majors. The number 'H' represents the class in which the teacher interacts with English majors.

Table 10. Frequency of CS to Chinese

	A		B	
	L	H	L	H
Inter-sentential CS	23	9	26	4
Intra-sentential CS	31	24	26	8
Tag switching	0	0	0	0
Total	54	33	52	12

It is shown that tag-switching never occur in the classes. The instances of intra-sentential CS to Chinese occur most frequently among the three patterns (89 vs. 62 vs. 0). For teacher A, it is obvious that the instances of intra-sen-

tential CS to Chinese occur more frequently than those of inter-sentential CS to Chinese (55 vs. 32). For teacher B, the instances of intra-sentential CS to Chinese occur as frequently as that of 2 inter-sentential CS to Chinese (34 vs. 30). In order to facilitate students' understanding, Teacher B switches to Chinese frequently by translating some sentences into Chinese while interacting with non-English major. It is natural that inter-sentential pattern happens with a great frequency.

The result is not in accordance with that in Table 7. In Table 7, the occurrence of the three patterns is 53.33% vs. 23.33% vs. 23.33%. The present data is collected when the two subject teachers are discussing cultural values with some college students. The lesson objective is to improve students' intercultural communication competence. It is different from the lesson which is mainly with the purpose of instructing vocabulary and grammar.

The result is in agreement with that in Table 8. Teacher A and Teacher B switch to Chinese more frequently while interacting with non-English majors than interacting with English majors (54 vs. 33; 52 vs. 12). During interview, teacher A acknowledged that the English majors are passive at classes. It might be the factor leading him to switches to Chinese more often. We may conclude that students' personality might attribute to the teachers' CS to Chinese at class. While for teacher B, she admitted that she switched to Chinese less often while interacting English majors. She realized that the students can understand what she said at classes. They gave positive responses from time to time, resulting in the less frequent occurrence of CS to Chinese, only 11 times. The students' English proficiency level may influence teachers' CS to Chinese. The result is congruent with that in Table 8.

Table 11. Frequency of the Functions of Code-Switching to Chinese

	Number	Percentage
Emphasize some points	39	24.38
Facilitate understanding	92	57.50
Translating unknown items	13	8
Index a solidarity	5	3.13
Manage the class	8	5.00
Explain grammar	0	0.00
Others	3	1.88
Total	160	100

Table 11 shows the frequency of functions of CS to Chinese in the classroom recording. It is obvious that teachers switch to Chinese most frequently (57.50%) to facilitate students' understanding because they thought the

students have some difficulties in understanding what they said. They frequently provided L1 to enhance their comprehension. In order to emphasize some points (24.38%), the teachers switch to Chinese to let the students pay special attention to some key terms about cultural values. The teacher has a clear understanding of the lesson object, so they will not switch to CS to explain grammar during interaction. The other forms of functions occur to a varying degree. Next, the author will describe the samples in more details. The data showed the teacher can switch to Chinese to stress some important points.

4.1.3 Examples

Example 1

Teacher A: Collectivism, doing things together. Does 集体主义 mean selflessness? Do you agree? (intra-sentential CS to L1: to emphasize some points; ; "collectivism")

Example 2

Teacher B: Values, 文化价值, 那么我们今天要讨论的呢, 就是价值观。We talk about fundamental values, you know, fundamental, most basic, yeah. (intra-sentential CS to L1: to emphasize some points; "values, cultural values. So, what we are going to discuss today is 'cultural values'.")

Here, teacher A alternated to Chinese to stress the key word 集体主义 "collectivism" concerning cultural values. Teacher B used Chinese to stress the topic she is going to discuss with the students. Therefore, the students may have a clear picture about the topic at the beginning of the class.

To facilitate understanding

Example 3

Teacher A: Sixty years ago, we got the chance to win the Nobel Prize of Medicine 人工牛黄结晶, 牛胰岛素。Also 3 years ago we really won the prize by Tu Youyou..... (intra-sentential CS to L1: to facilitate students' understanding; "artificial bezoar")

Example 4

Teacher B: So, this American culture sometimes is defined as I culture. Because individuals are emphasized. In this way, they believe in self-reliance, that means, you have to work for your own future. You have to work for yourself. You have to set on your own feet. Yeah, on your own feet. So, how about these words you know like popular in Chinese, 富二代, 官二代? (intra-sentential CS to L1: to facilitate students' understanding; "the second generation of the rich"; "the officialings")

In Example 3, Teacher A alternated to Chinese 人工牛黄结晶, 牛胰岛素 (*rengong niuhuang jiejing, niuyidao-su*, 'artificial bezoar') to remind the students of a medicine "artificial bezoar". The students might have some difficul-

ty in understanding what artificial bezoar is if Teacher A used English for this technical term. In order to facilitate students' understanding, Teacher A adopted the Chinese equivalence directly. Therefore, the class efficiency was enhanced greatly.

In Example 4, Teacher B is talking *I* culture and *we* culture with the students. She used Chinese directly when she speaks of some words with Chinese cultural characteristics. 富二代 (*fu'er dai*, 'the second generation of the rich') and 官二代 (*guan'er dai*, 'officialings') are popular topics among the younger generations. The students' understanding is not only enhanced but the relationship between the teacher and the students is getting more intimate.

More examples are shown as follows:

Example 5

Teacher A: Collectivism, they try to blur right and privacy. In western countries, they care about privacy. 天王盖地虎, 宝塔镇河妖. [The teacher speaks in a very low voice.] We can barely hear the guest sitting opposite. (This sentence is extracted from a Chinese film *Tracks in the Snow Forest*. It is used as a contact signal between a hero and a bandit;)

Teacher A is talking about the difference between collectivism and individualism. In order to show that in western countries people tend to care about privacy, teacher A role-played a Chinese film, speaking in a low voice. In this way can the students understand what individualism mean in western countries.

4.2 Discussion

First, teachers' attitudes toward CS. The data from the questionnaire of the teachers and the students showed that most teachers hold positive attitude toward CS to Chinese in the EFL class. It accords with the data from the classroom recording. Two teachers used Chinese to facilitate students' understanding in EFL class.

Second, inter-sentential and intra-sentential patterns do occur in the class. However, tag switching never occur during interaction with the students. According to Poplack^[15], code-switching may indicate the bilingual ability. Tag-switching is subject to minimal syntactic restrictions and intra-sentential switching is regarded as the most complicated form of switching. The data from the two teachers' questionnaires showed that they feel they are proficient in spoken English. Therefore, they did not use tag-switching to communicate with the students.

Third, the data from the teachers' questionnaire showed that among the different functions of code-switching to Chinese in EFL class, helping students when they have some trouble in understanding account for 100%. The data

from the classroom recording showed that two teachers alternated to Chinese codes very frequently to facilitate students' understanding (57.50%). Both indicated that code-switching to Chinese may be an efficient strategy for teachers.

5. Conclusion and Limitations

The present study investigates the teachers' and the students' attitude toward CS to Chinese in the EFL class. The study provided a brief description of the frequency and patterns of two teachers' CS to Chinese. It is concluded that most teachers and students take positive attitude toward CS to Chinese. The two teachers alternated to Chinese to one degree or another to facilitate students' understanding or to emphasize some point. However, there are some limitations in the study.

First, besides CEE English score, another objective criteria to differentiate the proficiency level of the English majors and non-English major are needed. Some students may overestimate or underestimate their current language learning ability. The objective criterion and subjective description work together to guarantee the proficiency level of the student participants.

Second, more teachers' English classes should be recorded to provide us with a full picture of their CS to Chinese. The study was so restricted that the different patterns and functions of code-switching to Chinese cannot be included. It is assumed that with more teacher participants, the use of teachers' CS might be found in EFL class.

The study is only a preliminary one in the field of code-switching in EFL class of China. Extensive work needs to be done for more researchers in the future.

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REVIEW

Research Review of the Identification of Socialist Core Values

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ABSTRACT

In the Sixth Plenary Session of the 16th Central Committee, China first proposed the strategic policy of building a socialist core value system. After the policy was put forward, many theorists and politicians discussed and studied the identification of socialist core values in many aspects. Specific aspects include the specific role of socialist core values, basic concepts, implementation effects, and future development. The complexity and embarrassment of its theory will bring inconvenience to the in-depth understanding of the masses, therefore, this paper has sorted and analyzed the issue of the identification of socialist core values, and made a better narrative of the research and discussion published by talents in various fields, which made people have a better understanding of the socialist core values.^[1]

1. Introduction

Since China pointed out the policies and guidelines for building a socialist core value system in the Sixth Plenary Session of the 16th CPC Central Committee, how to clearly and clearly reflect the core values of socialism has become the focus of discussion. The 18th National Congress of the Communist Party of China uses the slogan of ‘three advocacy’ to embody the core values of socialism. Three of the advocacy points out that in the future development of China, the cultivation of social groups is based on the level of ideological level cultivation. Supporting and agreeing to the national policy

is the key to the implementation of the policy.^[2] Socialist core values need to be accepted and understood by people, after understanding, with the approval and support of the entire Chinese people, we can implement and carry out education in China in order to promote China’s social development and make China rich, strong and democratic. This paper provides a comprehensive analysis of the research and discussion results of the identification of socialist core values by some professionals and political people to better understand the socialist core values.

2. What Is the “Socialist Core Values”?

First of all, if we want to recognize the socialist core val-

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ues, we must first understand the definitions and concepts of the socialist core values. Only by first expounding and answering the specific concepts and meanings of the socialist core values in detail can we accept and agree.^[3] Some experts pointed out that the core values of socialism are to transform the systematic, scientific and reasonable research system into the literary accomplishments and values of the people themselves. In short, the socialist core values are the standard social behavioral norms, and the identification of the socialist core values is to carry out social exchanges and development under the standard standards required by society, that is to say, adhering to the core values of socialism for interpersonal communication, including every move, behavior and behavior, personal cultivation, values of doing things, and so on. It is the total addition of teachers and educated students who have socialist core values and values, as well as teaching methods under the system of socialist core values. At the same time, after the people understood the socialist core values, they fulfilled the norms required by the socialist core values and turned the concept of socialist core values into actions to achieve and execute and infect each other, which are all called the identification of the socialist core values. Some political scholars believe that the core values of socialism must first allow the people to have an in-depth understanding. The target of understanding is the Chinese people and the social group. The carrier of understanding is the core values of socialism. The significance of understanding is to promote social development and the progress of the times, and to make China more prosperous, democratic and unified. Some experts believe that the identification of socialist core values belongs to a transition and a change. To put it bluntly, China is not currently reaching the core values of socialism for all. Not everyone has this philosophy. The identification of the socialist core values represents all people, a process from nothing to a few to a majority. It can be said one-sidedly that the people's thoughts and behaviors without socialist core values have not been improved. Only let the socialist core values become recognized and accepted by everyone, so that everyone in the society will never execute. The identification goes from head to head, the whole of China will symbiosis under the unified standards of socialist core values. In the end, China no longer has to raise the core values of socialism. The core values of socialism have infiltrated all the people of China. Everyone is in line with the requirements of the socialist core values, and China will become stronger and united than ever before. There are other experts who point out that the identification of socialist core values is not a law or policy, it is a value that treats people. Socialist core values include IQ, EQ,

etc. It is a scientific and comprehensive value of a correct and reasonable system. There is no need for promotion, and smart people themselves already have socialist core values. Only some people have reached this ideological level, and some people have not reached this level. Therefore, it does not matter whether the social core values are recognized or not. This kind of thing can't be forced. It can only push the boat and obey the choice of people. When the ideological level of the people is reached, it is the so-called identification.

3. Why Should We Agree with the Core Values Of Socialism?

After having an understanding and understanding of the core values of socialism, why should we recognize the core values of socialism? To put it another way, what is the role of socialist core values? There are many answers from experts on this issue. For the role of socialist core values, some experts give answers in this way. The identification of socialist core values is a manifestation of patriotism, that is to say, China has put forward the core values of socialism. This is a policy of the state and requires all people to perform. Everyone follows the requirements of the state and recognizes the core values of socialism. It will realize the unity of the socialist core values of the entire Chinese people and make China's people's hearts more united. The people's identification of the socialist core values is support for China. Some experts think this way. The socialist core values are an extremely scientific, reasonable and correct value that has a major role in China. The identification of the socialist core values by all the people can make the personal qualities and cultivation of the Chinese people a rapid improvement. The progress of the people is the progress of society. The progress of society is the progress of China, which promotes the future development of China and is conducive to the development and unity of society.^[4] At present, the personal values of the people in the society are very different. In general, some of them have correct "Three Outlooks" and some are don't, which is not conducive to the unity and stability of the society. Let the people of the society understand the core values of socialism, change their wrong habits, and become good citizens, which will make the current society develop steadily. The stable development of society has created a foundation. This foundation makes China stronger and is conducive to the future development and progress of the country.^[5]

4. The Benefits of Socialist Core Values

The socialist core values are an ideal, scientific value that

can make the people of the country recognize and have a significant effect on it. Some experts have explained this. At present, our country is in the process of development. Whether it is the Chinese economy, the society, or the values, it is in the process of development and change. In this context, the values of the people are very different, and they are also conducive to reunification. The unification and recognition of the values of the people will change the current diverse values and make the differences become unified.^[6] The people have become more united and China has become stronger and stronger. When the consciousness of the masses of the society reaches the core values of socialism, the society will become more civilized and harmonious, the mutual exchanges between people will be more kind, the quality and cultivation of people will be improved, and the people's thoughts will be improved. The level will be improved. At the same time, some concepts of failure and backwardness will gradually fade out of society. For example, selfish behavior, foreign bourgeois ideology, masculinity, patriarchal backward thinking, blackmail and other evil backward phenomena will not occur. Instead, it is an ideal society of prosperity, democracy, harmony and beauty.

5. How to Realize the Unity of Socialist Core Values

After understanding the definition of socialist core values and the benefits of socialist core values, how to accept the socialist core values universally has become a new problem. Different values, for schools, schools can be organized and teachers can be educated. The correct approach should be to explain the advantages and make people understand the advantages of socialist core values. It will be accepted and recognized by the people, and it is necessary to enlighten and guide the people. Some education experts believe that in order to make the core values of socialism rooted in the masses of the people, it is necessary to form a strong team of teachers and education. In the process of education, the significance and role of the socialist core values are elaborated and explained, and a group of individual abilities, high-quality culture, and high-educated faculty are trained to educate the entire community, only by having a strong educational force can we lay the foundation for the identification of socialist core values.^[7] In the process of cultivating values for social groups, some experts have put forward such views. For the students who are going to school, they can carry out the political thought classroom. In the bud of the child's ideological development, the cultivation and education of the socialist core values can make the Chinese youth generation have a certain understanding and embodiment of the socialist

core values. For adults and the community, education and publicity should be conducted in a way that adults can accept. For example, China's Top Ten Outstanding Young People, and the Top Ten People of Touching the Heart of China, or in the short video and news application headlines, etc., add to the socialist core values. The use of some small things in life reflects the significance of the core values of socialism. Only by speaking through facts and using the things around us to carry out all-time education can we make subtle changes in people's values, some thought educators think. For the education of values and the change of ideas, we cannot explain and publicize theoretical knowledge, but should suggest it through various methods. For example, in the daily TV, public service advertisements are added, and in the advertisements, some small people's small things are used to cultivate and improve the values of the social groups. Relevant experts believe that the cultivation of socialist core values should focus on real people. The core values of socialism are an invisible and intangible thought, therefore, it is necessary to observe and cultivate through the actions of the people and the behaviors in life, including the way people treat things. Let all the people in the whole of China do everything they can.

6. Minority Views on Socialist Core Values

The carrier of socialist core values is all the people in the whole society of China, and the social groups of different classes have different views on the core values of socialism. Their training and education also need to be changed and targeted. First of all, for the students at the class level, the values of students are the most complicated and difficult to change,^[8] especially high school students and college students. In the current era, students have independent ideas and shortcomings of selfishness, and their values are difficult to change, although the values of students are unique, however, due to their plasticity, as long as there is enough socialist core education and training in the school, the students' socialist core values will be subtly implanted in the process of teaching to improve students' understanding and recognition of socialist core values. For the ordinary people and the peasants, the peasants' thoughts are mostly rigid; often they have no interests in the business of others, lack of attention to the country and social responsibility, and feel that they are a negligible part of society. Without good education and personal qualities, this is contrary to the socialist core values. Although it is still important for the peasant masses to occupy the main position in China, it is necessary to change the peasants' thinking. We should improve the living conditions of the rural areas and guarantee the economic interests of

the peasants. Under such a premise, the peasants will have time to train their thoughts. Only by giving the peasants enough space and leisure lifestyle can they enhance the values of the peasants.

7. Conclusion

In summary, for the definition and concept of socialist core values, as well as the role, including how to educate and cultivate the core values of socialism, China has a large number of experts and scholars, and has carried out a lot of analysis. For the comprehensive review of the research and discussion of all the above scholars, if China wants to realize the recognition of socialist core values, it needs different education methods for different groups of people, and uses reasonable educational methods to cultivate social groups. Only by creating a good social atmosphere, in the context of the social atmosphere, the subtle influence and influence of the people have made China's values sublimated and unified.

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REVIEW

Research Progress and Trends of Domestic Smart Learning Environment

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ABSTRACT

In order to explore the main progress and current status of domestic research on smart learning environment, this paper takes 260 core and CSS-Cl journal papers included in the CNKI database as the research objects, and uses CiteSpace visual analysis software and uses bibliometrics and knowledge graph analysis as the main research methods, summarizes and analyzes the time distribution of the literature, the distribution of institutions and authors, co-occurrence and clustering of keywords, and research hotspots, etc.

1. Research Program

1.1 Research Tools

Use CiteSpace software developed by Professor Chen Chaomei, CiteSpace is a multi-dimensional, time-sharing and dynamic citation visualization

analysis software,^[1] which has been widely used in various fields. In this research, the time span is set from 2012 to 2018, and Years PerSlice is set to 1 year. Node Types selects authors, institutions, keywords, and threshold selection TOP 50, using static clustering and visualizing the entire network, the corresponding knowledge graph is obtained.

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1.2 Data Sources

Use CNKI as a data source, the words “smart learning environment”, “smart classroom”, and “smart teaching environment” are used as the key words, the time was set from 2012 to 2018. A total of 290 papers of Chinese core and CSSCI level were searched (as of December 7th, 2018), and meeting notices, papers, reports, etc. were removed, and 260 valid papers were obtained after screening.

2. Space-time Knowledge Graph Analysis

2.1 Time Distribution Map of Research on Smart Learning Environment

The change in the amount of papers published in the same topic is an important indicator for the development of research, which to some extent reflects the changes in the amount of scientific knowledge and the speed of research in this field. The statistical results of the literature published from 2012 to 2018 are shown in Figure 1. The Chinese scholars' research on the smart learning environment is generally on the rise. In 2012, as the first year of the domestic smart learning environment, it will grow steadily with little growth in 2015, and there will be rapid growth in 2016, which should be due to the influence of national policies. With the introduction of the “Internet+” Education and Education Informatization 13th Five-Year Plan, the smart learning environment has received extensive attention. The growth of 2017 and 2018 slowed down. CNKI predicted that there will be more than 70 papers in 2018.

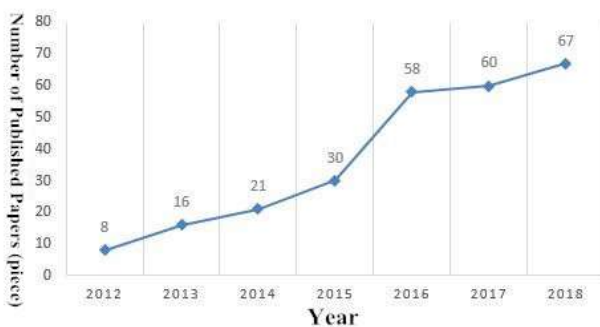


Figure 1. Literature volume statistics

2.2 Space Distribution Map of Research on Smart Learning Environment

Explore the core research institutions of China's smart learning environment through statistics on the amount of documents issued by various agencies. As shown in Figure 2, the organization that publishes 3 or more articles

is listed, among them, the School of Smart Learning of Beijing Normal University, the School of Education and Information Technology of South China Normal University, the School of Education and Information Technology of Huazhong Normal University and the School of Smart Education of Jiangsu Normal University have the largest number of published papers, which indicates that it has strong research potential in the direction of smart learning environment. There is little difference in the number of published papers issued by other institutions, mostly in normal schools.

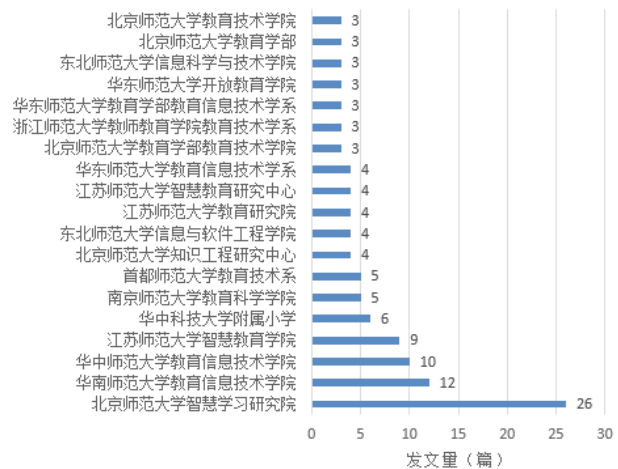


Figure 2. High-yield institutions (in Chinese)

In order to analyze the cooperation between institutions, the organization cooperation map of smart learning environment research is generated, as shown in Figure 3. The more the number of papers published, the larger the nodes and the connecting lines indicate cooperation between organizations.^[2] There are 37 nodes in the organization cooperation network, with 17 connections, and the overall density of the network is 0.0255. A relatively large research group is formed centering on the smart learning research institute of Beijing Normal University, including the Institute of Educational Technology of Beijing Normal University, the Department of Education, the Smart Education Institute of Jiangsu Normal University, the Smart Education Research Center, and the Department of Education and Technology of Capital Normal University. Other cooperative groups are small, and the School of Education and Information Technology of South China Normal University cooperates with the Department of Computer Science of the City University of Hong Kong; The School of Education and Information Technology of Huazhong Normal University has cooperated with the affiliated elementary school of Huazhong University of Science and Technology; The Department of Educational Technology of Zhejiang Normal University Teacher Education Col-

lege cooperates with the Teacher Education College of Huazhong Normal University and the Education Technology College of Beijing Normal University; There are also a number of collaborations between different academic departments within the school. On the whole, the cooperation is not strong, and the research group with core cohesiveness is still relatively small.

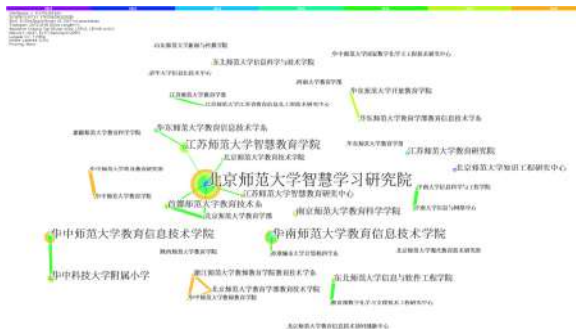


Figure 3. Institutional cooperation map (in Chinese)

2.3 Authors and Their Influence Analysis

An analysis of the author's collaboration can reveal the distribution of important scholars. The author's cooperative network map is shown in Figure 4. There are 48 authors, 64 links, and the network density is 0.0567. The authors published more articles: Ronghuai Huang, Zhiting Zhu, Yi Zhang, Qingyu Bai, Beilei Chen, Shusheng Shen, Xianmin Yang, and Lin Chen. It can be seen from the author's cooperation network that there are some cooperative groups between the current authors. The two larger cooperative groups are the cooperation group centered on Huang Ronghuai of Beijing Normal University and the cooperation group centered on Zhangye of Central China Normal University. Most of the rest of the authors are based on cooperation within the university or within the institute, and a few are inter-school cooperation. On the whole, there is no large-scale cooperation network, especially the close contact between different universities, and the lack of exchanges and cooperation between scholars in different disciplines.

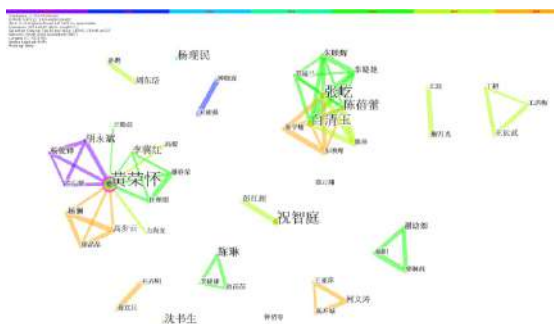


Figure 4. Author cooperation network (in Chinese)

3. Content Knowledge Graph Analysis

3.1 Keywords Co-occurrence Knowledge Graph

As an important component and essence of the thesis, the keyword co-occurrence can reflect the hotspots and frontiers of a certain field.^[3] Select the MST algorithm and get a knowledge graph with 61 nodes and 93 connections, as shown in Figure 5. The circle size indicates the co-occurrence frequency of the keyword, and the font size indicates the centrality. From the figure, the hotspots that domestic scholars pay attention to in a certain period can be visually reflected. Specifically, the keywords with higher frequency are: “smart classroom”, “smart learning environment”, “smart education”, “smart learning”, “smart teaching”, “teaching mode”, “smart classroom”, “learning environment”, “personalized learning”, “learning analysis”, “Big Data”, “Internet +”, “Artificial Intelligence”, “Educational Informationization”, etc.

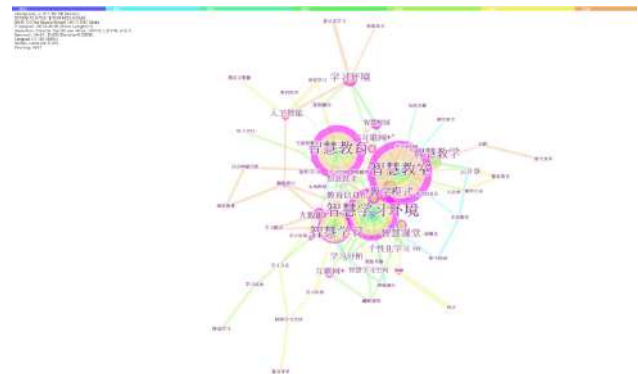


Figure 5. Keywords Co-occurrence Map (in Chinese)

3.2 Keywords Clustering Analysis

CiteSpace's keyword clustering analysis can reflect the hot spots and trends in a certain field.^[4] This paper uses the LLR algorithm for clustering. The clustering results are shown in Figure 6. Modularity network modular evaluation index, its value is directly proportional to the clustering effect, Modularity $Q > 0.3$ means trusted service, Silhouette network homogeneity index, $S > 0.5$ means reasonable clustering,^[3] The Q value of Figure 6 is 0.5428, indicating that the network community structure is significant, and the S value is 0.633, indicating that the clustering result is reasonable.

It can be seen from the figure that there are 6 clustering themes in the domestic smart learning environment research, respectively are: smart classroom, online learning space, artificial intelligence, smart learning environment, smart classroom, social network analysis.



Figure 6. Keywords clustering map (in Chinese)

3.3 Research Hotspot Analysis

By summarizing hotspot keywords and literature, three aspects of the research related to smart learning environment are summarized.

3.3.1 The Theoretical Framework of the Smart Learning Environment

The representative is Ronghuai Huang (2012) on the concept of smart teaching environment, he pointed out that the smart learning environment is an interactive tool that can sense learning scenarios, identify learner characteristics, provide appropriate learning resources and conveniences, automatically record learning processes, and evaluate learning outcomes to promote learners' effective learning or activity space.^[4] Zhiting Zhu (2012) believes that the smart learning environment can be perceived and recognized, and flexible to generate adaptive learning task activities, to guide learners to make correct decisions, to promote the development of smart capabilities and the emergence of new learning environments for smart actions. Xianmin Yang (2015) summarized the smart learning environment as "one center, two types of environments, three content libraries, four technologies, five types of users, and six types of services". Yongbin Hu (2016) defines the definition, elements and scale of the learning environment for smart learning environment.^[5]

3.3.2 Research on the Design and Construction of Smart Learning Environment

The current practice of the smart learning environment has mainly turned into a study of the smart classroom. Baohong Shi (2017) built a smart classroom architecture based on Internet of Things, cloud computing, virtualization, VOIP, video surveillance and other technologies; Ning An (2017) explores and builds a smart classroom

that realizes intelligent attendance management, diversified teaching and presentation methods, convenient use of resources, and interactive teaching.^[6] Peiran Hu (2018) expounded the design, construction and management of Shangchao's smart learning environment combining Internet of Things, artificial intelligence, mobile internet and big data;^[7] Kai Zhang (2018) builds a smart classroom consisting of six core parts: multi-screen presentation, teaching and sound reinforcement, intelligent interaction, direct recording, IoT integrated control and service, smart class card, teaching resource construction and application cloud platform.^[8]

3.3.3 Research on the Teaching Application of Smart Learning Environment

Although the construction of the smart learning environment is not mature enough, scholars have studied the teaching application and learning effects in the smart learning environment. The research has many aspects. The first is the application of learning analysis and personalized learning, Li Tang (2016) analyzes the learning intervention mechanism based on learning analysis. Hongyan Wu (2015) to build a personalized online learning system, Yonghe Zhang (2012) study learning context recognition; the second is the research on teaching interaction and teaching mode. Hongmei Li (2015) explores the application of ARS interactive teaching mode. Shenglan Xue (2018) explored the hybrid teaching mode of smart phones integrated into classroom teaching. Wang Jing (2018) studied the classroom teaching mode based on Pad. Yi Qiu (2018) summarized typical patterns such as personalized learning, flipping classrooms, and generative teaching based on the smart classroom environment.

4. Conclusions and Trends

4.1 Research Conclusions

Based on CiteSpace software, this study conducts different levels of visual analysis of the core of the smart learning environment and CSSCI literature in the CNKI database from 2012 to 2018. The research progress and current status of the domestic smart learning environment are systematically reviewed. The main conclusions are as follows:

4.1.1 Time Distribution Map Analysis

The smart learning environment related research has experienced rapid development in 2015-2016 and has received extensive attention. After the growth slowed in

2017, the growth in 2018 has increased; the overall trend is on the one hand. On the one hand, it is affected by the development of technology. On the one hand, it is affected by the policy. In the future, there should be more scholars' input and attention.

4.1.2 Institution and Author Analysis

There are many institutions and scholars involved in the research of smart learning environment, and some small-scale cooperation networks have been formed, however, most of them are based on cooperation within the university or within the institute. There is less inter-school cooperation and there is a lack of exchanges and cooperation between scholars in different disciplines.

4.1.3 Research Hotspot Analysis

Hot keywords include “smart classroom”, “smart learning environment”, “smart education”, “smart learning”, “smart teaching”, “teaching mode”, “smart classroom”, “learning environment”, “personalized learning”, “learning analysis”, “big data”, “internet +”, “artificial intelligence”, etc. The research focuses on three aspects: theoretical framework, design and construction, and teaching application research. Overall, practice and application are not perfect enough, although some colleges and universities have built smart classrooms in the past two years, they still cannot fully meet the requirements of the smart learning environment, and further research and improvement are needed in the future.

4.2 Trend Analysis

4.2.1 Improve the Theoretical System of Smart Learning Environment

At present, there is still doubt about the smart learning environment and the “smart” of smart education. There is no unified understanding, and the measurement standards for “smart” and “not smart” have not yet taken shape. Subsequent research should further strengthen the theoretical research of smart learning environment, clarify the connotation of related concepts, and refine the relevant theories of various typical fields of the smart learning environment (such as schools, communities, etc.), and improve the theoretical system of smart learning environment.

4.2.2 Strengthen the Construction of Smart Learning Environment

At present, many schools have actively invested in the practical exploration of the smart learning environment,

and have achieved certain results, but they cannot be completely called the true smart learning environment. In the future, we should further explore the research and application of technologies such as Internet of Things, cloud computing, big data, virtual reality and artificial intelligence related to the construction of smart learning environment, and strengthen the construction and practice of smart learning environment.

4.2.3 Explore Teaching Applications of Smart Learning Environment

With the continuous construction of the smart learning environment, the attention of the academic community in the future of smart learning environment teaching applications should increase. Both educational information workers and teachers need to consider how to teach in such a smart learning environment, change teaching methods, and promote innovation in education and teaching.

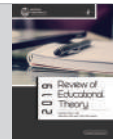
4.2.4 Establish a Smart Learning Environmental Assessment System

The domestic theoretical and practical research on the smart learning environment is still in its infancy, and no relevant evaluation index system has been constructed. Many schools are built separately and there is no uniform standard.

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REVIEW

Rationality Followed by Freedom

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ABSTRACT

There is no contradiction between rationality and freedom. Only morally noble people can enjoy freedom, and people with rationality can have freedom.

Logos can't suffer. People should use their rationality to make the necessary choices, but it is nothing but good or evil.

1. Introduction

Born to be human and no one does not desire freedom, whereupon people are very concerned about the answer to the question "What makes people's freedom possible?" The same is true of people in Middle Ages, exploring various problems of Gods and men, the Kingdom of Heaven and the worldly, the belief, rationality and the free will.

People long for freedom because people feel that they are not free, lack freedom or not enough freedom. They always feel that there are many rules that are bound to themselves and cannot obtain freedom without any restrictions. However, according to the author's understanding and thinking about "how human freedom is possible", the author's point of view is that only morally noble people

can enjoy freedom, and those with rationality can have freedom. The reason why the author thinks so is because the author found the following considerations to provide a credible argument for the author's points of view. The author will begin with his understanding and interpretation of medieval philosophy as the basis.

2. Text

Although the single name of Christian philosophy and the misunderstanding of the world have led people to think that it is not related to rationality, this is not the case.

The dark Middle Ages are more indicative of political utilitarian results, and Christian philosophy itself is justified. For example, Origen opposes the equating of the Word of God, i.e. Logos, with philosophical speculation. His basic reason is that the light of the Word of God is

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shining on everyone, but philosophy is exclusive to a few educated people. In addition, what is said here is not that Christians are less interested in philosophy than pagans. On the contrary, philosophy is not essential to Christianity, but it is also very precious. Origen believes that God is transcending the being, God is light, God is the ubiquitous being, and everything is “distributed” from God and created by God. The Trinity of the Father, the Son, and the Holy Spirit are similar to the three in the concentric circles from big to small. Although these views seem to be full of religious color, they do not lose depth.

Origen believes that people have two natures: “visible, tangible nature and invisible rationality. “The former is the animal instinct that governs the body’s desires and activities. The latter is the purpose and free will that affects the soul.”^[1-3] Here is the shadow of Plato’s view of the body and soul. The flesh pursues the desire and drags the supremely pure soul. The soul is obstructed by the body at the moment of embracing the rationality and freedom. Human animal instinct works through free will, not the other way around: “The nature of rationality animals is this: some of the things that happen to us humans come from the outside, they touch our feelings, stimulate or motivate us to move toward benefits, or vice versa.”

From their external sources, the forces that prevent them from affecting are not within us. However, deciding and agreeing that we should take advantage of these things is the responsibility of our internal rationality, which is our judgment.^[1] Therefore, the author believes that rationality is then free, only morally noble people can enjoy freedom, and those with rationality can have freedom. Freedom is not subject to any external factors that are constrained by its own factors. It should be a natural obedience to nature. Living according to nature, freedom is not only freedom in the sense of behavior, but also freedom in the psychological level. Good and evil are only free choices of the will. It is our own choice to yield or resist the adverse effects from the outside. Only in this way can God justly judge him according to his choice. According to this statement, the destiny of man depends on his own will and is not in God’s prior arrangement. Later theologians used the grace of God to supplement and limit the freedom of the will of the people and to develop the orthodox “freedom of will”.^[3,4] The author agrees with this statement. People use rationality to choose their own life, no matter how good or bad, they have made a free choice. From the perspective of ontology, freedom exists in essence and is not affected by any external factors. In this way, freedom is not subject to any restrictions, and seems to be contrary to the pursuit of rationality. However, the author now defends the idea that “rationality and freedom are not contradictory, only

morally noble people can enjoy freedom, and those with rationality can have freedom”. More support for this view comes from Kant. Kant said that “freedom is the vault of all morality”, “human self-conscious ethical behavior makes people become the subject of freedom”, “freedom is the first condition of moral behavior”; Only a free person can take the initiative to do good, not passively doing good; conscious and autonomous behavior has moral value and high moral value; “What is forced to do is neither good nor evil.” Therefore, rationality and freedom are not contradictory. Only morally noble people can enjoy freedom, and those with rationality can have freedom. Just as the same, choose the possibility of openness, and before you finally decide what your choice is, everything is free and without any restrictions, but what is done compared to what you want to do, if you want to do nothing, you really control what you don’t do, and that is true freedom, so in this sense, the voice following the rationality becomes a self-conscious thing, has no contradiction with the enjoyment of freedom, and has moral value.

When Origen wrote about the work of Christ, Christians were divided into two categories: one was a Christian with pure faith, and for this group of people, Christ appeared as a man of God and a doctor; the other is a Christian with advanced knowledge and Christ is the principle of their master and God. This group of people is also known as the Christian wise. They do not need Christ as their doctor, they merely need Christianity to guide them to deeper mysteries.^[5,6] After all, it is the embodiment of truth. In God, there is the principle of all things. The soul can only know the truth if it is separated from the senses, and can only know the truth, and knowing the truth is to know God. Origen said: “Where you reach the situation where you don’t need the Son as their doctor, shepherd, and redeemer, and as long as the Son is blessed as their wisdom and reason.” Therefore, the highest work of Christ is that it has the teachings of God’s mystery. In this work, Logos uses the human Jesus as his vessel.^[6] Jesus is transformed into a transcendental being, possessing rationality, possessing truth, and being selfless and kind to share with those Christians with advanced knowledge. Adopt the teachings of the Bible to kill and suffer Christ. Christians who need Christ to give their lives are simply Christians. The purpose of saving Christ from the devil is the purpose of Christ’s death. What is the element of atonement? Because of crime, the human soul is controlled by the devil. Therefore, his soul was killed by Jesus, to make a ransom, to redeem people from the devil. But the devil does not know that it can’t resist innocent people. He was deceived by Jiang to accept the ransom price. Because the devil did not touch the touchstone, he did not know that he could

not keep the ransom paid by Jesus. The Lord Jesus said, "No one has taken my life, it is my own. I have the power to take it, and I have the right to take it back. This is the command I received from the Father." However, because of the price Jesus paid this time, the soul of man can be separated from the power of the devil and the evil spirits.^[6]

The reason why the human soul is ruled by the devil is because there is no result of a rationality decision, and no rationality makes a decision freely, leading to such a tragedy. Although people should be free to form opinions and express their opinions without reservations, they cannot be hindered by others. This is the boundary that individual freedom must be bound. It is not necessary that the process of redemption above causes the obstruction of the Lord Jesus. In the book "On Liberty", John Mill said, "When an individual's behavior does not interfere with the interests of others, there is no need for the individual to assume social responsibility. But at the same time, society can take proper steps on individual actions." In the author's opinion, people always feel that their freedom is bound, but the biggest factor limiting freedom is everyone. Most of the time, people are free, but behind every freedom that lacks rationality, there is a bit of punishment that makes people discouraged. Over time, people feel that they are not free, and feel that they are bound to themselves, but in fact, the fear of free choice of punishment without rationality is bound to you. Therefore, it is necessary to make self-consciously and consciously and rationally use rationality, so that it is free to choose. Christ is attached to the human soul, and the soul connects the body of Jesus and Logos. The soul did not participate in the pre-historic fall; the soul is a pure spirit, the suffering of the soul and the body of the affiliation, not the suffering of logos and Jesus. Jesus and Logos cannot suffer. Jesus has an influence from the domination of logos, and this influence of logos can make Christ's humanity more deified. But at the same time, it is clear that following rationality does not mean that the rationality here can be abused. Such rationality is not considered a rationality if it is illegally interfered with the legal freedom of the individual. For example, if the police can prevent crime from being the best before it is sent, but it is a problem to prevent crimes or accidents from infringing the degree of freedom and to be legal, and this preventive function is far more prone to abuse than punitive function and thus hurts freedom. For another example, a person cannot harm the same kind, but when he is subjected to an improper attack, he can indeed protect himself by means of proper defense to ensure the individual's legal freedom. The above explanation of rationality shows that rationality and freedom are not contradictory. On the other hand, when it

comes to the possibility of human freedom, the author's opinion is the same as what I have argued. Rationality and freedom are not contradictory. Only morally noble people can enjoy freedom, and those with rationality can have freedom. A person can only learn how to abandon his own desires and fears, do something against his will, and want to get something and what he wants to avoid is in his own control. He is a free person. Freedom and happiness, noble, independent, temperate and kind-hearted, in other words, only morally noble people can enjoy freedom. For example, Kant said that "self-discipline is freedom" and a person with self-conscious ethical behavior can correctly face rationality.

Augustine believes that free will can be divided into two levels, one is the free will be given by God, and the other is the determination of human freedom.^[7] With God's never creation, the rationality of cognition and the free will to do good are God's gift to mankind. Augustine's "Freedom Decision" analyzes that God gives people free will for people to live properly. If there is no free will, then people must not live normally. Free will is a sacred gift. In other words, the basis of the will comes from God. Therefore, when Adam violates the purpose of God's creation and grace, violates the greatest good, and tends to lower-level good times, man will sin. God's grace is good in himself, and at first sin comes from the free decision of the will. Augustine defended this as the good being of God. In this sense, the (will) free decision is not only the source of sin, but also the basis for God to punish sin.^[7]

But the author still believes that people have the ability to reasonably use their rationality to choose from, no matter good or evil, people have such rights. Fundamentally, Augustine's freedom is the law of the will, so his decision-making freedom is ultimately subject to the freedom of grace. Only in this way can the good will be fulfilled and the obedience to God. However, Kant's explanation of the fundamental evil of human nature states that the free will doctrine pays more attention to reforming evil and being good, and achieving good will. The key to moral legislation is self-discipline. But in the Christian perspective, free will is judged by rationality to be free to do good, however, according to Plato, in the case of rationality judgment and knowing good and evil, people will not choose the evil side, only the good side, because evil will lead to self-destruction. Not only that, but if rationality can make the will be free, then people can realize their own salvation by the will of freedom and goodness, and God's grace is purely redundant. Conversely, if everything comes from the hand of God, and only through the grace of God can the salvation of man be achieved, then the free will is nothing but the burden of salvation. Origen

believes that the free will of man comes from the creation of God and is the key to human beings.^[5] The reason why people choose to go down and deviate from the Word of God is not because some pagans insist that human nature will have territorial and spiritual points. It is because of the laziness of man, the laziness of man makes people often forget the commandments of God, and habits to judge and choose from the self, and freely choose to do evil, and thus fall into sin. Even if people are deeply guilty of sin, as long as they are willing to listen, they can recognize the Word of God in a chaotic and complicated situation. This is the side of free will and goodness. Origen's recognition of the free will to goodness fully affirms the existence of free will, which no one could have at the time.^[7] According to Greek philosophy, the reason why the will is free is that it can obey its own nature and satisfy its own sexual requirements. The Christian will is the creation of God, and it is good, so only the will to be good has true freedom; however, the first point in the free will that Origen elucidates is the ability to freely choose good and evil. How can the two be compatible? With careful consideration of this issue, Augustine finally went completely to the grace of God, thinking that only by the grace of God can the will be free to choose goodness, and this is the true free will. Nevertheless, Augustine's treatment can't easily escape the possibility of being suspected of God's presupposition. However, his philosophical thinking about Origen's free will doctrine and its advancement have had a profound impact on later generations.^[7] Therefore, it is necessary to make self-consciously and consciously and rationally use rationality, so that it is free to choose. That is, I am defending, rationality and freedom are not contradictory, only morally noble people can enjoy freedom, and people with rationality can have freedom. In addition, in the book "Oration on the Dignity of Man" by Pico, through the mouth of God, he wrote a hymn for humanity and freedom. He said to Adam, "We have not given you a fixed position or exclusive form, nor have you given your unique endowment. In this way, any seat, form, and endowment you choose, you own and master according to your own desires and judgments."^[8] The freedom of other creations is owned and mastered according to your own desires and judgments. Once the nature of other creations is prescribed, they are all bound by our laws. But you are

not bound by any restrictions, you can decide your nature according to your free choice, we have placed you in the center of the world, where you are more likely to stare into the world. We are neither heaven nor earth, neither mortal nor immortal; in this way, you are your own distinguished and free-formed person who can shape yourself into any form you prefer. You can be reduced to a lower beast, and you can decide according to your soul and regenerate in the higher level of the sacred.^[8]

3. Conclusion

As can be seen from the above text, freedom is a gift from God to man, the highest value of man, the power to choose and create his own position. This kind of power is self-conscious and unrestricted at the same time. Those who can control will be born again at a higher level of sacredness, living in accordance with the nature of nature, "follow one's heart's desire without overstepping the line" That is, I am defending, rationality and freedom are not contradictory, only morally noble people can enjoy freedom, and people with rationality can have freedom.

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REVIEW

Research on the Function of Music in College Education

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ABSTRACT

College students are the hope of national development and future. College education is an important position for college students to grow and grow up. Music is an indispensable artistic existence in College education. The cultivation of college students has become a problem that colleges and universities must face. Their new characteristics and ideas have brought new challenges to the education of colleges and universities. As the most active and energetic college students of the new generation, their training is not only related to their all-round development, but also directly affects the international competitiveness and development strength of countries in the 21st century. Therefore, it is an urgent and necessary direction to explore the new work of higher education. And music plays an extremely important role in shaping the personality charm of modern college students and their growth and success.

1. Direction of Higher Education

College education is the main channel to cultivate college students' correct outlook on life, values and world outlook. It is also the main position to shape college students' healthy psychology and healthy personality. On the one hand, students expect to solve some puzzles and vague understanding in their growth through the training of teachers, and give them correct guidance; on the other hand, contemporary college students have unique values and behavior patterns, which also bring some new challenges to ideological education in Colleges and universities. On the way of growth, what kind of development strategies do college students need? How can higher education innovate with the times and make it more targeted and effective? It will be a new exploration of efficient education in the new era.

2. What is Music?

Music is the art of expressing human thoughts and feelings, and it is a natural expression of sound. Like related words, it enables human beings to express meanings among themselves; at the same time, through the mixed voice can also clarify their inner feelings. Music, like other arts, is a reaction of personal and social feelings. In different social groups, in view of their geographical and historical differences, music is the result of human perception of life and world outlook^[1].

3. The Impact of Music on College Students

3.1 The Impact of Music on Life

In every period of life, music will exist, especially in rest and good mood and bad mood, music has played a consid-

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erable role. It can be said that the impact of music on life cannot be ignored. Lyric and light music is very popular in life. It can give different people different feelings under any circumstances.

Lyric music can help students get physical and mental adjustment in a tense life. In the three moments of rest, good mood or bad mood, the number of people who do not listen to music is not very large, and the distribution of all kinds of music types is quite uniform except for “lyric/light music”, which shows that all kinds of music can give listeners the feeling they need. It can be said that music is full of music everywhere. To a certain extent, music can relieve the pressure of college students on study and life, and help to remove psychological barriers, so that listeners maintain an optimistic and upward mental state. In addition, music also enriches people’s enjoyment of hearing and improves the needs of spiritual life.

3.2 The Psychological Effect of Music

Music is an art that has no explanations or motives when it influences the listener’s thinking. Music, with its amazing influence, rescues college students from depression, loneliness, anxiety and many other mental distresses in their study, life and work. So at present, many institutions have been set up in some countries and universities in the world to assist in psychotherapy and physical therapy through this artistic form, to solve the psychological problems of college students through the soft melody of music, and to soothe their suffering and trauma. The use of music as a method of psychological comfort has been recorded since the time of Aristotle and Plato. Among many of Iran’s ancient music works, some focus on the spiritual impact of musical tunes.

4. The Role of Music in College Education

Music art is always centered on people’s emotions. It shows the value of life and the charm of human nature as a whole. It grasps people’s inner world as a whole. It has strong and profound influence on people and strong radiation. As early as two thousand years ago, Confucius, a Chinese thinker and educator, attached great importance to the study of “poetry” and “music”. He deeply realized the close relationship between artistic aesthetics and personality cultivation. In his opinion, music art is not only a form of singing praises and virtues for emperors, but also a form of expressing emotions and pursuing freedom and happiness for individuals. It is the only way to accomplish the final accomplishment of personality cultivation. Confucius’s so-called “thriving in poetry, standing in rites and making music”, “aspiring in Tao, according to morality, benevolence and entertainment”, all regard music aesthetic education as running through the whole process

of education, and higher than other education. That is to say, without music aesthetic education, education is incomplete, and personality spirit cannot enter a higher level. Excellent music works impress people with their noble sentiments, profound ideological connotations and emotions, and introduce reverie, so that people can enjoy spiritually in vivid and colorful cultural life and establish criteria to distinguish right from wrong, so as to shape healthy personality in subtle influence.

4.1 Music Can Cultivate College Students’ Correct Aesthetic Outlook

Aesthetic outlook is formed in people’s long-term practice of feeling, appreciating and creating beauty. It is closely related to people’s world outlook, outlook on life, values and moral outlook. People infected with good music can see the natural things reflected in the works of art very quickly. When they see the beautiful things, they will appreciate them and happily absorb them into their hearts as nourishment, thus making their personality noble and beautiful^[2]. Schiller once said: “The stage of morality can only be realized through the stage of aesthetics, and beauty is the only way to create a perfect personality.” Music provides college students with the best aesthetic practice opportunities. By contacting various types of music works, students cannot only feel the beauty of music language, improve aesthetic ability, but also help to establish a correct aesthetic view.

4.2 Music Can Cultivate College Students’ Good Mentality

Someone once said, “A positive attitude is more powerful than a hundred wisdoms”. Everyone’s potential is infinite, what kind of mentality, there will be what kind of life. Because fundamentally it is not money, power, or even knowledge and ability that determines the quality of our lives, but mindset! Psychology determines the state of mind. Keeping a good state of mind plays a decisive role in the healthy growth of College students. For example, by appreciating Beethoven’s “For Alice”, “Moonlight Sonata”, “Violin Sonata” “Spring”, Mozart’s “String Serenade”, Mendelsson’s “Midsummer Night’s Dream”, Schubert’s “Serenade” and so on, these peaceful and melodious music works can make students relieve their worries in joy, turn rage into tenderness, and achieve psychological balance. Such as Chopin’s Revolution, Beethoven’s Enthusiasm, Symphony of Destiny, Tchaikovsky’s 1812 Prelude and Concerto Little Heroes of the Grassland, etc. These works are conducive to cultivating college students’ confidence in facing difficulties and challenges, en-

couraging them never to bow to difficulties and setbacks, and maintaining a good mentality^[3].

4.3 Music Is Conducive to the Improvement of College Students' EQ

Music art is the art of emotion. Music education is a kind of "emotional education". It is particularly important for the cultivation, purification, enlightenment and cultivation of human emotion in modern society. As a kind of "emotional education", music education can play a positive role in the cultivation of EQ, which is attracting more and more people's attention. For example, maintaining good interpersonal relationships is an indispensable part of EQ. Music, as the common language of human beings, has its unique charm and characteristics, which can ease the contradictions between people. Through music, we can cultivate college students' tolerance spirit and open personality, learn how to get along with the people around us, and establish good interpersonal relationships. As confidence and will are also indispensable parts of EQ, no matter what we do, we need to build up our confidence and have firm will to succeed. By appreciating some uplifting works, such as Beethoven's Ninth Symphony, the exciting and heartbreaking melody can stimulate people's fighting spirit, enhance students' confidence and temper their will, which is conducive to further improving their EQ and laying the foundation for their success.

4.4 Music Can Cultivate College Students' Sense of Gratitude

At present, the ideological and moral cultivation of college students is generally positive and healthy development. Most students value the opportunity to go to college very much. They are grateful for the help given by others and the convenience provided by the outside world, and returns it with their own practical actions. However, due to the prevalence of social utilitarian concept, there are worrying negative phenomena in some college students: spiritual emptiness, lack of motivation, no progress, no achievement than consumption, no simplicity and generosity. Some college students are self-centered and take their parents' efforts and other people's help for granted. Ignoring the precious kinship, friendship, teachers and students, it shows a certain degree of spiritual vacuum. This kind of "ungratefulness" which deviates from the mainstream values is becoming an undercurrent on University campuses. It is in this way that the element of music can better cultivate students' sense of gratitude. For example, "give thanks", "grateful heart", "my future is not a dream", "come back again", "the love of the green

leaves to the root" and other songs can teach students to be grateful and grateful. As the song says: "Thanksgiving heart, thank you, accompany me all my life, let me have the courage to be myself; Thanksgiving heart, thank fate, flowers blossom and fall, I will cherish the same". Such songs are always bathed in the spring breeze of kindness. Therefore, through the baptism of music to cultivate college students' ability to feel life, but also can arouse emotional memory stored in the brain, mobilize rich emotions, establish students' sense of gratitude^[4].

4.5 Music Can Release the Emotions of College Students

The history of human development tells us that human beings are a kind of high-level emotional animals. Once people's emotions are produced, they always seek a way of expression, which is determined by the balance between people's physiological and psychological needs. To a certain extent, people's emotions need to be vented in order to maintain a positive attitude towards life, on the contrary, if a person's heart accumulates too much emotions cannot be vented, it will produce a variety of unhealthy psychology. The theory of "emotional catharsis" of art holds that human instinct and all kinds of desires and needs are often restricted by social morality and law, and their repressed psychological energy can be vented through the form of music and art; the unsatisfactory desires in real life can be satisfied and reposed in the artistic world, and the instinctive desires of human beings can be sublimated into societies, the civilized form allowed and acceptable by the club. This kind of emotion catharsis in artistic form restores and maintains people's mental health, purifies people's emotion and soul, and balances people's spirit, thus unifying human's animality and sociality, sensibility and rationality, and realizing the shaping of human nature. Because of the pressure from all sides, coupled with the immature thought and psychological immaturity, college students are apt to produce depressive state. Through music, their emotions can be vented, which is conducive to the shaping of their healthy personality.

4.6 Music Can Shape the Creativity and Creativity of College Students

Music is the art of emotion. It comes from the heart, so it can move the heart. Let students further experience the close relationship between music and human life, create opportunities for students to create music, cultivate their self-confidence, enjoy the joy of music, and stimulate students' interest in learning. In a relaxed music environment, students are encouraged to express themselves

confidently, express their unique opinions, dare to create and be willing to explore, and finally form a good creative personality to enhance students' creativity^[5].

5. The Value of Music to College Education

In addition to meeting the needs of college students in life, music can also achieve spiritual sublimation in psychology. The value of music in college education is to use music to achieve goals, including rebuilding, maintaining and promoting mental and physical health. Music counseling can design a music counseling plan according to the special circumstances of the individual, and use various music activities, such as singing, musical instrument playing, rhythm training, music games and music listening, to help students in need with the application of psychology. Since the beginning of human culture, music has been a unique tool. Modern music counseling research has further confirmed that music directly or indirectly affects people's mood, mind and body. Using music to develop language is a major goal of applying music to counseling. College students who have certain psychological problems need counseling on language and expression ability. Music counseling just reflects its value.

To sum up, music plays a vital role in shaping the healthy personality of college students in College education. College students are future leaders and builders. They will largely determine the future direction and development of the country. Their personality health will not only affect their learning and healthy success, but also

the whole country. Both are crucial. Therefore, colleges and universities should give music art enough space and status, combine music and education well, shape college students' healthy personality through its combination method, establish college students' correct outlook on life, values, world outlook, and cultivate their growth and success. Music is an extremely important method of education, and it is also a brand-new exploration in education in today's colleges and universities.

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Review of Educational Theory

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All articles that are submitted should attach a cover letter as a separate file. Authors should note that the cover letter is an important document that would provide all the information about the novelty and importance of your findings. It also functions as a proof that the author has approved the submission of the article and that it has not been submitted to more than one journal simultaneously.

Please find the information below for the declarations section (to be included in the manuscript or cover letter).

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).

Trial registration: Name of trial registry (Trial Registration Number)

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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Ethics information, including IACUC permit numbers and/or IRB name, if applicable. This information should be included in a sub-heading labeled "Ethics Statement" in the "Methods" section of your manuscript file, in as much detail as possible.

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