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# Analysis of English for Specific Purposes Based on College English Teaching Model

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## Abstract

With the continuous strengthening of global integration, English teaching in higher education is undergoing a transformation, shifting from traditional widely used English to English with a focus on specific purposes. The English for Specific Purposes (ESP) teaching method is centered around meeting the specific needs of students and helps improve their ability to communicate and practice in English within their professional field. This article first explores the current development status and existing problems of the ESP teaching model in college English education, and then deeply analyzes its important role in improving students' comprehensive quality, promoting interdisciplinary learning, and meeting the diverse needs of society. Lastly, a series of specific strategies have been proposed to address the challenges faced by current ESP teaching, in order to provide references for promoting the improvement and development of ESP teaching models in universities.

## Keywords

English for Specific Purposes  
College English  
Teaching mode  
Strategy

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## 1. Introduction

In the wave of global integration, as international interactions continue to increase, the role of English as a link connecting various parts of the world has become increasingly crucial. As a cradle for cultivating

outstanding talents, higher education should also keep pace with the times in its English teaching strategies to meet the needs of social progress. English for Specific Purposes (ESP) is becoming a key trend in the reform of college English teaching due to its high targeting

and practicality. However, in the actual operation process, professional English teaching also faces many challenges and problems, which require us to conduct in-depth exploration and analysis.

## **2. The current situation and problems of ESP based on college English teaching models**

The introduction of ESP teaching mode in current English teaching in universities has encountered many difficulties. In terms of curriculum design, the lack of systematicity and completeness is particularly prominent. Many universities do not establish a unified and scientific teaching outline when offering ESP courses, and the selection and use of textbooks appear scattered and arbitrary. This often leads to teaching content that cannot fully cover the professional development needs of students, and it is also difficult to form an effective knowledge system construction. On the other hand, the lack of professional competence and interdisciplinary ability among the teaching staff has also become a bottleneck restricting the development of ESP teaching. Due to the requirement of ESP teaching, teachers should not only possess a solid foundation in English but also need to understand the professional background of students, which puts higher demands on teachers. However, at present, there is still insufficient teacher training and professional training specifically for ESP teaching, and teachers often find it difficult to effectively integrate English teaching with professional knowledge during the teaching process. In addition, the ESP teaching model is also constrained by resources and evaluation systems. For example, some universities lack the necessary multimedia teaching facilities and rich professional materials when carrying out ESP teaching, which affects the diversity and richness of teaching. Furthermore, the imperfect evaluation system makes it difficult to quantify and evaluate the effectiveness of ESP learning for students, and cannot

form effective incentives and supervision for their learning.

Faced with these issues, universities need to improve and innovate from multiple levels. Firstly, a scientific and systematic ESP teaching outline should be developed, with matching textbook resources to ensure the coherence and practicality of teaching content. In addition, enhancing in-service education and professional growth for teachers and improving their skills in interdisciplinary teaching, is crucial for meeting the needs of ESP teaching. Universities should also attach importance to the innovation of teaching methods, such as using interactive teaching methods like case teaching and role-playing, to improve student participation and learning interest. At the same time, universities can explore cooperation with enterprises, providing students with internships and practical opportunities, so that they can apply the knowledge they have learned in a real work environment. In order to further enhance the effectiveness of ESP teaching, universities can establish interdisciplinary teaching teams, with experts from different fields participating in course design and teaching implementation, to ensure the depth and breadth of teaching content. In addition, universities can also use big data to analyze students' learning behavior, provide personalized learning suggestions and resources for students, and thus improve learning efficiency. Lastly, increasing investment to improve the teaching environment and establishing effective evaluation and incentive systems will help promote comprehensive progress in ESP teaching<sup>[1]</sup>.

## **3. The role of ESP teaching mode in college English teaching**

The role of ESP teaching mode in English teaching in universities is increasingly prominent. It not only helps students improve their English proficiency but also enables them to apply English skills to their

professional fields, achieving effective communication and exchange. By combining professional knowledge and language learning, students have significantly improved their overall quality. In the ESP teaching mode, students not only learn basic knowledge of English grammar, vocabulary, etc. but also have a deep understanding of professional terminology and expression methods. This method encourages students to combine their English knowledge with professional skills, thereby enhancing their ability to use English in specific professional fields. Meanwhile, the ESP teaching model also emphasizes the cultivation of critical thinking, encouraging students to engage in independent thinking and innovation within their professional fields, which helps them develop problem-solving and critical analysis skills. In addition, ESP teaching also focuses on cultivating students' cross-cultural communication skills, enabling them to more effectively integrate into a globalized workplace. In the context of globalization, the ESP teaching model should also focus on cultivating students' international perspectives, enhancing their understanding and respect for multiculturalism by comparing professional knowledge and practices from different cultural backgrounds. In addition, the ESP teaching model promotes interdisciplinary learning. During the process of learning English, students not only broaden their professional horizons but also achieve an organic combination of language learning and professional knowledge. By delving into English knowledge in different fields, students can gain a deeper understanding and mastery of their professional courses, thereby enhancing their overall literacy and market competitiveness. Interdisciplinary learning also means that students can discover connections and differences in various disciplinary fields, which is particularly important in today's ever-changing work environment. Lastly, the ESP teaching model meets the diverse needs of society<sup>[2]</sup>. With the increasing frequency of international exchanges, the demand for high-quality talents with international competitiveness

is also increasing. ESP teaching provides strong support for cultivating such talents. By studying ESP courses, students can better adapt to an international work environment and enhance their international competitiveness. The implementation of the ESP teaching model also reflects the response of education to adapting to social changes, constantly adjusting teaching content and methods to meet the constantly changing market demands and career requirements.

## **4. The application strategy of ESP teaching mode in college English teaching**

### **4.1. Improving the ESP curriculum system**

In the process of improving the ESP curriculum system, it is first necessary to establish clear teaching objectives, which should be closely related to the professional needs and future career development of students. For example, for medical students, ESP courses should focus on teaching medical terminology and doctor-patient communication skills. The course content should be based on actual work scenarios, with a focus on case teaching, allowing students to learn and use professional English in simulated medical environments. To ensure the systematic and coherent nature of ESP courses, a graded curriculum system can be developed to gradually enhance students' language proficiency and professional knowledge from basic to advanced levels. For example, basic courses can focus on the accumulation of professional vocabulary and the construction of basic sentence structures, intermediate courses can incorporate more professional literature reading and writing training, and advanced courses can simulate the preparation of international conferences and professional presentations. In addition, the selection and writing of textbooks are also vital. We should select or write textbooks that are closely related to the student's professional background while paying attention to updating the textbooks to reflect the

latest industry trends and technological developments. For example, ESP textbooks for computer science majors can include English descriptions of the latest programming languages and software development processes<sup>[3]</sup>. During the implementation process, we can collaborate with experts in the professional field to regularly evaluate and update the course content, ensuring the forefront and practicality of the teaching content. For example, collaborating with hospitals to involve doctors in the development of medical ESP course materials and the improvement of teaching methods, in order to enhance the practicality and relevance of the course.

#### **4.2. Strengthening the construction of the teaching staff**

The key to strengthening the construction of the ESP teacher team lies in selecting and cultivating teachers with profound professional backgrounds and solid English skills. This process should start from the initial selection of teachers, focusing on their dual advantages of professional qualifications and language skills. For example, in the selection of medical English teachers, in addition to assessing their English language proficiency, the depth and breadth of their medical knowledge as well as their ability to combine medical knowledge with English teaching should also be evaluated<sup>[4]</sup>. In terms of improving the professional competence of teachers, regular professional training and academic exchange activities can be organized to help teachers continuously update their knowledge systems and master cutting-edge teaching methods. For example, cooperation with internationally renowned medical research institutions can provide teachers with the opportunity to participate in international seminars, allowing them to directly communicate with experts in the field, and obtain the latest medical research results and teaching concepts. In addition, the cultivation of interdisciplinary teaching abilities is also an important component of teacher team construction. Encouraging teachers to participate in teaching activities across

different disciplines can enhance their teaching adaptability and innovation. For example, ESP teachers majoring in computer science can learn how to adjust teaching methods in different academic backgrounds to meet the needs of various student groups by participating in teaching projects in Business English or Legal English. In order to support the professional development of teachers, special funds such as the Teacher Professional Development Fund can be established to provide financial support for teachers to participate in domestic and international academic conferences, short-term visits, or further education. This can not only promote the personal career growth of teachers but also bring new teaching ideas and academic resources to schools. Lastly, it is important to establish a comprehensive teacher evaluation system, collect opinions and suggestions from students and colleagues through periodic education quality reviews and peer evaluations, and provide opportunities for teachers to continuously improve their teaching. For example, an online teaching feedback system can be developed to enable students and peers to easily submit evaluations of the teacher's teaching performance, ensuring that the teacher can timely understand their teaching effectiveness and make corresponding adjustments. Through these meticulous measures, the professionalism of the ESP teacher team and the continuous improvement of teaching quality can be ensured<sup>[5]</sup>.

#### **4.3. Enriching teaching resources**

In the field of English teaching in higher education, expanding the teaching materials of ESP is the core method to improve teaching effectiveness. The first step is to form a curriculum development team that covers multiple disciplines, consisting of language education experts, professional domain experts, and experienced teachers, to jointly develop textbooks that meet the needs of students. For example, for engineering students, an ESP textbook that includes reading engineering drawings, writing technical

reports, and other content can be developed. In addition to traditional paper textbooks, multimedia teaching resources can also be created in various forms such as videos, audio, and animations, which can enhance student participation and the attractiveness of teaching. For example, a series of simulation videos about business negotiations can be created, allowing students to learn relevant business English expressions while watching. The development of online courses is also an important way to enrich teaching resources. Online platforms such as MOOCs (Massive Open Online Courses) can be utilized to provide a range of ESP online courses, allowing students to learn according to their own time and learning progress <sup>[6]</sup>. For example, an online English course for the legal profession can be offered, covering professional content such as legal document writing and court debates. In addition, a teaching resource library can be established to collect and organize various teaching aids, such as vocabulary lists, grammar exercises, professional literature, etc., for teachers and students to use. For instance, an online database containing medical terminology, case analysis, and other resources can be provided for medical students. During the implementation process, teachers and students can regularly provide feedback on the use of teaching resources, in order to continuously optimize and update the resource library. For example, collecting students' opinions and suggestions on textbooks and online courses through online survey questionnaires, and adjusting the content and form of teaching resources promptly.

#### **4.4. Optimizing teaching methods**

In English teaching in universities, improving teaching strategies plays a decisive role in enhancing the effectiveness of ESP teaching. Firstly, the case teaching method can be used to introduce real-life professional scenarios into the classroom, allowing students to learn and apply professional English during the process of analyzing and discussing cases. For example, students can analyze a real business case and discuss how

to write a business plan in English. Project-based learning is also a highly effective teaching method, which encourages students to learn and apply English during the process of completing a specific project. For example, students can participate in market research projects in small groups, from data collection and analysis to report writing, and throughout the entire process, communication and presentation can be conducted entirely in English <sup>[7]</sup>. In addition, role-playing and simulation practice are also effective strategies to enhance students' learning enthusiasm. For example, it is possible to simulate an international conference scene and have students play different roles, such as spokesperson, host, translator, etc. Through role-playing, they can learn relevant English expression and communication skills. During the implementation process, teachers can continuously adjust and optimize teaching methods based on student feedback and learning outcomes. For instance, by observing students' performance in project-based learning and understanding their difficulties and needs in using English for professional communication, teaching methods can be adjusted based on their performance and feedback, providing more personalized guidance. Meanwhile, modern technological tools such as online discussion forums and learning management systems can be utilized to support diverse teaching methods. For example, online discussion platforms can be used to allow students to continue discussing classroom cases after class or to collaborate and communicate in project-based learning. In short, optimizing teaching methods requires teachers to constantly innovate and adopt diverse teaching methods, and improve the effectiveness and attractiveness of ESP teaching <sup>[8]</sup>.

#### **4.5. Establishing a scientific evaluation system**

The key to establishing a competency-oriented scientific evaluation system is to establish clear and explicit evaluation objectives, ensuring that the evaluation accurately reflects students' ability to use

English in specific contexts. For example, in the field of tourism management, the construction of an evaluation system should pay special attention to students' ability to use English in actual tourism service scenarios, which includes not only language accuracy but also fluency and adaptability in communication. In the implementation process, the design of evaluation tools and methods should be diverse and targeted to adapt to students at different learning stages and skill levels. For example, a comprehensive evaluation system can be developed, including impromptu speeches for oral expression, on-site creative writing tasks, etc. These tools and methods can comprehensively test students' language proficiency. In addition, the design of the evaluation system should also consider the immediacy and continuity of evaluation. The combination of formative evaluation and summative evaluation can provide students with continuous learning motivation and timely feedback <sup>[9]</sup>. For example, by observing and recording students' language use in the classroom, and tracking their progress trajectory through homework feedback, teachers can have a deeper understanding of their learning situation and provide targeted guidance. In order to further improve the efficiency and accuracy of evaluation, modern technological means can be fully utilized, such as developing an online evaluation platform, achieving automated grammar detection and word suggestions, reducing the workload of teachers, and providing immediate feedback to students. For example, natural language processing technology can be used to develop intelligent writing assessment tools to help students discover and correct errors promptly during the writing process. The establishment and improvement of an evaluation system is a dynamic process that requires continuous adjustment based on feedback from students, teachers, and industry experts. For example, regularly organizing evaluation system review meetings, inviting enterprise representatives, industry experts, and student representatives to participate together, ensuring that the evaluation system is synchronized with industry development and meets

the actual needs of the workplace.

#### **4.6. Strengthening school-enterprise cooperation**

Strengthening school-enterprise cooperation is an effective strategy to enhance the practicality and professional relevance of ESP courses. By establishing a school-enterprise cooperation committee, the school can establish closer connections with enterprises and jointly participate in curriculum design and teaching plan formulation. For example, business representatives can participate in updating course content and innovating teaching methods to ensure that what students learn is closely aligned with the actual needs of the enterprise. During the implementation process, both schools and enterprises can jointly develop practical projects with industry characteristics, such as the English customer service training project in cooperation with international hotels <sup>[10]</sup>. Such projects not only provide a realistic work environment but also enable students to learn and apply professional English in practice, enhancing their professional skills. For example, students can receive foreign tourists at the hotel front desk and handle reservations and complaints, and these practical experiences are crucial for their career development. The introduction of corporate mentors is also an important component of school-enterprise cooperation. Enterprise experts, as guest lecturers or mentors, can provide students with valuable industry knowledge and career guidance. For example, a human resources manager from a multinational company can share how to effectively showcase their professional skills and communication skills in English interviews, helping students stand out in the job search process. In addition, establishing internship and employment channels is another important achievement of school-enterprise cooperation. Through the internship program established in collaboration with enterprises, students can engage in several weeks of internship in the enterprise, experience the actual workflow firsthand, and apply the knowledge they have

learned to practical work. This practical experience plays an irreplaceable role in helping students understand theoretical knowledge and improve their professional skills. In order to ensure long-term and in-depth cooperation between schools and enterprises, regular school-enterprise cooperation forums can be held, inviting representatives from enterprises, education experts, and students to participate, discuss the progress and problems of cooperation, and jointly find solutions. This continuous communication and feedback mechanism helps to continuously optimize the cooperation mode and ensure that the cooperation results can meet the development needs of education and industry. Through these specific implementation steps, school-enterprise cooperation can provide abundant practical resources and career development opportunities for ESP courses, help students better prepare for their future careers, and also cultivate a group of potential professionals with professional English skills and practical work experience for enterprises<sup>[11]</sup>.

#### **4.7. Promoting ESP teaching philosophy**

Promoting the concept of ESP teaching is a systematic task that requires multiple perspectives to ensure that the concept is deeply rooted in people's hearts. Firstly, in addition to organizing a series of lectures and seminars, themed competitions and debate competitions can also be held to stimulate students' interest and enthusiasm for professional English. For example, a debate competition on the role of professional English in career development can be held, allowing students to deeply reflect and experience the value of ESP teaching during the preparation and participation process. In terms of campus media and social media promotion, the content and form of promotion can be further enriched. For example, a series of short videos can be created to showcase students' actual learning scenarios and achievements in ESP courses. Through vivid stories and cases, teachers and students can experience the practicality and fun of ESP teaching<sup>[12]</sup>.

In addition, campus broadcasting can also be used to regularly broadcast practical expressions and industry information in professional English, allowing students to continuously engage with and learn professional English in their daily lives. Holding an ESP teaching achievement exhibition is an important way to showcase students' practical application skills. The format and content of the exhibition can be further enriched. For example, in addition to simulating international trade negotiations, professional English speech competitions, career planning workshops, and other activities can be held to allow students to showcase their professional English skills in different scenarios. At the same time, industry experts and business representatives can be invited as judges to provide professional evaluations and feedback to students. Conducting teacher training programs is an effective means to enhance teachers' sense of identification with the ESP teaching philosophy. Further enriching the training content and format, for instance, senior teachers with rich ESP teaching experience can be invited to share their teaching experience and insights, so that other teachers can gain inspiration and reference from it. In addition, teachers can be organized to participate in actual enterprise projects, allowing them to understand industry needs in practice and improve the pertinence and effectiveness of teaching. Through these specific implementation steps, the ESP teaching philosophy can be comprehensively promoted, allowing teachers and students to fully recognize the importance of professional English education, and improving their sense of identification and participation in the ESP teaching model.

#### **4.8. Encouraging self-directed learning**

Motivating students to engage in self-directed learning not only requires providing necessary learning resources and guidance but also creating an encouraging learning atmosphere that allows students to appreciate the importance and joy of self-directed learning. For this purpose, a dedicated self-learning

space can be established, such as the self-learning area of the library or an online virtual learning community, to provide students with a quiet and focused learning atmosphere. In order to better integrate ESP content, universities can also develop a series of professional English reinforcement courses, which directly correspond to the professional needs of students, such as medical English, engineering English, or legal English<sup>[13]</sup>. Through these courses, students can not only learn professional terminology but also master practical application skills of English in their professional field. In the setting of self-directed learning spaces, in addition to providing basic English learning resources, ESP-related learning materials should also be specially added, such as English journals, technical documents, and industry reports in professional fields. These resources will help students understand and master the context and usage of professional English. When formulating personalized learning plans, teachers should consider the characteristics of ESP and provide students with English learning strategies and skills related to their profession. For example, for students majoring in computer science, teachers can recommend English writing methods for learning software engineering documents and how to use English for technical demonstrations. When using technical tools, attention should also be paid to the integration of ESP content. The learning management system and mobile applications can include professional English vocabulary exercises, industry scenario dialogue simulations, and online tutoring functions for professional English writing. Students are encouraged to showcase their learning achievements in the field of professional English, such as professional reports or case studies written in English, during self-directed learning sharing sessions. This can not only improve students' professional English expression skills but also enhance their confidence in applying English to practical work. Through these measures, ESP teaching will be more closely aligned with students' professional practice, helping them to deepen their

mastery of professional English knowledge through self-directed learning, and enhancing their professional competitiveness in the context of globalization<sup>[14]</sup>.

#### 4.9. Establishing a feedback mechanism

Establishing an effective feedback mechanism, especially in ESP teaching environments, requires special attention to the specific needs and challenges of students using English in their professional fields. Therefore, the design of feedback systems should focus more on evaluating students' abilities in the application of professional English, such as technical report writing, mastery of professional terminology, and industry communication skills. In the implementation process, a feedback section for simulating the use of professional English can be added, allowing students to use English in a simulated work environment and receive feedback from teachers and peers. For example, activities such as simulated court debates, medical case discussions, or business planning presentations can be organized to allow students to practice English in professional settings and collect feedback on their language use. In addition, technology platforms can be used to collect and analyze data on student interaction and performance in ESP courses, in order to more objectively evaluate their language skills. For example, tracking the number and quality of posts posted by students in online discussion forums through a learning management system and analyzing their participation and language accuracy in professional English discussions. In order to make feedback more accurate, industry experts can be invited to participate in the evaluation process, providing students with feedback based on actual work scenarios. This approach not only enhances the professionalism and applicability of feedback but also enables students to have a more intuitive understanding of the application of professional English in practical work<sup>[15]</sup>. When constructing a feedback system for ESP courses, teachers should pay special attention to using feedback to stimulate students' critical thinking and problem-

solving skills. For example, reflective questions can be designed to encourage students to not only describe the problems they encounter but also propose possible solutions in their feedback. In addition, to make the feedback mechanism more comprehensive, an evaluation of cross-cultural communication skills can be introduced. In the context of globalization, ESP teaching not only teaches professional English knowledge but also cultivates students' cross-cultural communication skills<sup>[16]</sup>. Therefore, feedback mechanisms can include an evaluation of these skills, such as the performance of students in communicating with people from different cultural backgrounds. Through these measures, the feedback mechanism of ESP teaching will be more comprehensive and in-depth. It can not only capture and solve the problems that students encounter in professional English learning but also continuously improve teaching strategies, enhance educational outcomes, and ultimately help students better adapt to the needs of the future workplace.

#### **4.10. Continuous tracking and evaluation**

Continuous tracking and evaluation are key to ensuring the effective implementation of the ESP teaching model. Firstly, it is necessary to develop a detailed evaluation plan, specifying the objectives, methods, timeline, and responsible persons for the evaluation. For example, three time points can be set at the beginning, middle, and end of each semester to monitor students' learning progress and teaching effectiveness through different evaluation tools<sup>[17]</sup>. During the implementation process, by using a teaching management system to collect and analyze student learning data, such as attendance records, homework submission status, and exam scores, teachers can better grasp students' learning progress. These data provide valuable information for teachers to adjust their teaching methods in a timely manner. For example, if it is found that students in a certain class have general difficulties in understanding a certain professional term, teachers can arrange additional tutoring time or provide supplementary materials. In

addition, the evaluation should also include an in-depth analysis of student learning outcomes, such as project reports, oral reports, etc. Through meticulous evaluation of student performance, teachers can understand their performance in practical applications and provide specific feedback. For example, a review team can be organized to rate and comment on student engineering project reports, pointing out strengths and areas for improvement. To ensure the continuity and effectiveness of the evaluation, it is necessary to establish a regular evaluation reporting mechanism<sup>[18]</sup>. For example, at the end of each semester, teachers need to submit a detailed teaching evaluation report, summarizing the teaching situation, student learning outcomes, and existing problems of the current semester, and proposing improvement plans for the next semester. Through these specific implementation steps, it can be ensured that the implementation effect of the ESP teaching mode is continuously tracked and evaluated, thereby continuously optimizing teaching strategies and methods and improving teaching quality.

#### **4.11. Utilizing technology to enhance ESP teaching interactivity**

With the rapid development of information technology, integrating digital tools into ESP teaching has become an important means to improve interactivity and learning efficiency. Through online collaboration platforms, students can collaborate with peers in a virtual environment to complete professional projects, while teachers can monitor team progress in real time and provide guidance. For example, using cloud document editing tools, students can jointly edit technical reports, which not only trains their writing skills but also strengthens their teamwork skills. In addition, virtual reality (VR) and augmented reality (AR) technologies provide an immersive learning experience for ESP teaching. In medical ESP courses, students can practice professional skills in a risk-free environment through VR simulation of surgical operations. This simulation training helps students

better understand complex concepts and improve the accuracy of operations <sup>[19]</sup>. To further enhance the learning experience, customized mobile applications can be developed to enable students to access learning materials and participate in discussions anytime, anywhere. These applications can include professional vocabulary databases, grammar exercises, and interactive language games to enhance students' learning motivation. In order to further enhance the interactivity of ESP teaching and fully utilize technological means, teachers can explore methods that closely integrate cutting-edge information technology with teaching content. For example, by integrating intelligent teaching software, teachers can create interactive courses that can adaptively adjust difficulty and focus based on students' learning behavior and progress. In addition, by establishing online learning communities and forums, students can discuss and exchange ideas on specific topics at any time and anywhere. The establishment of this community promotes collaborative learning among students, enabling them to share knowledge, resources, and experiences. Teachers can also provide timely feedback and guidance through these platforms, enhancing interactivity in the learning process. In course design, multimedia and interactive elements such as videos, podcasts, and interactive timelines can also be introduced, which can help students understand complex concepts and processes more intuitively. Through these measures, the ESP teaching model will become more vivid, efficient, and able to meet the needs of 21st-century learners. The interaction between teachers, students, and teaching techniques will become closer and more effective <sup>[20]</sup>.

#### **4.12. Promoting cultural sensitivity and ethical considerations in ESP teaching**

In the wave of globalization, the ESP teaching model not only carries the teaching of language skills but should also be deeply rooted in the cultivation of cultural sensitivity and ethical considerations.

Exploring how to integrate cross-cultural awareness and professional ethics education in ESP teaching, and shaping professional talents with a global perspective and sense of responsibility, is essential. Firstly, universities should incorporate cultural differences and ethical issues into the core content of ESP courses. Through carefully designed courses and discussion sessions, students will learn how to effectively communicate in a multicultural environment and understand values and behavioral norms in different cultural backgrounds. Interactive teaching methods such as case studies, role-playing, and simulated cross-cultural negotiations will enable students to apply them in practice and cultivate a deep understanding and respect for cultural diversity. At the same time, teachers should actively expand their international perspective and design teaching activities that include multicultural elements. Inviting industry experts from around the world as guest lecturers to share their experiences and insights, or organizing students to participate in international academic conferences and seminars, can enhance their cross-cultural communication skills and global competitiveness. In addition, the cultivation of professional ethics and a sense of responsibility should be particularly emphasized in ESP teaching. By delving into ethical dilemmas and challenges within the professional field, students are guided to think about how to uphold integrity, fairness, and professionalism in their careers. This type of education is not only related to shaping personal characters but also a manifestation of social responsibility. Furthermore, universities should encourage students to participate in community services, international volunteer projects, and cross-cultural internship opportunities, closely integrating ESP teaching with social practice. These activities will help students apply language skills to the real world while enhancing their understanding of global issues and social differences, and cultivating their sense of social responsibility and leadership. Lastly, a feedback and evaluation mechanism is established to monitor and enhance the implementation effectiveness of

cultural sensitivity and ethical considerations in ESP teaching. Through regular teacher training, student feedback, and course evaluation, we continuously optimize teaching methods and content to ensure that ESP teaching is up-to-date and meets the needs of a globalized society. Through these comprehensive measures, the ESP teaching model can be effectively promoted to a deeper level of cultural and ethical education, providing students with a comprehensive, in-depth, and inspiring learning environment, helping them become outstanding individuals with professional skills, cultural intelligence, and moral responsibility on the global stage.

## 5. Conclusion

In the field of higher education, the promotion of the ESP model is a necessary path to adapt to the current social development trend. The implementation of this model not only requires detailed planning and adjustment of curriculum settings but also continuous

professional training for the teacher team to ensure teaching quality. Meanwhile, the diversification of teaching resources and innovation in teaching methods are also key factors driving the development of ESP models. With the continuous deepening of education reform and the accelerating process of globalization, the ESP model is expected to play a more vital role in future English teaching. The in-depth application of this model will help cultivate more high-quality talents with international perspectives and the ability to engage in cross-cultural exchanges. In the process of implementing the ESP model, universities need to constantly explore and practice to ensure that teaching content and methods can keep up with the pace of the times. In short, the promotion and application of the ESP model is an important component of the reform of English teaching in higher education. Through continuous efforts and innovation, we have reason to believe that the ESP model will make an important contribution to cultivating globally competitive talents.

## Disclosure statement

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# Research on the Application of BOPPPS Teaching Model in Physical Education Teaching in Universities

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## Abstract

The BOPPPS teaching model includes six stages: Bridge-in, Objectives or outcomes, Pre-assessment, Participation, Post-assessment, and Summary. In college physical education teaching, the bridge-in stage focuses on linking new knowledge to known knowledge; the objective stage clarifies learning objectives; the pre-assessment stage evaluates student knowledge levels; the participation stage adopts interactive teaching methods; the post-assessment stage provides feedback and improvement suggestions; and the summary part recaps key points and provide lessons to take away.

## Keywords

BOPPPS teaching model  
Teaching mode  
Universities  
Physical education  
Teaching application

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## 1. Introduction

The BOPPPS teaching model is an acronym for bridge-in, objectives, pre-assessment, participation, post-assessment, and summary, representing a comprehensive teaching framework aimed at improving teaching efficiency in universities. In this model, the first stage establishes a connection between prior knowledge and new concepts, promoting a seamless transition to the learning process. The focus of the second stage is to set clear and achievable learning objectives that are consistent with the specific content

of physical education teaching in universities. The pre-assessment stage estimates and measures the existing knowledge of students, enabling teachers to customize their methods according to individual needs. The participation stage emphasizes interactive teaching methods and collaborative learning, promoting active participation. Lastly, the post-assessment stage evaluates students' understanding ability and provides timely feedback for continuous improvement. Therefore, the BOPPPS teaching model has become a strategic and dynamic approach, catering to different

learning styles and ensuring a comprehensive educational experience in the field of physical education teaching in universities <sup>[1]</sup>.

## **2. Analysis of BOPPPS teaching mode**

### **2.1. Basic framework of BOPPPS mode**

#### **2.1.1. Bridge-in**

The basic elements of the BOPPPS teaching model lie in its basic framework, starting from the crucial first stage—bridge in. This initial stage serves as an educational portal, promoting a seamless transition from existing knowledge to new concepts. In this stage, teachers strategically establish a connection between students' previous understanding and upcoming materials, creating a conceptual bridge. This not only attracts the attention of learners but also sets the tone for an immersive and effective learning experience. Through carefully designed introductions, the bridge-in stage of the BOPPPS model lays the foundation for increasing engagement, ensuring that students are fully prepared for the subsequent stages of in-depth research in the teaching process.

#### **2.1.2. Objectives**

The second key stage of the BOPPPS teaching model is the objective stage, which plays a core role in shaping the learning trajectory. At this stage, teachers will carefully define and clarify learning objectives to guide the entire educational process. These goals are like lighthouses, providing students with a focused direction and a tangible endpoint for learning. The target stage is closely related to the content of the physical education curriculum, ensuring that educational goals are specific, measurable, and achievable. By setting transparent goals, educators enable students to understand their learning objectives and expected outcomes <sup>[2,3]</sup>.

#### **2.1.3. Pre-assessment**

The pre-assessment stage is the third key component of the BOPPPS teaching model, which is a diagnostic

tool used to measure students' existing knowledge levels before delving deeper into the core content. At this stage, teachers systematically evaluate individuals' basic understanding, enabling them to adjust teaching methods to meet different learning needs <sup>[4]</sup>. This diagnostic process includes exploring the student's prior knowledge and identifying gaps and strengths. By gaining a deeper understanding of each learner's starting point, educators can strategically design personalized curriculum plans to ensure that teaching content is consistent with the diverse backgrounds and abilities of students.

#### **2.1.4. Participation**

The participation stage is the fourth aspect of the BOPPPS teaching model and an indispensable part of cultivating a positive and engaging learning environment in physical education in universities. This stage goes beyond traditional teaching and encourages interactive teaching methods and collaborative learning experiences. Teachers adopt strategies to promote student participation, ensuring active participation and enhancing understanding. By adopting interactive technologies such as group discussions, practical exercises, and hands-on activities, educators create a vibrant atmosphere that caters to different learning styles. Emphasizing teamwork at this stage not only enhances understanding of the topic but also promotes basic skills such as communication and collaboration <sup>[5]</sup>.

#### **2.1.5. Post-assessment**

The post-assessment stage is the fifth and last pillar of BOPPPS teaching mode, which marks the climax of the college physical education learning process. This critical stage involves assessing the student's mastery of the subject matter during the teaching process. Through carefully designed assessments, teachers measure the effectiveness of teaching methods and the extent to which learning goals are achieved. The post-assessment phase provides valuable insights into individual and collective understanding, enabling educators to identify areas for improvement and refine future teaching strategies <sup>[6]</sup>. They then provide timely and constructive

feedback to students to promote continuous growth and reinforce key concepts.

#### **2.1.6. Summary**

The last stage of BOPPPS teaching mode—summary, summarizes the basic views and key points in the process of college physical education. This phase is a reflective synthesis that allows educators and students to re-examine and consolidate their understanding of the subject. Teachers can summarize key concepts, highlight achievements, and enhance the overall goal of the learning experience <sup>[7]</sup>.

### **2.2. Advantages and characteristics of BOPPPS mode**

#### **2.2.1. Promoting student participation and interaction**

One of the significant advantages of BOPPPS teaching model is that it can actively promote student participation and interaction. Through the design, the model gives priority to dynamic participation, which goes beyond traditional lecture-based teaching. In the participation phase, the combination of interactive teaching methods such as group discussions, practice exercises, and collaborative learning activities ensures that students are not passive recipients but active contributors to the learning experience. This emphasis on participation not only enhances understanding but also fosters critical thinking and communication skills. The BOPPPS model seeks to create an interactive learning environment that is consistent with modern teaching principles, recognizing that active participation is the foundation for effective acquisition and retention of knowledge in the context of college physical education <sup>[8]</sup>.

#### **2.2.2. Emphasizing the combination of practice and theory**

One of the inherent advantages of BOPPPS teaching mode is its deliberate emphasis on the seamless integration of

theory and practice. This strategic integration is particularly beneficial in the context of college physical education because theoretical knowledge must be translated into practical application <sup>[9]</sup>. The goal stage of the model is centered on goal setting to ensure that learning goals are not limited to theoretical understanding but extended to practical implementation. The anticipation and engagement phases further strengthen this integration by assessing theoretical knowledge and providing opportunities for practical application.

#### **2.2.3. Applicable to different disciplines and teaching scenarios**

The adaptability of the BOPPPS teaching mode is a key advantage, making it highly suitable for various disciplines and teaching scenarios, including the subtle areas of college physical education. Its flexible framework adapts to different themes and teaching environments. The versatility of the model is reflected in the manner in which it is customized at each stage (from bridge-in to post-assessment) to meet the unique requirements of different disciplines. Whether applied to theoretical subjects or practical skill development, the efficacy of the BOPPPS model is consistent. It can be seamlessly integrated with various teaching styles and adapted to different educational environments, highlighting its universal applicability <sup>[10]</sup>.

### **3. Application strategies of BOPPPS in physical education teaching in universities**

#### **3.1. Design and implementation of bridge-in stage**

##### **3.1.1. Establishing a pre-knowledge bridge-in**

The design and implementation of the bridge-in stage in the BOPPPS teaching mode is a key aspect in promoting effective learning of physical education in universities. The focus of this initial stage is to build a knowledge bridge that connects students' existing understanding with new concepts. Teachers adopt

various strategies to bridge the gap between prior knowledge and upcoming content. The purpose is to attract students' attention, create relevance, and lay the foundation for deeper exploration.

### **3.1.2. Stimulating student interest and participation**

This crucial step acknowledges that cultivating curiosity is the foundation for effective learning of physical education in universities <sup>[11]</sup>. Teachers use various strategies, such as interesting anecdotes, real-world applications, or multimedia elements, to attract students' attention and make the content relevant. By creating an engaging atmosphere during the introduction phase, educators lay the foundation for a positive and participatory learning experience.

## **3.2. Goal setting during the objective stage**

### **3.2.1. Determining clear learning objectives**

Clear learning objectives are crucial for guiding students to complete college physical education. This process involves defining specific, measurable, and achievable goals that are consistent with the curriculum. By establishing transparent goals, educators provide students with a roadmap to cultivate a focused and purposeful learning experience. These clear learning objectives can not only serve as benchmarks for evaluation but also help improve student motivation as they understand the purpose and direction of learning. When setting clear goals in the target stage, the BOPPPS model ensures a clear definition of the educational path, thereby improving teaching efficiency in the context of university sports <sup>[12]</sup>.

### **3.2.2. Integrated physical education teaching content**

In the objective stage of the BOPPPS teaching model, a key element is to consciously combine clear learning objectives with the specific content of physical education. This strategic integration ensures that the

goal is not an abstract concept, but directly related to the theme at hand. Educators combine goals with the unique challenges and requirements of physical education in universities, establishing a symbiotic relationship between overall learning objectives and curriculum practice.

## **3.3. Prior assessment during the pre-assessment stage**

### **3.3.1. Understanding students' existing knowledge**

The third component of the BOPPPS teaching model is the pre-assessment stage. This first step is crucial for teachers to master their basic understanding before delving into the content of university sports. Through methods such as testing, investigation, or diagnostic testing, educators systematically evaluate prior knowledge at different levels within a student population. This process can provide a detailed understanding of the strengths, weaknesses, and potential gaps in understanding. Through a comprehensive evaluation starting point, teachers can tailor teaching methods to ensure that the educational journey is appropriate and meets the diverse needs of learners in college physical education <sup>[13]</sup>.

### **3.3.2. Developing personalized teaching plans**

Teachers use the insights they gather to customize the content, meet individual needs, and optimize the learning experience of college physical education. This customization ensures that the material is neither too basic nor too advanced, creating an environment in which each student can effectively participate and understand the topic.

## **3.4. Participation in the participation stage**

### **3.4.1. Adopting the interactive teaching method**

Teachers actively attract students through group

discussion, simulation, and practice, and create a collaborative and participatory learning environment in college physical education. The emphasis on interactive approaches goes beyond the traditional lecture-based format and encourages students to actively contribute to the learning process. This not only enhances understanding but also fosters critical thinking and communication skills. By using these interactive techniques, the participation phase ensures that students are not passive recipients but active participants.

### **3.4.2. Encouraging students to work in teams**

The teacher encourages the student team cooperation purposefully and constructs a cooperative study environment in the university physical education class. This collaborative approach has not only improved social skills but has also fostered joint problem-solving and a deeper understanding of the subject. Through team-based activities, students learn to communicate effectively, leverage diverse perspectives, and collectively contribute to their education. The emphasis on teamwork is consistent with the broader goal of preparing students for real-world scenarios in which collaboration and effective social skills are essential <sup>[14]</sup>.

## **3.5. Follow-up assessment in the post-assessment stage**

### **3.5.1. Assessing the students' knowledge mastery**

Teachers use a variety of assessment tools to evaluate the understanding and application of the concept of college physical education. This assessment step ensures that learning goals are met and provides a measure of academic achievement. By examining students' mastery of knowledge, educators can gain valuable insights into the effectiveness of teaching strategies to achieve continuous improvement.

### **3.5.2. Providing timely feedback and suggestions for improvement**

The second key component in the post-assessment

phase of the BOPPPS teaching model is the provision of timely feedback and suggestions for improvement. Timely feedback can guide students to understand their advantages in college sports and the need for improvement. It creates opportunities for targeted reflection and helps to consolidate the development of knowledge and skills. In addition, feedback loops are an integral part of the continual improvement of teaching methods <sup>[15]</sup>.

## **3.6. Summary**

This process is a summarization section. The main purpose is to recap what was learned and provide lessons to take away. It includes both the teacher summary and the student summary. The teacher summarizes key points and offers teaching reflection. Students consolidate what they learned in class, understand what they need to keep practicing after class, and how to prepare for the next class. Importantly, the teacher comments on students' performance and helps them build confidence through practicing <sup>[16]</sup>. Students may also self-evaluate their own performance and try to fill the gap between their own status and the expected level at the end of the semester.

## **4. Conclusion**

The comprehensive application of the BOPPPS teaching model provides depth and breadth for physical education in universities. Through the six stages of bridging in, clarifying objectives, pre-assessing, promoting participation, post-assessing, and summarizing, educators can create a dynamic learning environment and cultivate students with comprehensive development. The advantage of this model lies in promoting interaction, integrating theory and practice, and providing a common framework for diversified disciplines and teaching scenarios.

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# Exploration of the Problems Existing in Junior High School Teaching Management under the Background of Quality Education

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## Abstract

With the development of society, people pay more and more attention to education, and the requirements of the country and society for talent are also gradually improved. The proposal of quality education makes the teaching management of junior high schools more scientific and standardized. Education is the foundation of national development, plays an important role in social development, and controls the reserve of national talent. After the implementation of the new curriculum reform in our country, the traditional “cramming” classroom has been reformed, and certain changes have been made in the education policy. Under the background of quality education, junior high school teachers need to change their teaching concepts and innovate teaching methods. This paper studies the teaching management of junior high schools in the context of quality education and comprehensively analyzes the problems exposed in the current teaching management of junior high schools, such as the backward management concept, the lack of humanization in the management of students, the prevalence of traditional education mode, the neglect of students’ life management in teaching management, the failure of teachers to play an exemplary role, the lack of training for students’ autonomy, and the unsound teaching management system. Taking Liangshan Yi Autonomous Prefecture of Sichuan Province as an example, this paper puts forward corresponding solutions to the current situation of junior high school teaching management, including changing traditional concepts and thinking patterns, improving communication and exchange between teachers and students, strengthening emotional interaction between teachers and students, improving the utilization of information science and technology, and optimizing the after-school homework mode, hoping to promote the better development of students under quality education and achieve the goal of quality education, as well as improve students’ comprehensive ability and promote their all-round development in modernization.

## Keywords

Quality education  
Junior high school  
Teaching management  
Comprehensive ability  
People-oriented  
After-school service

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## 1. Introduction

The importance of junior teaching management under the background of quality education is to reform and innovate traditional ideas, methods, and practical ways to adapt to the needs of social development. With the rapid economic growth in our country and the improvement of people's living standards, students are facing more and more temptations and challenges in the process of learning, and many people believe that the knowledge currently taught by school teachers does not meet their needs for ability development and self-realization. This requires us to innovate junior high school teaching management under the background of quality education to better adapt to social demands and play a more comprehensive role. In Sichuan's Liangshan Yi Autonomous Prefecture, the area's backward conditions have resulted in deficiencies in the local parents', teachers', and students' understanding of the significance of education for human growth and development. Many teachers are either village cadres or part-time substitutes, leading to a lack of professional teaching quality and reduced local educational standards. Additionally, inadequate education funding has led to irregular operations of school libraries and computer courses. These factors present significant challenges to teaching management in the Sichuan Yi region. Under the framework of quality education, research on junior high school teaching management primarily focuses on the Sichuan Yi region as a breakthrough point. This research takes a comprehensive and systematic perspective to detail the problems currently present in junior high school teaching management and proposes operational strategies. The aim is to improve the quality of junior high school teaching management and provide a certain degree of assurance for the comprehensive quality and abilities of junior high school students<sup>[1]</sup>.

## 2. An overview of quality education

### 2.1. The concept of quality education

Quality education emphasizes the education concept of people-oriented. It no longer takes the students' examination results as the only goal of learning but also improves the comprehensive development in morality, intelligence, physique, beauty, and labor. It is an inevitable requirement to comply with the development of the times.

Therefore, quality-oriented teaching should be analyzed and studied from the following perspectives: firstly, teachers need to improve their professional knowledge and skills and comprehensive management ability to ensure that they have the basic ability to strengthen the teaching management of junior high school students and can carry out targeted teaching management according to students' interests and actual learning conditions. Secondly, the ideological and moral qualities of teachers themselves, such as the role model and teaching attitude, are important. Quality education is the embodiment of reforming the traditional examination-oriented education, changing the previous education and teaching concepts, promoting quality education, and focusing on cultivating students' comprehensive ability. Teachers not only need to impart knowledge but also pay attention to students' potential and the ability to deal with social practical problems. At the same time, we should also pay attention to the changes in teaching methods and strategies, so that students can improve their comprehensive quality through independent learning, and then promote their comprehensive development<sup>[2,3]</sup>.

### 2.2. The principle of quality education

The largest difference between quality education and traditional education is that students can be the center of education. All teaching activities and management models are established to better serve students. The first aspect is adhering to the people-oriented concept.

In our country, the traditional belief that “learning and excellence are essential” is a fundamental truth. Therefore, the organization of teachers’ teaching activities and the management of students must be student-centered. One of the main objectives of teaching management is to enhance students’ interest in learning and their comprehensive practical skills. The second aspect is respect for individual differences. Different regions have various family backgrounds and lifestyles, and each student also has differences in knowledge acceptance and learning progress. Therefore, education should be tailored to individual needs, and personalized teaching management measures should be developed based on the learning characteristics and specific situations of different students. The third aspect is the principle of fairness and justice. Students are equal in the process of receiving education. Teachers should not discriminate against students based on their family background or external circumstances. They need to treat every student equally to ensure that each student is respected throughout the learning process.

### **3. Discussion on the teaching management objectives of junior high schools**

#### **3.1. The current shortcomings of junior high school teaching management objectives**

##### **3.1.1. Overly administrative teaching management**

In the current junior high school teaching management process, the teachers adopt the traditional mode. The school’s overly administrative approach to both teacher management and regular assessments limits teachers’ innovative thinking and results in low work efficiency in the actual teaching management process<sup>[4]</sup>. Additionally, teachers have varying levels of teaching ability, leading to differences in their teaching and lesson preparation methods. However, the uniform

requirements imposed by school management do not account for these differences, thereby stifling the advantages of some teachers. This reduces classroom teaching efficiency and is not conducive to improving students’ comprehensive abilities.

##### **3.1.2. Excessive reliance on quantitative management**

Generally, when judging the teachers’ teaching performance, the school administrators often pay more attention to the test results of the students in the class led by the teachers, especially the high score rate of the students in each exam. Additionally, the completion of daily lesson plans and the number of public classes in a semester often become key, or even the sole, standards for evaluation. While these metrics seem fair, they can reveal significant unfairness. On one hand, they fail to guide teachers in developing a comprehensive understanding of students’ needs and do not recognize the strengths of junior high school students in learning and practice. On the other hand, this approach negatively impacts the overall teaching quality of the school<sup>[5]</sup>.

#### **3.2. The new definition of the teaching management objectives of junior high schools under the background of quality education**

##### **3.2.1. Paying more attention to the improvement of teaching quality**

Under the background of quality education, teachers are not only knowledge providers but also key executors of teaching processes. The success of teaching management has the most direct relationship with the comprehensive quality of teachers themselves. Therefore, in the new era, school managers must focus on continuously improving teachers’ teaching quality. This begins with strengthening guidance for teachers in their actual teaching processes, allowing them to leverage their strengths and innovate in teaching management. If teachers remain content with

the status quo and continue using traditional teaching methods in modern society, it will hinder their teaching quality. School management should actively encourage teachers to thoroughly prepare lessons, identify and address their deficiencies and mistakes, and improve their professional abilities through continuous practice and learning from failures. Teachers need to enhance their teaching efficiency within the limited class time, optimizing their teaching design to help students grasp as much knowledge as possible in the 45-minute class period. This approach aims to reduce after-class academic burden and promote efficient and enjoyable learning for students. School managers should not overly rely on quantitative measures, as the focus of quality education is not merely on whether teachers complete expected teaching tasks but on the comprehensive development of students, which should remain the top priority.

### **3.2.2. Paying attention to teachers' professional ethics education**

Nowadays, the professional ethics of junior high school teachers is becoming increasingly prominent. It is undeniable that the emphasis on teachers' performance by school administrators is a contributing factor. In many cases, the ethical development of junior high school teachers is often overlooked when setting teaching management objectives. Under the background of quality education, this practice is unacceptable. To ensure that teachers serve as positive role models for students, building teachers' ethics is imperative. Therefore, school administrators should regularly organize professional ethics education activities, ensuring that all teachers participate. This approach will not only enhance the moral standards of teachers but also significantly contribute to improving students' moral quality<sup>[6]</sup>.

### **3.2.3. Facilitating the full development of the personalities of teachers and students**

In the process of teaching management, the students

must obey the relevant arrangements of the school and the orders issued by the teachers to the students, while the teachers need to obey the arrangements of the relevant leaders. In the long run, the personalized development of the teachers and the students is unfavorable, and the implementation of quality education has no substantial significance. In quality education, teachers are required not only to respect the individual differences of students but also to teach them according to their aptitude, so that students can shine in their fields. In actual classroom teaching, teachers need to strengthen the understanding of students' learning status and situation, supervise students' learning with personalized teaching management, and improve the efficiency and quality of learning. Therefore, the school administrators should let more teachers participate in the management work, give them more freedom and suggestions, and make the whole teaching activities more harmonious.

## **4. The significance of junior high school teaching management under the background of quality education**

### **4.1. Effectively improving the quality of school teaching**

Under the background of quality education and changes in the teaching management model, it is possible to optimize the learning strategies and methods, as well as the evaluation mechanisms for junior high school students. By analyzing the course content, educators can identify the unique traits of each student and, based on their interests, hobbies, and actual learning situations, develop personalized teaching management plans. This approach allows students to leverage their strengths in specific areas and fosters the development of their innovative thinking. Such changes in educational and teaching modes reflect a commitment to personalized education, enabling each student to

achieve notable success in their areas of strength. This not only produces diverse and well-rounded talents for society but also allows schools to contribute more effectively to the community by exporting highly skilled individuals. Furthermore, these changes can improve the overall teaching quality of the school, enhancing its strength and social influence in the local area.

#### **4.2. Promoting students' all-round development**

Junior high school students are in the adolescent stage, during which teaching management and the learning atmosphere have a significant impact on their development. Traditional teaching concepts and methods often emphasize examination results and evaluate students primarily based on test scores. This approach limits students' innovative thinking, fails to cultivate their interests and hobbies, and does not effectively develop their abilities in other areas. In the context of quality education, adopting an innovative teaching management model is beneficial for enhancing students' interest in learning. Traditionally, teachers have acted primarily as knowledge transmitters and facilitators of activities. However, with the advancement of time, traditional teaching management methods no longer meet the current demands of students' learning and development. Teachers should now play a more supportive role in teaching activities. Students should be encouraged to take initiative in their learning without being compelled, fostering a strong desire to explore knowledge and acquire it incrementally. This approach helps to make their thinking more divergent and enhances their innovative abilities<sup>[7]</sup>.

#### **4.3. Promoting the steady progress of education**

Under the background of quality education, teachers should actively respond to the strategic goals of "rejuvenating the country through science and

education" and the directives for school reform and innovation. They should make full use of family resources and the social environment to promote students' healthy development. Additionally, it is essential to enhance the quality of ideological and political theory teaching and improve classroom efficiency. These efforts can establish a solid foundation for advancing the comprehensive quality of junior high school students in China. Firstly, the focus on ideological and moral cultivation should be emphasized. Traditionally, it was believed that noble sentiments alone could drive better performance. However, in the context of quality education, the understanding of ideological and moral cultivation has evolved significantly. It now encompasses not only the pursuit of material and financial interests but also the effective strengthening of personal well-being during the learning process. Quality education requires individuals to develop holistically, integrating both their moral and material pursuits while ensuring their overall health and development<sup>[8]</sup>. In the reform of education and teaching, teachers should actively respond to the idea of quality education and improve students' comprehensive ability by improving their health level. Lastly, emotional attitudes and values are crucial. With the ongoing development and progress of society, there is an increasing demand for spiritual culture. Junior high school students should continuously strive to improve themselves, enrich their life experiences, and fulfill their personal needs to better realize their life values. Additionally, it is essential to enhance communication between teachers and students. Teachers should understand students' perspectives during the teaching process and make necessary adjustments based on actual situations to align with the needs of contemporary society. In short, within the framework of quality education, strengthening the management of junior high school students' teaching can advance educational progress and contribute significantly to the country's development.

## **5. Current situation of junior high school teaching management in Liangshan Yi Autonomous Prefecture, Sichuan Province**

### **5.1. Basic regional information**

Sichuan Liangshan Yi Autonomous Prefecture is located in the southwest of Sichuan Province. It belongs to a region with a large minority population in China. The local minority culture is strong and it is the largest Yi inhabited area in China. The population of this area is 1.67 million, accounting for 42.41% of the total population of Sichuan Province. It has a long history of development and has its own unique ethnic language. The education level in this area is significantly underdeveloped. Historically, there has been no formal school education in the region. However, this does not imply that the Yi people lack a tradition of education. From ancient methods of informal education to modern family-based teaching, the Yi people have demonstrated creativity within their cultural framework throughout their development. Despite this, much of Liangshan Prefecture remains impoverished, with education being particularly backward and many students unable to attend school <sup>[9]</sup>.

### **5.2. Current status of education in Yi areas**

#### **5.2.1. Weak economic foundation**

Due to its remote location and inconvenient transportation, the local economic conditions are poor. Affected by steep slopes, deep valleys, and lagging infrastructure, the Yi region has historically been one of the most impoverished areas, with nearly 2 million people living under extremely difficult conditions. In 2021, the region's per capita annual income remained significantly below the national average, and many families struggled to cover their daily expenses. Despite some support from government and social forces for local impoverished students and educational initiatives,

the region's economic development is hindered by its reliance on a single agricultural economy, limited by rugged terrain that prevents the cultivation of many cash crops. This results in slow economic growth and insufficient educational resources. Due to geographic isolation and poor transportation, students often face early entry into the workforce to support their families rather than pursue education. Many parents emphasize their poor economic conditions, leading to a lack of enthusiasm for learning among students. Consequently, many students are either unable to attend school or struggle significantly, with psychological burdens further impacting their educational prospects.

#### **5.2.2. Lack of ideological understanding**

The Yi area is one of the remote regions of our country, characterized by outdated thinking and a lack of emphasis on education. Many families do not fully appreciate the importance of knowledge for personal growth and may even view schooling as a waste of time. This perspective is particularly prevalent among families with boys, who are expected to contribute to farm work. As a result, many parents keep their children at home to help with agricultural tasks instead of attending school. Although the government has implemented preferential education policies, especially for remote and impoverished areas, the Yi region often does not fully benefit from these initiatives due to poor transportation and information accessibility. Despite national policies offering financial support, including tuition waivers and subsidies for students from poor areas, there remains a gap in awareness and utilization in the Yi region. Additionally, the government promotes student loans with favorable terms to help students from economically disadvantaged families afford education. However, due to traditional beliefs and concerns about debt, many local families view loans negatively, leading to psychological stress and reluctance to utilize this support. This traditional mindset results in minimal investment in children's education, causing many students to miss out on educational opportunities.

Moreover, the challenging living conditions and entrenched traditional views contribute to a lack of enthusiasm for learning among students. Many young people in the Yi area, influenced by their environment and family attitudes, believe that they lack the means to pursue education and consequently show little passion for learning<sup>[10]</sup>.

### 5.2.3. Weak teaching force

The Yi area faces significant challenges due to its harsh environment and poor conditions, which affect both teacher salaries and the overall teaching environment. As a result, many mainland teachers are reluctant to work in the impoverished and underdeveloped Liangshan Prefecture. This reluctance has led to a shortage of qualified teachers in local schools. To address the lack of professional educators, local village cadres—who are often seen as knowledgeable by the community—are sometimes asked to step in as substitute teachers. However, these individuals lack formal training in education, leading to substandard teaching and incorrect information being imparted to students. Additionally, financial constraints are a major issue. Many families in the Yi area cannot afford to purchase textbooks for their children. Teachers often have to advance funds for these materials out of their own pockets, which, combined with lower salaries compared to urban areas, diminishes their motivation and contributes to high turnover rates among educators. Many qualified teachers leave or switch careers due to inadequate compensation and challenging working conditions. In some cases, local village cadres believe that students should attend school, but the lack of professional teachers forces them to rely on substitute teachers who juggle teaching responsibilities with agricultural work. This dual role hampers their ability to focus on education, further compromising teaching quality. These factors collectively result in a shortage of teachers in the Liangshan Yi area, with a generally low level of educational quality and weakened teaching

capabilities.

### 5.2.4. Study difficulties and high loss rate

Currently, the average dropout rate for primary and middle school students in the Yi-inhabited areas of the prefecture is 25%, while junior high school students have an 11% dropout rate. According to the 2000 census data, the Yi nationality, along with other ethnic groups with populations exceeding one million, ranks second-to-last in educational attainment compared to the population aged 6 and above. This highlights a stark reality: the modern education of the Yi people lags significantly behind that of other ethnic groups, resulting in a generally low overall education level. The reasons for this situation are undoubtedly complex and multifaceted.

The Yi nationality area, situated in the remote Southwest of China, is characterized by its mountainous terrain, intersected by fault zones, and harsh climate. The region's cold climate and rugged conditions contribute to the Yi people's scattered settlement in high-altitude and semi-mountainous areas. This challenging natural environment results in inconvenient transportation, difficult communication, and relative isolation. Consequently, students face significant barriers to education. Many children must walk over ten kilometers to reach school, enduring summer rains, mountain floods, landslides, and debris flows, which often disrupt their attendance and pose safety risks. As a result, some parents, concerned about the safety and potential delays affecting their children's education, may choose to withdraw them from school, opting instead to have them contribute as laborers.

Secondly, the geographical environment of the Liangshan Yi area, characterized by its remote location and challenging terrain, severely hampers local economic development. The slow economic progress and low economic levels persist despite the democratic reforms that transitioned the region from a feudal society to a modern socialist one. The development of

productivity has not advanced quickly enough to meet current needs. Many local families struggle to cover basic daily expenses and provide for their children, making education a luxury beyond their reach. The region's extensive farming practices, which demand substantial labor, further limit the time and financial resources available for students to attend school <sup>[11,12]</sup>.

Moreover, the local terrain and environment contribute to a closed mindset that persists from ancient times. Many people believe that becoming an official is the only promising outcome of education and consider the investment in their children's education to be a waste of resources. This view is reinforced by the reality that many high school and college graduates still struggle to find jobs and often return to farming, while those who did not attend school start working on farms early. This reinforces the perception that education is useless and only depletes the family's savings, leading to reluctance to send children to school. Religion also plays a significant role in influencing school attendance. In Yi culture, the Bimo (religious leader) is highly revered and holds a high status, often earning money through religious activities. As a result, some families prefer to send their children to become Bimo rather than enrolling them in school.

### 5.2.5. Unbalanced gender ratio among the students

Traditional ideas and customs significantly contribute to the unbalanced gender ratio among students. In the remote Yi villages of Liangshan, customs such as son preference, early marriage, and early dating persist. For example, the saying "A married daughter is like spilled water" reflects the belief that once a girl is married, she becomes part of another family, leading her parents to feel that spending money on her education is no longer worthwhile. Early marriage is prevalent in these rural areas, and as a result, girls often drop out of school at higher grades, particularly as they approach their senior years <sup>[13]</sup>. This tradition further exacerbates the

imbalance in the number of male and female students.

Secondly, economic, transportation, and safety issues also contribute to the low education levels among girls. According to the 1998 UNDP Report on China: Human Development, "In China, girls' education is most vulnerable to poverty." Beyond these common barriers, psychological factors play a role as well. Traditional family education often instills a belief in girls that they are inferior to boys and should focus on domestic chores rather than education. This belief can lead to a lack of confidence in their academic abilities, exacerbated by language barriers and fear of difficulties. Such psychological factors contribute to a sense of inferiority and can result in girls losing interest and confidence in learning when faced with challenges. Furthermore, many regions and families continue to prioritize boys over girls in education, a concept that persists in today's society. Consequently, the proportion of girls attending school is generally lower than that of boys, contributing to the gender imbalance among students <sup>[14]</sup>.

### 5.2.6. Insufficient investment in education

The Yi nationality area, located in remote regions with poor economic conditions, faces significant challenges despite state efforts to support education in impoverished areas. Although schools such as Zhao Jue Middle School, Beauty County Middle School, and War Village Primary School have libraries, these facilities often have very few books, rendering them more decorative than functional. Due to limited educational funding, the purchase of additional books is not feasible, and libraries are frequently closed to save costs. This lack of resources severely limits students' access to knowledge. Furthermore, the infrastructure at these schools is inadequate. While there are some facilities, they fall short in both quantity and quality to meet the needs of students' learning and physical development. The lack of professional sports equipment is particularly problematic, especially as the country

emphasizes physical education. In terms of computer education, the economic constraints are similarly severe. Despite state support, funding is insufficient to cover the costs of advanced information technology equipment. Consequently, students are deprived of the opportunity to learn cutting-edge information science. The local schools, particularly in the Yi nationality area, struggle with inadequate material support for introducing scientific and technological equipment. This lack of resources is compounded by a shortage of teachers with professional computer knowledge, which further hampers the quality of computer education. The situation is even more dire at Wai Village Primary School, which, due to its remote location and lack of funds, does not offer any information technology courses. The absence of financial resources has prevented the introduction of necessary equipment and has led to a complete discontinuation of relevant courses.

## **6. Problems existing in junior middle school teaching management under the background of quality education**

### **6.1. Backward management concept**

Influenced by traditional education, many junior high school teachers still rely on outdated teaching management concepts and methods. They predominantly use students' test scores as the primary measure of learning outcomes, often neglecting the development of other skills. This traditional approach fails to embody the "people-oriented" philosophy of quality education. Some schools continue to use outdated textbooks and rote teaching methods, creating a monotonous classroom environment that dampens students' enthusiasm and initiative, which further deviates from the principles of quality education. In the Sichuan Liangshan Yi area, weak economic conditions and limited transportation contribute to

outdated teaching management concepts. Teachers often lack modern pedagogical strategies, resulting in deficiencies in basic teaching and management practices. Consequently, the overall quality of local teaching management remains low, reflecting the broader challenges faced in this region.

### **6.2. Teachers' attitudes in student management**

Many teachers overestimate their own position and role in the teaching process, viewing themselves as the primary authority in students' learning. They may react negatively to students' questions, perceiving them as challenges to their authority rather than opportunities for intellectual engagement. When students make mistakes, these teachers often respond with criticism or ridicule rather than constructive guidance. This approach, which lacks humanistic elements, is detrimental to students' learning. In the Yi nationality area of Liangshan, Sichuan Province, local teachers tend to view students as fortunate merely to receive an education. With a shortage of teachers, student management often becomes authoritarian, lacking the necessary humanistic approach. Influenced by an exam-oriented education system, many teachers place excessive emphasis on students' test scores, using them as the primary measure of students' abilities. Teachers' attitudes toward students frequently shift with their academic performance: they may be encouraging towards high achievers but dismissive or critical of those with lower scores, which undermines students' self-confidence. In Liangshan, the low teaching level combined with a focus on test results means that teachers may prioritize their own reputations over students' holistic development. This can be particularly harmful to junior high school students, who are still developing emotionally and are susceptible to feelings of inadequacy. The negative reinforcement from teachers in an area where students already face psychological challenges exacerbates their inferiority complex, hindering their learning and personal growth<sup>[15]</sup>.

### **6.3. Traditional teaching models**

Currently, although quality-oriented education is advocated, teachers lack a deep understanding of its principles, and its implementation in the classroom remains insufficient. Traditional methods, such as rote indoctrination and question-and-answer sessions, dominate, hindering students' engagement and their ability to develop their skills. This approach negatively impacts students' learning experiences. In Liangshan Yi Autonomous Prefecture, Sichuan Province, the educational level is relatively underdeveloped. Local teachers often lack exposure to modern educational theories and teaching management methods due to inadequate economic conditions, which prevents them from learning from more advanced institutions. Consequently, they rely on outdated teaching methods that fail to engage students, leading to boredom and rebellion, and do not meet their learning needs. Additionally, teachers in the Liangshan Yi area often exhibit outdated educational and teaching philosophies. They tend to overlook the importance of student-teacher communication, resulting in a one-way flow of information. This lack of interaction means that teachers are not aware of or responsive to students' learning difficulties, which diminishes the effectiveness and quality of education.

### **6.4. Neglect of life management in teaching management**

At present, China is still entrenched in an exam-oriented education system, with teachers dedicating nearly all their efforts to improving students' academic performance. This focus results in a significant neglect of students' overall well-being and life management. Teachers often fail to address the problems students encounter in their learning and personal growth, leading to the development of poor behavioral habits during adolescence. In the Liangshan Yi area of Sichuan Province, students who are fortunate enough to attend school face a similar situation. Teachers

primarily concentrate on enhancing students' academic achievements, leaving little time or energy for managing their daily lives. However, the influence of the school environment—both in terms of campus life and learning atmosphere—is crucial. Under the background of quality education, it is essential for teachers to balance academic management with life management. Teachers should aim to provide a safe, healthy, democratic, and harmonious learning environment, ensuring that students' psychological and physiological needs are met. By fostering a supportive campus life, educators can promote comprehensive and positive development, helping students build a correct understanding of life and personal well-being.

### **6.5. Lack of teachers' roles in teaching management**

For junior high school students, teachers hold significant authority, and their words and actions directly impact students. Currently, many teachers lack a commitment to lifelong learning and innovation, with their professional knowledge, skills, and moral development not keeping pace with contemporary needs. As economic development and social competition intensify, coupled with the limitations in students' overall quality, teachers' professional skills and comprehensive quality fall short of what is required to meet students' learning needs. This discrepancy leads to subpar teaching quality and a serious waste of resources, resulting in lower overall student quality. Furthermore, given the limited life experience and knowledge base of junior high school students, they rely heavily on teachers as their primary source of knowledge. When teachers lack depth in their professional expertise, it impedes the quality of education students receive. Additionally, teachers' shortcomings in comprehensive quality can adversely affect students' outlook on life and values. Junior high school is a critical period for students' development; thus, if teachers fail to set a positive example, it can

negatively influence students' psychological growth.

### **6.6. Lack of cultivation of students' autonomy**

Junior high school students are in adolescence and are full of curiosity and thirst for knowledge about new things. At this stage, it is crucial to focus on cultivating students' sense of autonomy. However, many teachers overlook the characteristics of junior high school students' physical and mental development. They often prioritize test scores and graduation rates over the holistic development of students. This narrow focus leads to neglecting the broader issues in the teaching process and failing to provide effective guidance for students in their learning journey. As a result, students can lose interest in learning, especially in the context of quality education. Moreover, some teachers' limited professional knowledge hampers their ability to guide students in scientific and reasonable ways for independent learning. They struggle to manage and support the entire learning process effectively. This deficiency in fostering students' autonomy results in a lack of enthusiasm for exploring knowledge and low participation in practical activities, which in turn negatively impacts the efficiency and quality of teaching. To address these challenges, there needs to be a concerted effort to enhance teachers' professional development and to shift the focus from merely improving test scores to fostering a more well-rounded, engaging, and supportive learning environment<sup>[16]</sup>.

### **6.7. Imperfect school teaching management system**

In traditional junior high school teaching, teachers are the central figures, while students play a passive role. This teaching management mode suppresses students' enthusiasm and initiative in learning, reducing both the efficiency and quality of teaching. With the continuous development of society and the strengthening of

educational reform, the quality requirements for talent training are becoming higher and higher. To provide more high-quality talents for society, schools need to formulate a new teaching management system. However, many schools currently lack a scientific system in their teaching management, which fails to provide standardized guidance for teachers. This leads to chaos in the actual teaching process, a lack of student management, and insufficient personalized management. As a result, teachers are unable to fully utilize their own initiative and innovative thinking abilities. These issues pose significant challenges to the implementation of quality education in teaching management.

## **7. The effective strategy of strengthening junior high school teaching management under the background of quality education**

### **7.1. Changing the education and teaching concept**

In terms of teaching contents and objectives, we need to abandon the traditional idea of taking examination results as the sole teaching objective and strengthen the attention to the cultivation of students' comprehensive quality. We need to take the improvement of students' cultural course results and the establishment of correct values as the dual objectives of teaching management, not only to enhance students' knowledge of cultural subjects but also to organize activities to improve students' practical skills. In order to improve the teaching management of junior high school students, teachers in the Liangshan Yi nationality area of Sichuan Province need to make a qualitative change in their thinking, recognize the importance of cultivating students' comprehensive quality and ability, and integrate their goals into the teaching process. Secondly, the students in poor areas cannot compare with the students in big cities in terms of knowledge, vision, or psychological endurance. Teachers should guide

students to establish strong psychological endurance because they will encounter many difficulties in their studies and future lives. Only by maintaining a positive attitude can students overcome difficulties, allowing each student to fully utilize their strengths and cultivate their comprehensive abilities<sup>[17]</sup>.

## 7.2. Strengthening the reform of junior high school teaching management

The junior high school stage plays a crucial role in students' learning and future growth. Given the diverse subjects and extensive content involved, reforming teaching management is a long-term and complex process. Effective reform requires systematic planning and scientific optimization of the entire teaching management process. For Sichuan's Liangshan Yi area, being in a remote location, there is a delay in receiving national education policies and advanced educational concepts. Thus, special attention must be given to reforming the teaching management model in junior high schools to bridge the gap between urban and rural education, ensuring that students in poor rural areas can also access advanced education.

- (1) Teaching management should conform to the requirements of quality education. Under the traditional exam-oriented education concept, teaching evaluation is mainly based on students' examination scores and the school graduation rate. However, quality education requires moving beyond these traditional evaluation metrics to focus on cultivating students' comprehensive qualities. This approach emphasizes the importance of practical and innovative abilities, ensuring that students develop a well-rounded skill set that significantly enhances their practical and innovative capabilities.
- (2) Teachers' knowledge structure should be optimized to improve their teaching quality. In teaching activities, teachers should break

the traditional boundary between liberal arts and sciences and focus on the comprehensive development of students. To improve their teaching quality and professional ability, teachers should enrich their professional skills through various channels, update educational concepts in a timely manner, and continuously innovate teaching methods. This will lay a solid foundation for efficient teaching and effective educational management.

- (3) It is necessary to pay attention to shaping students' sound personalities. Under the concept of quality education, the shaping of students' personalities and the cultivation of their abilities have become the basic core of modern education. In the teaching process, teachers should ensure that students learn rich basic knowledge and relevant professional skills. Simultaneously, they should help students establish correct values, shaping well-rounded personalities. School management should be student-centered, combining the cultivation of students' abilities with the cultivation of their ideological and moral qualities. This approach ensures that the concept of quality education is implemented in every aspect of teaching activities<sup>[18]</sup>.

## 7.3. Improving the teaching management and evaluation system

A well-structured evaluation system can significantly enhance the efficiency and quality of teaching management. This requires improvements in the evaluation systems for teaching, teachers, and students. Firstly, for the teaching evaluation system, the focus should be on achieving the "3D goal" (knowledge, skills, and quality). Teachers need to integrate these three elements into their teaching tasks, moving beyond the traditional focus on entrance examination scores as the sole measure of success. The evaluation

system should include new metrics and standards for different disciplines, assessing skills and quality throughout the semester. Secondly, the teacher evaluation system should not rely solely on class test scores to assess performance. It must also consider teachers' professional quality, innovative teaching abilities, and their adherence to quality education requirements. In the context of an increasingly digital society, evaluations should also include teachers' proficiency in media technology, such as the use of educational equipment, courseware design, video editing, and online teaching skills. Additionally, teachers' moral qualities should be evaluated based on their relationships with students, respect for students' subjectivity in classroom teaching, and attention to each student's individual needs. Lastly, the student evaluation system should align with the principles of quality education, which demand higher standards for student capabilities. Evaluations should not only test students' knowledge and exam results but also focus on their overall performance. This includes assessing students' participation in cooperative learning, practical activities, and experiments. Evaluations should use diverse methods, incorporating self-assessments and peer reviews alongside teacher evaluations. By integrating these various assessment results, a more accurate, objective, and comprehensive evaluation of student performance can be achieved.

#### **7.4. Strengthening the application of information science and technology**

With the development of science and technology, all aspects of life are inseparable from intelligent technology. In order to improve the efficiency of teaching management, it is necessary to strengthen teachers' application of information science and technology. First of all, the school should emphasize the importance of information technology by introducing advanced educational equipment as per the teaching demands. Each classroom should be equipped with

multimedia devices, and teachers should be trained to incorporate these technologies in their actual teaching. By using modern technology, teachers can create realistic teaching scenarios, allowing students to engage with the material in a more immersive environment. Additionally, the video functionality of multimedia technology can illustrate key and difficult points in a visually compelling manner, enhancing students' comprehension. The use of modern technological tools can also broaden students' horizons, allowing for an expansion of knowledge that aligns with the teaching content, thereby enriching their educational experience. Secondly, it is essential to integrate information technology into the curriculum. For junior high school students, who study a wide range of subjects, the integration of information science and technology can be implemented through project-based teaching. Teachers should regularly organize project activities, encouraging students to participate actively in practical tasks. These projects often encompass multiple subject areas, requiring students to apply various types of knowledge. This approach not only helps prevent students from forgetting material due to prolonged learning periods but also reinforces theoretical knowledge through practical application. Such innovative teaching methods can boost students' interest in learning, broaden their knowledge base, and improve their cultural literacy across different fields. Given the limited economic conditions of the Liangshan Yi area in Sichuan Province, the previous teaching management processes have been hindered by the lack of advanced information technology and equipment, making it difficult to conduct computer courses. Therefore, it is crucial to strengthen the application of information technology in schools. Schools should seek educational funding from the government to purchase computer equipment, allowing students to experience the benefits of technology firsthand. This will not only enhance students' understanding of science and technology but also help align their education with modern advancements.

### **7.5. Strengthening the communication between teachers and students**

In the process of teaching management, teachers need to establish a student-centered teaching approach and strengthen communication with their students. Firstly, teachers should focus on improving their professional skills and overall quality to establish authority in the classroom. This respect and authority should be earned through genuine relationships, where students follow the teacher's guidance willingly. Achieving this requires a harmonious teacher-student relationship built on mutual respect and understanding. Teachers in Sichuan's Liangshan Yi area should recognize the significance of effective communication with their students. They should prioritize emotional connections, treating students as friends or children rather than merely subjects to be disciplined. By understanding students' perspectives and addressing their concerns with empathy, teachers can foster a cooperative and supportive classroom environment. Given the challenging conditions in the Liangshan Yi area, it is especially important for teachers to avoid corporal punishment or pressuring students by contacting their parents for disciplinary reasons. Instead, they should maintain an equal and respectful attitude, understanding the specific problems students face in their studies and addressing them appropriately. Teachers should focus on the healthy development of each student, giving equal attention to all and regularly engaging in emotional communication. Respecting each student's unique personality helps build a harmonious teacher-student relationship. By doing so, teachers can ensure that quality education is effectively implemented, thereby improving the overall level and quality of junior high school teaching management. This approach can contribute significantly to the advancement of education in the Liangshan Yi area<sup>[19,20]</sup>.

### **7.6. Improving the teaching management system**

The establishment of a school teaching management

system plays a crucial role in managing junior high school students' education. The introduction of quality education sets higher standards for student management. Schools should develop new teaching management systems according to these requirements, standardizing teachers' behavior and improving their teaching quality. In terms of teaching methods, teachers should master the use, operation, and production techniques of computers, multimedia tools, electronic whiteboards, and micro-classes to create a modern classroom environment. They should be skilled in designing and organizing situational teaching, cooperative learning, and comprehensive practical activities. Regarding teaching philosophy, teachers should focus on student-centered approaches, completing the teaching process in a guiding manner rather than through traditional, controlled methods. It is also essential to strengthen the supervision of teachers' teaching management. Schools should establish a dedicated supervision department to observe and understand the classroom dynamics and teaching management processes. Additionally, developing questionnaires to collect students' feedback on their learning experiences and teachers' methods will provide valuable insights. By improving the teaching management system, schools can ensure that teachers conduct their teaching more systematically, ultimately enhancing the efficiency and quality of education.

### **7.7. Attaching importance to the role model of teachers**

Students have a natural sense of reverence for their teachers, and the words and actions of teachers directly impact students' learning and growth. In teaching management, teachers need to enhance their professional knowledge and skills, using their abilities to gain students' genuine respect and compliance. Firstly, teachers should adopt a lifelong learning mindset, aligning themselves with contemporary educational developments and the demands of quality

education. Teachers in the Liangshan Yi area of Sichuan need to continuously acquire new knowledge, not only deepening their subject-specific expertise but also broadening their understanding of other subjects. This interdisciplinary knowledge strengthens the connection between subjects, helping to consolidate students' understanding and broaden their cultural horizons. Secondly, teachers in this area should seek government funding for educational purposes, allowing them to study at high-quality schools where they can learn advanced, innovative teaching and management methods. By applying these best practices to the local teaching context, teachers can significantly enhance the efficiency of teaching management and contribute to the comprehensive education of their students. For students in the Liangshan Yi area, teachers' instruction may be their primary, if not sole, source of knowledge. Unlike students in larger cities, they may not have access to online courses or supplemental lessons during holidays. Therefore, teachers should serve as exemplary role models, helping students develop good study habits and instill positive, correct values. By embracing these approaches, teachers can better meet the educational needs of their students, fostering an environment where students can thrive academically and personally.

### **7.8. Establishing and improving the assessment mechanism for quality education**

In the teaching management of junior high schools, establishing and improving the assessment mechanism is an effective way to enhance students' academic performance and work efficiency. Within the framework of quality education, teachers should focus on a comprehensive evaluation of students and create a scientific and reasonable assessment mechanism. To begin with, teachers with outstanding abilities, innovative spirit, high ideological and moral standards, and a solid professional knowledge base should be

identified and promoted. This involves implementing a competitive selection system that offers development opportunities to those who meet the job requirements and hold the necessary academic qualifications and professional titles. This system ensures that capable teachers can advance and be recognized for their contributions. Moreover, fostering a culture of independent learning and cooperative inquiry among teachers is crucial. Encouraging teachers to actively participate in their own learning and engage with students in the classroom can significantly enhance the quality of teaching management in junior high school. Teachers should be encouraged to interact with students, promoting an environment of active participation and dialogue. For teachers in the Liangshan Yi area of Sichuan, the local government and relevant departments need to develop a robust assessment mechanism. This mechanism should reward excellent teachers with both material incentives and opportunities for promotion. By doing so, the enthusiasm and dedication of local teachers to their educational careers can be significantly increased, allowing them to contribute more effectively to the education of local students. By improving the assessment mechanism in line with the principles of quality education, the teaching management of junior high schools can become more standardized. Such a mechanism allows for the timely identification of issues within the teaching process, enabling strategic reforms and further strengthening the teaching and management of junior high school students. This comprehensive approach ensures that both teachers and students can thrive in a supportive and dynamic educational environment.

### **7.9. Strengthening the scientific planning of students' homework**

Influenced by traditional educational concepts and teaching models, many teachers believe that the more homework students complete, the better their learning outcomes will be. As a result, junior high school

students' spare time is often filled with excessive amounts of homework, leading many to feel more exhausted during holidays than during school days. This traditional homework model reduces the time available for rest and activities, which not only hinders the development of students' innovative thinking but also causes a long-term loss of interest in learning. To address this issue and promote effective teaching management, it is crucial to scientifically plan and manage students' homework.

- (1) Improving the operation management mechanism: Under the coordinated management and guidance of the educational administration and teaching and research departments of the school, the grade group should manage the overall length of the written homework assigned by each subject group daily and regulate the structure of the homework. Additionally, the school should establish a written homework publicity system. Firstly, each discipline (preparation) group should display the specific content of the homework on a small blackboard in the office and use electronic forms to submit it to the grade group. This information should then be shared with students and parents for feedback and evaluation. Timely corrections should be made based on the feedback received. Secondly, the administration and teaching and research departments should organize team leaders and discipline (preparation) leaders to cross-evaluate the quantity and quality of the homework. This ensures that homework management requirements are effectively implemented.
- (2) Improving the quality of operation design: At the level of homework content, it is essential to adhere to two key principles. First is the principle of "necessity"—ensuring that what must be learned becomes a shared understanding among teachers, thereby preventing unnecessary or irrelevant content

from being taught. Second is the principle of "difficulty"—prohibiting the use of problems that are either too advanced or too simplistic, mechanical, and repetitive. On the management level, schools should integrate homework design into the teaching and research system. This includes strengthening teacher training to enable more teachers to design high-quality homework. Additionally, expanding the function of collective lesson preparation is vital. By optimizing and improving teaching schemes, teachers can focus on researching and refining high-quality student homework, ensuring it becomes a resource for future assignments. During the process of refining homework design, schools should remind teachers to focus on utilizing high-quality resources. They should reference excellent homework designs and generate editable homework templates, ensuring that these resources are archived for future use. This systematic approach to homework design will enhance the overall quality and effectiveness of student assignments.

- (3) Strengthening the operation guidance and comments: The "double reduction" policy mandates that students complete as much homework as possible within school hours. For those attending after-school services, all written assignments must also be finished at school. Homework must be collected within the designated timeframe, corrected promptly, and accompanied by precise feedback. In basic education, adhering to the principles of "four fine four must"—selecting, being concise, meticulous correction, and timely feedback—is crucial. The emphasis on these principles remains highly relevant and provides important practical and guiding significance in the context of implementing the "double reduction" policy.

### 7.10. Meeting students' diverse needs through after-school services

In addition to guiding students in completing their homework, after-school services should provide tutoring and address questions for students with learning difficulties. They should also expand the learning opportunities for students by offering a range of interest-based activities, such as popular science, sports, arts, labor, and reading clubs. Students can select activities based on their interests, gradually developing skills and expertise in these areas over time. The future of after-school services looks promising, and we should focus on the following two key points.

- (1) To maximize the effectiveness of after-school services, they should be integrated into the overall planning of school education and aligned with national curriculum objectives. Firstly, it is essential to make full use of after-school time to strengthen foundational learning and provide targeted assistance. This involves reinforcing basic skills, offering detailed homework help, and providing "point-to-point" support for students with learning difficulties. Given that the need for individualized attention may exceed the capacity of current teaching staff, hiring retired teachers to participate in these services, with appropriate labor subsidies, can be a viable solution. Secondly, for students with additional abilities, after-school programs should offer extended activities that complement the national curriculum. For instance, students who learn chemistry experiment skills in class can engage in comprehensive practical activities that apply their classroom knowledge, enhancing their practical and innovative abilities. Similarly, students who develop sports skills during physical education classes can benefit from additional practice sessions in after-school programs, helping them excel in activities and experience success

in sports. Such after-school services not only develop students' sports skills and improve their physical fitness but also reinforce the educational objectives of physical education.

- (2) The school needs to develop specific and detailed plans for after-school services, scheduling time for homework guidance, physical exercise, and comprehensive quality expansion in a structured manner. At the start of each semester, the school should announce the after-school service options to parents, allowing students to choose based on their interests and needs. In line with national aesthetic education guidelines, which emphasize developing students' art specialties, schools may face challenges due to limited resources and expertise. To address this, schools can consider partnering with compliant off-campus art institutions to enhance art education. However, the school should not merely delegate responsibilities to these institutions. Instead, it should actively oversee and guide the integration of art education principles into the off-campus training programs, ensuring they align with the school's educational goals. This approach will support students in cultivating their art skills effectively while maintaining the integrity and quality of the school's educational objectives.

## 8. Summary

Quality education, as a fundamental aspect of China's educational framework, plays a crucial role in advancing new curriculum reforms and implementing teaching innovations. The traditional rote learning approach is no longer sufficient to meet the needs of talent development in today's society. In the poverty-stricken Liangshan Yi Autonomous Prefecture in Sichuan Province, serious deficiencies in educational

conditions hinder both the ideological and practical aspects of teaching, negatively affecting the education of local junior high school students. This paper focused on Liangshan Yi Autonomous Prefecture to analyze the challenges in junior high school teaching management under the current quality education framework. These challenges include outdated management concepts, lack of personalized student management, persistent traditional education methods, neglect of students' life management, insufficient role modeling by

teachers, inadequate cultivation of student autonomy, and an incomplete teaching management system. Based on a thorough analysis, the paper proposed a series of solutions aimed at creating a positive learning environment for junior high school students, enhancing their self-learning abilities and innovation consciousness, and ensuring that education better serves students. These improvements are intended to provide a solid foundation for the country's future development.

## Disclosure statement

The author declares no conflict of interest.

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# Study on the Intervention Plan for Constructing College Students' Positive Mentality under the Normal Epidemic Prevention and Control

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## Abstract

The outbreak of the COVID-19 epidemic has brought great changes to college students' studies and lives. With the stability of the domestic epidemic, college students' school life has also entered a state of normal control. Since the COVID-19 epidemic, universities have paid close attention to students' mental health and developed a series of psychological intervention measures. From the perspective of positive psychology, this study explores the mental health intervention plan and working mechanism of college students under the normal epidemic prevention and control, proposing a growth group counseling intervention program to promote the improvement of the mental health level of college students and provide a scientific basis for the mental health services of college students under the influence of public health emergencies.

## Keywords

Normal epidemic prevention and control  
College students  
Mental health  
Intervention program

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## 1. Introduction

The COVID-19 epidemic has brought great challenges to people's lives and people may face the challenge of living with the novel coronavirus for a long time <sup>[1,2]</sup>. With the progression of the epidemic, universities have implemented regular epidemic prevention and control management, and the constantly changing teaching

mode and management measures may cause college students to face more psychological problems such as anxiety and depression <sup>[3-5]</sup>. Based on the previous investigation on the current situation of college students' mental health under the normal epidemic prevention and control management measures, this study formulated a group guidance plan for college

students' psychological growth from the perspective of positive psychology<sup>[6,7]</sup>, to help college students explore "positive advantage," cultivate "positive emotion," establish "positive relationship," "positive response," and promote "positive growth," in order to effectively intervene and guide the mental health problems of college students.

## 2. Study participants

60 volunteers with problems related to empathy, interpersonal communication, and social relations quality were selected as the experimental group. Four groups were formed, with 13–16 people in each group, and they received growth group counseling once a week for 12 weeks. At the same time, another 60 respondents were selected from the survey subjects as the control group, and did not participate in any intervention plan.

## 3. Assessment scales

### 3.1. Generalized Anxiety Disorder 7-item scale (GAD-7)

The Generalized Anxiety Disorder 7-item scale (GAD-7)<sup>[8]</sup> consists of seven test items, which are scored using the Likert 4-point scale (0–3 means "not at all" to "almost every day"), and the total value is between 0 and 21 points, the higher the score, the higher the anxiety level of the respondent.

### 3.2. Depression Symptom Group Scale/Patient Health Questionnaire (PHQ-9)

The Depression Symptom Group Scale/Patient Health Questionnaire (PHQ-9)<sup>[9]</sup> consists of nine test items, which are scored using the Likert 4-point scale (0–3 means "not at all" to "almost every day"), and the total value is between 0 and 27 points, the higher the score, the higher the depression level of the respondent.

The above measurement tools were compared before and after the intervention.

## 4. Interventions

### 4.1. Theoretical basis

The formation of relationships has cognitive, emotional, and behavioral components, which are formed and developed in the process of interpersonal communication<sup>[10,11]</sup>. For college students from single-parent families, it is very important to improve the social adaptability of the quality of their relationships by emphasizing the unity of cognition, emotion, and behavior<sup>[12]</sup>. Therefore, the group counseling program is designed based on the following basic ideas:

- (1) Enhancing interaction: Focusing on the verbal and nonverbal expressions of individuals to each other helps to improve the level of mentalization in the interpersonal relationships of group members, that is, the ability to increase self-awareness, empathy, and nonverbal communication.
- (2) Promoting empathy: Empathy is the ability to understand the internal state of oneself and others. It is an imaginative psychological activity that involves feeling and understanding the psychological state of behavior by being aware of emotions, ideas, intentions, and motives of oneself and others, and regulating emotions and behaviors.
- (3) Enhancing self-awareness: We acquire information about objects, events, or other people in our environment through perception, which is the embodiment of everyday experience. Perception has three meanings in interpersonal interaction: self-perception, knowing what one says, behaves, and how others perceive it; detection of the reactions of others; meta-perception, we try to understand how others perceive the message we send. Through perception, individuals obtain clues to interpersonal interaction.
- (4) Promoting nonverbal communication and skills: Nonverbal communication, in contrast to language communication, occurs through

body movements, posture, and tone, as well as spatial distance and the process of information exchange. It also includes variations in pitch, volume, rhythm, intonation, and even hesitations in speech, all of which convey significant information. In interpersonal relationships, we should pay attention to our body language and paralingualism in order to convey appropriate information.

Based on these basic ideas, the following intervention programs were developed.

#### 4.2. Intervention strategy

The experimental group received the intervention of growth group counseling. Each group counseling consisted of two parts: the first part was a group activity led by the group leader, which adopted a fixed group activity plan (about 30 minutes); in the second

part, one team member volunteered to share his/her own confusion and problems related to communication, and all team members participated in sharing and discussion (about 60 minutes). After 12 interventions, all the enrolled subjects were assessed with relevant questionnaires and other tools, and a comparative analysis was made before and after. The control group did not receive any intervention.

Specific intervention strategies are shown in **Table 1**.

#### 5. Intervention outcome

The scores of the experimental group and the control group on the depression and anxiety scale were compared before and after the intervention, and the results were shown in **Tables 2** and **3**.

As shown in **Tables 2** and **3**, there were significant differences in anxiety and depression in the

**Table 1.** Group activity plan

Stage	Time	Target	Activity content
Initial stage	1st time	Group establishment	Group members get to know each other; Leading team members to participate actively; Clarifying group goals and objectives; Working together to establish group norms; Guiding group members to express; A psychological test.
Transition stage	2nd time	Better understanding among members	Increasing impression and understanding among group members; Strengthening members' teamwork consciousness and improving team cohesion.
Working stage	3th–11th times	Cognitive, emotional, and behavioral training	Positive advantages, positive emotions, positive coping, positive growth, and active organization of relevant group activities.
End stage	12th time	Group ending	Summarizing activity experience and apply it in work and life; Encouraging blessings; Psychological test.

**Table 2.** Comparison of anxiety and depression before and after test in experimental group ( $n = 60$ ,  $\alpha = 0.05$ )

Variable	Pre-test	Post-test	<i>P</i>
Anxiety	$9.87 \pm 5.66$	$6.33 \pm 4.29$	$< 0.001$
Depression	$11.48 \pm 6.94$	$9.57 \pm 5.97$	$< 0.001$

**Table 3.** Comparison of anxiety and depression before and after test in control group ( $n = 60$ ,  $\alpha = 0.05$ )

Variable	Pre-test	Post-test	<i>P</i>
Anxiety	$8.45 \pm 5.33$	$5.55 \pm 5.02$	0.041
Depression	$11.32 \pm 5.79$	$10.21 \pm 6.94$	0.322

experimental group before and after the intervention. The anxiety level of the control group was significantly different, but the depression level was not significantly different.

## 6. Discussion

The results of this study showed that there were significant differences in the post-test scores between the experimental group and the control group, and the mental health problems in the experimental group were significantly improved after the implementation of the intervention program. This shows that under the normal epidemic prevention and control, the implementation of appropriate psychological intervention measures for the mental health of college students can play a certain role in promoting the adjustment of college students' emotions and the construction of positive mentality, which is consistent with the results of most studies<sup>[13-15]</sup>. Effective group and training programs can provide participants with necessary social support and enable participants to release their emotions in the group, increase self-efficacy, establish positive and good cognition, emotions, and behaviors,

and thus effectively improving their mental health and environmental adaptability.

## 7. Suggestions

- (1) All colleges and universities should be aware of the importance of psychological work in public emergencies, do a good job in crisis intervention as well as daily screening and intervention, explore effective intervention measures for different groups, formulate appropriate intervention programs, and improve the mental health level of students.
- (2) A scientific and lasting evaluation of psychological intervention should be done to ensure the effectiveness of intervention.
- (3) The promotion of psychological education should be increased, which can not only help students build their own resistance and store enough psychological capital but also effectively improve the effectiveness of school mental health work.

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# The Analysis of the Anxiety Caused by English Learning among Junior College Students

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## Abstract

The higher education system in China includes junior college, bachelor's, master's, and doctoral degree programs. Existing research on the anxiety caused by English learning typically focuses on students in bachelor's, master's, and doctoral degree programs. However, junior college students need more attention. In China, students who do not achieve the required score on the University Entrance Examination often choose to attend junior colleges. Since exam scores are the primary measure of academic performance, junior college students are often perceived as having lower learning abilities and weaker educational foundations. As a result, they experience greater anxiety in English learning, which negatively impacts their academic outcomes. Addressing how to alleviate this anxiety and improve English learning efficiency is the main objective of this article. This study focuses on junior college students, analyzes the anxiety they experience in learning English, and provides valuable advice and suggestions.

## Keywords

Junior college students  
English learning  
Anxiety

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## 1. What is the anxiety caused by English learning?

Anxiety is a complex emotional response characterized by nervousness, worry, fear, and other mixed feelings. In the context of language learning, anxiety refers to the fear and insecurity students often experience when using

a second or foreign language. This anxiety stems from a mix of self-consciousness, beliefs, feelings, and behaviors throughout the language-learning process. Psychologists Gardner and MacIntyre describe this as a specific type of anxiety related to English learning. Psychologist Horwitz also identifies anxiety caused by foreign language learning

as a unique phenomenon closely tied to classroom learning. This type of anxiety can be divided into three parts: fear of communication due to an inability to express oneself clearly, fear of negative social evaluation while striving for positive social impressions, and fear of tests. For language learners, moderate anxiety can aid learning, while excessive or nonexistent anxiety can have a negative impact. Overcoming this anxiety is possible with effective measures.

## **2. What causes English learning anxiety?**

Various factors contribute to English learning anxiety, which can be broadly classified into internal and external factors. Internal factors include inheritance, cognition, English foundation, and individual characteristics. External factors encompass the social environment, teachers and faculty, learning environment, and test methods <sup>[1]</sup>.

### **2.1. Internal factors**

#### **2.1.1. Inheritance**

Each student is a unique individual with different abilities in reaction and comprehension. Students with strong language learning abilities can quickly grasp what the teacher teaches, reducing their likelihood of feeling anxiety. Conversely, students with weaker language abilities require more time, patience, courage, and persistence, which can lead to increased stress and anxiety when facing obstacles in English learning.

#### **2.1.2. Cognition**

Students' cognitive levels vary based on their family backgrounds and upbringing. The learning purposes and motivations in junior college English learning, which emphasize practical application, differ significantly from those in primary and secondary schools. The goal of passing exams and achieving high scores greatly influences students' mindsets and anxiety levels <sup>[2]</sup>. Self-evaluation plays a crucial role in self-perception regarding English. High self-evaluation can lead to high expectations and subsequent depression

and anxiety if those expectations are not met. Low self-evaluation can result in a lack of confidence, leading to anxiety, which can ultimately drive students to give up on English learning.

#### **2.1.3. English foundation and learning methods**

Some students have limited opportunities to study English beyond the classroom, restricting their knowledge of course materials. They may be unfamiliar with the latest trends in English learning. Additionally, some students use ineffective learning methods, focusing too much on reading, writing, translating, and memorizing while neglecting speaking and listening. This can create a noticeable gap between them and their peers <sup>[3]</sup>. The realization that they are deviating from effective learning methods, coupled with previous failures, can lead to fear and anxiety. Students with weak English foundations often have a strong sense of self-respect, which amplifies their anxiety.

#### **2.1.4. Characteristics**

The level of anxiety caused by learning English varies based on individual characteristics. Extroverted students are typically better at communicating and more willing to express themselves, regardless of mistakes. This openness provides more opportunities for practice and improvement <sup>[4]</sup>, boosting self-confidence and achievement, and maintaining moderate anxiety levels. In contrast, introverted students are more focused on results and fear speaking or making mistakes. This fear can cause them to forget words during class, leading to mental chaos and increased anxiety. Students with strong self-respect and weak self-control may experience excessive anxiety, while those with good psychological resilience can manage their emotions and avoid significant anxiety.

### **2.2. External factors**

#### **2.2.1. Social factors**

The rapid development of the global economy and cultural exchange demands that junior college students place greater importance on learning English <sup>[5]</sup>. When

job hunting after graduation, junior college students compete not only with their peers but also with bachelor's and master's degree holders. Consequently, junior college students often find themselves at a competitive disadvantage. Even without such competitors, employers still prefer junior college students with better English skills, all other things being equal. To align with global trends and secure a promising future, students must prioritize English study, often leading to considerable stress from the moment they enter junior college.

### 2.2.2. College factors

Colleges play a crucial role in students' English learning, influenced by various factors such as the campus environment, teachers, and facilities. Teachers' methods, attitudes, language environment, and cultural atmosphere significantly impact students' anxiety levels and learning outcomes.

## 3. How can we alleviate the anxiety caused by English learning?

### 3.1. From the perspective of teachers: Building a good learning environment

#### 3.1.1. Establishing a good teacher-student relationship

A harmonious teacher-student relationship is key to successful English teaching. The attitudes of both teachers and students determine whether such a relationship can be established<sup>[6]</sup>. During English learning, teachers should focus not only on imparting knowledge but also on communicating with students. Teachers should adopt a scientific attitude towards teaching, treating students as partners rather than subordinates. In this scenario, classroom activities become a cooperative effort between teachers and students. Teachers should invest time in building friendships with students, becoming both mentors

and friends<sup>[7]</sup>, thereby enhancing the teacher-student relationship.

#### 3.1.2. Build a harmonious classroom atmosphere

Creating a harmonious classroom atmosphere tailored to students' psychological characteristics can alleviate anxiety. Generally, a relaxed atmosphere reduces anxiety and promotes learning, while a tense environment increases anxiety and hinders learning<sup>[8]</sup>. Teachers play a critical role in fostering a harmonious atmosphere. In class, teachers should act as organizers and leaders, not dictators, encouraging student participation and ensuring a positive learning experience.

#### 3.1.3. Applying scientific teaching methods

The goal of applying various teaching methods is to cultivate students' learning autonomy. This involves enabling students to manage their learning process, set objectives, and evaluate their progress independently. Teachers should focus on developing students' independent learning abilities, helping them form good habits, master effective methods, and devise strategies. When students realize they can meet their teachers' expectations, their confidence increases, and anxiety decreases. Teachers should adopt suitable teaching methods based on the specific context to ensure most students achieve the learning objectives<sup>[9]</sup>. Positive emotional responses to learning English encourage students to improve, while they also adapt their methods to keep pace with the teacher<sup>[10]</sup>.

#### 3.1.4. Providing varied evaluations

Scores and certificates remain important indicators of English proficiency in society. Some junior colleges still rely solely on written tests, but high scores do not necessarily equate to practical language skills. Junior colleges should focus on students' ability to use English, shifting from a score-oriented approach to a combination of score- and ability-orientation. This approach relieves anxiety, creates a relaxed and effective learning environment, and helps students set

personalized learning goals.

### **3.1.5. Enhancing cross-cultural awareness**

Each language has specific cultural characteristics. Students' anxiety often stems not from poor language skills but from a lack of cultural understanding. To reduce anxiety, it is essential to cultivate students' cross-cultural awareness. Teachers can integrate cultural content related to English-speaking countries into their lessons. By understanding different cultures, students can develop an interest in English learning, reduce anxiety, and improve their communication skills.

## **3.2. From the perspective of students**

Alleviating the anxiety caused by English learning is not solely the responsibility of teachers; students must also take both physical and mental actions to adjust themselves and their states of mind.

### **3.2.1. Mastering timeliness**

Any anxiety is just a temporary state of mind. It cannot develop into long-term psychological quality and will not exert an unchangeable influence on an individual.

### **3.2.2. Having a clear idea about themselves**

Whether students feel anxiety about English learning or not, the knowledge provided to each student in the class is the same in terms of time, amount, and quality. Every student should be treated equally.

### **3.2.3. Accepting their own imperfections**

No student will perform perfectly every time they complete a language task. Even students with a strong foundation experience challenges. Each performance, even the worst, has valuable lessons to offer. Therefore, students should not be overly proud of one great performance or overly disappointed by one failure, as everyone experiences ups and downs in English learning.

### **3.2.4. Getting involved in class teaching**

Students often feel anxious about English learning

because they perceive themselves as outsiders and exclude themselves from class activities. Actively participating in class teaching allows them to be influenced positively by others and helps them overcome their anxiety.

### **3.2.5. Preparing for English learning.**

Fear often arises from the unknown. When students encounter something new or beyond their reach, anxiety naturally follows. Learning is a process of exploring the unknown and finding solutions to overcome challenges. By anticipating potential difficulties in learning English and preparing for them, students can reduce their anxiety when faced with these challenges.

## **3.3. From the perspective of others**

Parents should create a relaxed and happy learning environment for their children. Setting up a comfortable study area at home can make students feel happy and relaxed. Parents can also develop a study plan with their children, arrange study time reasonably, and avoid excessive pressure. Additionally, parents should lead by example. If parents want their children to accomplish something, they should first demonstrate it themselves, showing that if parents can succeed, so can the children.

Colleges should focus on both their hard power and soft power. In terms of hard power, colleges should create a relaxing campus atmosphere and provide conveniences for teachers and students. Regarding soft power, colleges should offer more training opportunities for teachers and enhance training intensity, allowing teachers to stay updated with the latest trends in English teaching.

## **4. Conclusion**

In summary, many factors contribute to students' English learning anxiety in junior colleges. Teachers,

staff, and students should address these factors to better manage anxiety and cultivate a healthy learning mindset. This approach will improve and maximize

English learning outcomes and quality, facilitating the transition from quantity to quality in junior college English teaching.

## Disclosure statement

The author declares no conflict of interest.

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# Effect of Performance Forms (Memorized and Non-Memorized) and Gender on Piano Students' Stage Performance Anxiety

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## Abstract

The primary purpose of this study was to investigate the effect of performance forms (memorized and non-memorized) and gender on piano students' stage performance anxiety. Participants in this study included 22 piano students at a university in the United States. Data were collected through questionnaires and analyzed using SPSS 23.0. Results indicated that most participants preferred solo piano performances without a musical score rather than piano accompaniment performances with a musical score. Participants experienced higher performance anxiety during solo performances compared to accompaniment performances. Most participants attributed their anxiety to "task difficulty" and "effort." Performance forms had a significant effect on piano stage performance anxiety, and gender had a significant effect on the physiological reactions to solo performance anxiety and the psychological reactions to performance anxiety. Based on the effects of performance forms and gender on piano stage performance anxiety, different strategies should be applied for different performance forms and different performers (males and females).

## Keywords

Performance forms  
Gender  
Piano  
Stage performance anxiety

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## 1. Introduction

Music stage performance is an art of time, unlike painting, literature, or composing, which can be modified and replenished adequately before being

finished. Once performers start playing, they have no room to go back. Thus, music stage performance has characteristics of "openness, competition, and irrepeatability," which cause the most common

and serious problem for music performers—Music Performance Anxiety (MPA). Music performance anxiety is defined as a constant, continuously distressful, and impairing performance skill in a public context that may affect an individual's musical aptitude training and level of performance<sup>[1]</sup>. Music performers experience different levels of music performance anxiety. Since most panics experienced during public performances are due to the fear of forgetting<sup>[2]</sup>, it is important to study whether different performance forms (memorized and non-memorized) affect music performance anxiety differently. Accordingly, the main goal of this research is to study the effects of performance forms (memorized and non-memorized) and gender on piano stage performance anxiety and provide some suggestions for piano student performers to relieve their performance anxiety.

The incidence of stage performance anxiety across different majors is quite high. Stage performance anxiety can stem from a wide range of causes, such as social shyness, generalized anxiety disorder, and post-traumatic stress<sup>[3]</sup>. Previous studies have attributed stage performance anxiety to two main categories: internal and external. Internal attributions include neuroticism, extraversion, age, gender, self-efficacy, and perfectionism. External attributions include life history, musical training, and situational factors.

There are three approaches to relieving stage performance anxiety: behavioral, psychological, and cognitive. Behavioral approaches include progressive muscle relaxation, insight relaxation and systematic desensitization techniques, awareness and breathing techniques, some aspects of the Feldenkrais and Alexander methods, as well as yoga and Tai Chi. Psychological approaches mainly include self-hypnosis, imagery treatment, and exposure therapy. Cognitive approaches include attentional training and behavior rehearsal<sup>[4]</sup>.

Previous studies on stage performance anxiety have mainly focused on four aspects: incidence/level, effects, attributions, and strategies. However, no studies have focused on the effects of performance

forms (memorized and non-memorized) on piano stage performance anxiety. Additionally, the results of studies on the effect of gender on piano stage performance anxiety have been inconclusive. Therefore, the main goal of this study is to explore the effects of performance forms (memorized and non-memorized) and gender on piano stage performance anxiety and provide suggestions for piano student performers.

The research questions of this study include:

- (1) Do reactions to memorized and non-memorized performances demonstrate different levels of piano stage performance anxiety?
- (2) Does gender influence piano stage performance anxiety?
- (3) How can piano stage performance anxiety be overcome based on performance forms and gender?

## 2. Methods

### 2.1. Participants

Participants in this study included piano students from a university in the United States ( $n = 22$ ; undergraduates  $n = 7$ ; graduates  $n = 15$ ). The participants' ages ranged from 18 to 69 ( $26.50 \pm 16.45$ ) years old. On average, the participants had been playing the piano for  $17.00 \pm 8.89$  years. Seventeen participants preferred solo performance without a score, five participants preferred accompaniment performance with a score, and eighteen participants experienced higher anxiety during solo performance without a score. Only four participants experienced higher anxiety during accompaniment performance with a score.

### 2.2. Procedures

The questionnaire was designed based on the literature and the researcher's previous studies and included three parts:

- (1) Basic information about the participants, including their age, gender, education level,

performance experience, preferred performance form (solo without a score or accompaniment with a score), and the performance form that induced higher anxiety.

- (2) Reactions to stage performance anxiety during solo performance without a score, including skill, physiological, and psychological reactions, and reasons for these reactions (e.g., ability, effort, task difficulty, bad luck, and other reasons). This part concluded with an open-ended question about strategies to overcome stage performance anxiety.
- (3) The same five questions as the second part but focused on accompaniment performance anxiety with a score.

A Likert scale was used in the questionnaire, offering five response levels: Never, Rarely, Sometimes, Usually, and Always.

The data from this study were analyzed using SPSS 23.0 software. Comparative methods were used to analyze the collected data and study the effects of performance form and gender on the piano students' stage performance anxiety.

### 2.3. Reliability and validity

This study used the Content Validity Ratio (CVR) as an indicator of content validity. The researcher invited five experts in the fields of music education and psychology to assess the degree of fit between the questionnaire items and the survey objectives. The options were divided into four levels: (1) No relationship, (2) Weak relationship, (3) Moderate relationship, and (4) Strong relationship. According to the formula  $CVR = (E - N/2) \div (N/2)$ , where CVR is the Content Validity Ratio, E is the number of experts indicating "3" or "4," and N is the total number of experts. In this study, E = 9 and N = 10, so  $CVR = 0.80$ , indicating good content validity as nine experts agreed that the items were useful.

Internal consistency was used to measure the reliability of the questionnaire, usually measured

with Cronbach's alpha. The Reliability Statistics table provides the actual value for Cronbach's alpha of anxiety items (7–9 and 12–14), as shown below in **Table 1**:

**Table 1.** Reliability statistics

Cronbach's alpha	Number of items
0.827	6

From the sample of 22 participants, Cronbach's alpha is 0.827 ( $0.9 > \alpha > 0.8$ ), indicating a high level of internal consistency for this scale with the 22 samples.

## 3. Results

### 3.1. Descriptive statistics of sample data

#### 3.1.1. Gender and education ratio of the participants

Participants in this study included piano students at the University of Missouri-Columbia. The total number of participants was  $n = 22$ , consisting of 15 graduates (male,  $n = 7$ ; female,  $n = 8$ ) and 7 undergraduates (male,  $n = 5$ ; female,  $n = 2$ ).

#### 3.1.2. Preferred performing form

Sixteen participants (73%) preferred to perform piano solo without a musical score, 4 participants (18%) preferred to perform piano accompaniment with a musical score, and 2 participants (9%) preferred to perform both forms.

#### 3.1.3. Higher performance anxiety form

Seventeen participants (77%) experienced higher performance anxiety during piano solo performances, 4 participants (18%) experienced higher anxiety during piano accompaniment performances, and one participant (5%) had equal anxiety in both forms.

#### 3.1.4. Reasons for anxiety

This question was designed based on Weiner's attribution theory<sup>[5]</sup>. Sixty-four percent of participants

attributed their piano solo anxiety to “task difficulty,” 27% to “effort,” 4% to “ability,” and 5% thought it was normal (no specific reason). For piano accompaniment performance, 45% of participants attributed their anxiety to “effort,” 41% to “task difficulty,” 9% to “other reasons,” and 5% to “ability.” Thus, in solo piano performance, most participants attributed their anxiety to “task difficulty,” while in piano accompaniment performance, most participants attributed their anxiety to “task difficulty” and “effort.”

### 3.1.5. Strategies to overcome piano performance anxiety

Participants provided various strategies to overcome piano performance anxiety:

- (1) Before performance: Practice more, practice slowly, think positively, use appropriate techniques, engage in mental practice, play more for people, become familiar with the piano and its sounds, engage in breathing exercises, warm up, meditate, and visualize.
- (2) During performance: Enjoy the music rather than worry about memory, listen to and match the other musician(s) in accompaniment performance, and stay in the moment rather than worry about what is coming next.

## 3.2. Correlation between gender and anxiety level

Pearson's correlation test was used to determine the effects of gender on participants' piano stage performance anxiety. Significant effects were found between gender and physiological reactions of piano solo stage performance anxiety ( $r = 0.542$ ,  $P = 0.009$ ). Gender also had a significant effect on the psychological reactions of both piano solo and accompaniment performance anxiety (solo:  $r = 0.591$ ,  $P = 0.004$ ; accompaniment:  $r = 0.454$ ,  $P = 0.034$ ). However, no significant effects were found between gender and

other items of piano performance anxiety, such as skill reactions of solo performance ( $r = 0.404$ ,  $P = 0.062$ ), skill reactions of piano accompaniment performance ( $r = 0.329$ ,  $P = 0.135$ ), and physiological reactions of piano accompaniment performance ( $r = 0.301$ ,  $P = 0.173$ ).

A one-way ANOVA was then conducted to compare the mean anxiety levels between males and females. Results indicated that females' mean levels of stage performance anxiety were significantly higher than males, including skill ( $M = 4.0 > 3.5$ ), physiological ( $M = 4.0 > 2.42$ ), and psychological reactions ( $M = 4.3 > 3.08$ ) during solo performance, and skill ( $M = 3.3 > 2.83$ ), physiological ( $M = 2.90 > 2.33$ ), and psychological reactions ( $M = 3.1 > 2.25$ ) during accompaniment performance.

## 3.3. Difference between memorized (solo) and non-memorized (accompaniment) piano stage performance anxiety

A paired sample  $t$ -test was used to compare the piano solo stage performance anxiety and piano accompaniment stage performance anxiety. The mean of skill reactions of piano stage performance anxiety for solo performance was 3.7273, while the mean for accompaniment performance was 3.0455 ( $<$  mean of solo). The mean of physiological reactions of piano stage performance anxiety for solo performance was 3.1364, while the mean for accompaniment performance was 2.5909 ( $<$  mean of solo). The mean of psychological reactions to piano stage performance anxiety for solo performance was 3.6364, while the mean for accompaniment performance was 2.6364 ( $<$  mean of solo).

The  $t$ -test data indicated a significant difference between the skill reactions of piano stage performance anxiety for solo and accompaniment performances ( $M = 0.68$ ,  $t = 3.38$ ,  $P = 0.003 < 0.01$ ), a significant difference between the physiological reactions ( $M = 0.5454$ ,  $t = 2.16$ ,  $P = 0.042 < 0.05$ ), and a significant difference between the psychological reactions ( $M =$

1.0,  $t = 4.58$ ,  $P = 0.000 < 0.01$ ).

Results indicated a significant difference in piano stage performance anxiety between solo and accompaniment performances, with the level of piano solo stage performance anxiety being significantly higher than piano accompaniment stage performance anxiety.

#### 4. Discussion

This study investigated the effects of performance forms and gender on piano stage performance anxiety. The research questions included: (1) Do reactions to memorized (solo) and non-memorized (accompanied) performances demonstrate different levels of piano stage performance anxiety? (2) Does gender influence piano stage performance anxiety? (3) How can piano stage performance anxiety be overcome based on performance forms and gender?

The results indicated that most participants preferred solo piano performances without a music score (memorized) over accompanied performances with a music score (non-memorized). This preference may be due to differences between solo and accompanied forms. Accompanied performance requires not only self-preparation, as solo performance does, but also listening and matching with other musician(s). Thus, on stage, accompanists have double the responsibilities—both for themselves and the other performers. The performance effect results from all performers' efforts, so piano accompanists have less control over the performance compared to solo performers. Participants also provided strategies for overcoming piano stage performance anxiety, including preparation before the performance and mental regulation during the performance. Additionally, after performance, performers should evaluate their performance, assess their level of stage performance anxiety, identify the reasons for their reactions, and determine effective ways to relieve their stage anxiety. Over time, the level of piano stage performance anxiety will decrease.

Importantly, this study indicated a significant difference between piano stage performance anxiety for memorized (solo) and non-memorized (accompanied) performances. Gender had significant effects on the physiological reactions of memorized (solo) piano performance anxiety and the psychological reactions of stage anxiety in both solo and accompanied performances. Different performance forms (memorized and non-memorized) have different levels of piano stage performance anxiety due to their different practice methods, performance styles, and attention requirements. Soloists need to focus only on themselves, while accompanists must focus on their performance and coordinate with other musicians. Therefore, performers should overcome or relieve their performance anxiety according to their performance forms. Results indicated that solo piano performance without a music score had a higher level of stage anxiety than an accompanied performance with a music score. This difference may arise from memory issues (without a music score), mental preparation problems, or the number of players involved, which differ from those in accompanied performances. Further studies are needed to address these specific issues for soloists.

For accompanists' piano stage performance anxiety, their level of stage anxiety is generally lower than that of soloists, but they must still pay attention to their performance, as each member of an accompanied performance influences the overall effect. Accompanists should first focus on their own performance while also considering the overall performance. Even with a music score, accompanists may face other factors that influence their performance, different from those affecting soloists. Participants' responses to the fifteenth question of the questionnaire indicated that most attributed their piano stage performance anxiety to effort and task difficulty. Therefore, further studies should focus on these two factors, as they predominantly influence stage anxiety.

Another result of this study is that gender had a significant effect on the physiological reactions of solo and the psychological reactions of both solo and

accompanied piano stage performance anxiety. This finding suggests that continued investigation into the effects of gender on physiological and psychological ways to overcome piano stage performance anxiety is more important than other aspects, such as skill.

## 5. Conclusion

Based on the effects of performance forms and gender on piano stage performance anxiety, different strategies should be applied for different performance forms and different performers (males and females). For memorized performances (solo), performers should focus on memory techniques, mental regulation, and

balancing skills with task difficulty. For non-memorized performances (accompanied), performers can use these methods, excluding memory techniques, and should also focus on the overall performance and communication with other musicians. Additionally, males and females can benefit from observing and learning from each other, sharing their methods for regulating and overcoming stage performance anxiety. Female performers, in particular, should actively seek more ways to overcome their anxiety according to their level of stage anxiety. Accordingly, studying the effects of performance forms and gender on piano stage performance anxiety remains an important area deserving of future research.

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# Ideological and Political Teaching Strategy and Case Study of the English Courses of Military Characteristics

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## Abstract

This paper mainly explores the ideological and political teaching practice of integrating the cultivation of foreign language skills and the improvement of ideological and moral quality in military English courses with special characteristics. The practice includes two interrelated aspects: (1) the ideological and political connotation of the military English curriculum, and (2) designing principles and strategies for ideological and political teaching of military English courses. Based on the exploration of teaching practice in the early stage, this paper provides specific practical cases to provide references for front-line foreign language teachers to carry out curriculum ideological and political practice.

## Keywords

English with military characteristics  
Curriculum ideological and political teaching  
Teaching case

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## 1. Research background

Since the current President of the People's Republic of China put forward the military education policy of the new era of "cultivating people by virtue and educating people for war" in 2019, Curriculum ideological and political teaching has become a new practical subject for foreign language teaching in military schools.

However, the existing English courses with

military characteristics make it difficult to meet the needs of ideological and political education. Taking the course "Military English" offered by all military colleges and universities as an example, there are mainly the following problems: First, the teaching content seldom reflects the historical development and information construction of our army. Second, the ideological and political elements of teaching design

are insufficient. Third, there is the lack of a systematic curriculum ideological and political classroom teaching implementation system. Fourth, the teaching mode emphasizes knowledge imparting, moral education is insufficient. Fifth, the disconnection of curriculum ideological and political teaching design is serious.

## 2. Literature review

The domestic research on ideology and politics in foreign language curricula can be roughly summarized into six aspects, such as the connotation of ideology and politics in foreign language curricula, the compilation of ideological and political textbooks, the mining of ideological and political elements, the implementation path, the evaluation of ideological and political thinking and politics in military English curriculum.

Zhang and Wang<sup>[1]</sup> as well as Wen<sup>[2]</sup> expounded the connotation of ideology and politics from different perspectives. Wang<sup>[3]</sup> as well as Xiao and Huang<sup>[4]</sup> put forward the principles and strategies for compiling foreign language ideological and political textbooks. Several scholars such as Liu<sup>[5]</sup>, Yang<sup>[6]</sup>, Yang<sup>[7]</sup>, and Huang<sup>[8]</sup> summarized the methods of mining ideological and political elements from existing teaching materials. Scholars such as Zhang and Wang<sup>[1]</sup>, Wen<sup>[2]</sup>, and Yang<sup>[6]</sup> designed the implementation path of ideology and politics in foreign language curricula. In addition, Wen<sup>[2]</sup> and Liu<sup>[6]</sup> also designed the evaluation system of ideological and political teaching effects. There are only two articles on how to implement curriculum ideology and politics in military English teaching.

Domestic research provides abundant materials and methods for reference, but there are several issues:

- (1) The specific meaning of “virtue” in the army is not clear.
- (2) Sources of ideological and political elements, mining methods, implementation paths, evaluation studies, etc., are mostly speculative discussions, and lack of practical studies.

## 3. The ideological and political connotation of foreign language courses with military characteristics

According to the military education policy in the new era, the primary goal of military English courses is to guide students to firm their ideals and beliefs, namely: faith in Marxism, faith in socialism and communism, and loyalty to the Party and the people; The core is to guide students to cast a strong sense of the military spirit, the Party’s absolute leadership of the army is the foundation of the people’s army, the soul of the army; The fundamental is to guide the students determined to win the strong army, which is to temper the fighting spirit of “not afraid of hardship, not afraid of death” and to temper the indomitable will to fight.

## 4. The design principles and strategies of ideological and political teaching of military English courses

### 4.1. The design of teaching objectives highlights precision

Teaching objectives are the compass and direction mark used by teaching materials, so we must ensure the accuracy of teaching objectives: The ideological and political teaching objectives of military English courses should be based on the military education policy in the new era, organically connected with the language teaching objectives, and should be based on and higher than the text.

### 4.2. Curriculum ideological and political content design should grasp the “three degrees”

Curriculum design for ideological and political content should grasp the “three degrees”: height, depth, and trend. First, it should have height, meaning it should elevate students’ understanding and perspectives. Second, it should have depth, aiming to train students

to develop firm ideals and beliefs, instill a strong sense of military consciousness, and adhere to the principle of winning for the army as the central theme of the course's ideological and political content. Third, it should have a trend. The design of the ideological and political content in military English courses must focus on the development of military cadets, be based on the characteristics of military colleges, and be guided by the subject attributes of military English.

### **4.3. The course teaching process is prominent and progressive**

Vygotsky believed that the design of learning activity steps should follow the principle of the zone of proximal development<sup>[9]</sup>. Therefore, the difficulty of classroom teaching activities needs to be improved step by step. Since the teaching goal always requires students to jump before they can achieve it, teachers need to provide students with the necessary language and ideological and political support, such as vocabulary, phrases, functional sentences, ideas, opinions, and so on.

### **4.4. Curriculum evaluation feedback highlights integration**

The evaluation of curriculum ideological and political teaching should be integrated into the evaluation of language knowledge and skills. Among them, the evaluation of language knowledge and skills is dominant, while the evaluation of ideological and political goals is recessive.

## **5. The teaching case of the English courses of military characteristics (topic 8: aircraft carrier)**

### **5.1. Ideological and political teaching goal**

- (1) To reshape the teaching content and edify the spirit of exploration: By adding, modifying,

deleting, and supplementing the content of the teaching material, the history of the research and development of China's aircraft carrier and the history of the struggle of the first aircraft carrier's crew are supplemented, and the vision of students is expanded and the ideological and political elements are enriched. It teaches by example and guides students to explore and innovate.

- (2) To enhance national confidence and cultivate national feelings: The history of Varyag being reborn and transformed into Liaoning is described, and then to Shandong, a domestic aircraft carrier that is completely independently designed, built, and supported, and then to Fujian, a catapult-type aircraft carrier that is completely independently designed and built, showing the development course of China in the field of aircraft carriers from "zero" to "having" and then to "leading", enhancing the students' national confidence and feelings of home and country.
- (3) To inspire patriotic feelings and commit to the cause of national defense: By getting familiar with the sacrifice spirit of carrier-based aircraft pilots "carrying their heads to the cause" and the "meticulous" dedication spirit of flight deck staff, students will be guided to understand the mission and responsibility of the first generation of aircraft carrier crew members loyal to the country for the cause of aircraft carriers.

### **5.2. Important and difficult points in teaching**

- (1) Important point: Master the terminology and expressions that introduce the definition, history, and layout of an aircraft carrier.
- (2) Difficult point: Be able to skillfully introduce the history and layout of China's two aircraft carriers.

### 5.3. Teaching content, process, and method

#### 5.3.1. Teaching content

Teaching content is selected from “Military English Listening and Speaking Course” topic 8 “aircraft carrier”, for listening and speaking class type. Master the relevant terms and expressions that introduce the definition, history, and layout of an aircraft carrier.

#### 5.3.2. Unit ideological and political teaching design

##### 5.3.2.1. Before class

- (1) Teachers’ preparation before class: Teachers prepare lessons in the form of lesson plans. Before case teaching, teachers prepare enlightening pre-class thinking questions, assign pre-class tasks, understand students’ grasp of English expressions related to aircraft carrier knowledge, and clarify the relevant teaching methods adopted in class.
- (2) Students’ preparation before class: Students preview before class, the first is to pay attention to the rain class preview courseware, to understand the output tasks of this class. The second is to collect information about the Liaoning. The third is to summarize the pre-class learning, which is carried out in groups of 1–5 people. The form can be but is not limited to mind mapping, PowerPoint presentations, audio-visual production, and sharing, and the corresponding report will be made in class.

##### 5.3.2.2. In class

The classroom teaching design is guided by the output-oriented method, and the teaching process is composed of several “driving-facilitating-evaluating” cycle chains.

Through task traction, the learning content is completed in the way of “elaborate and practice more” + “pair activity” + “class presentation”. Specifically, by understanding the relevant important historical nodes of Shandong since its commissioning, master the vocabulary to introduce the history of the aircraft carrier, and master the relevant vocabulary to describe

the layout of the aircraft carrier through matching and listening exercises. Additionally, the students were grouped into groups and combined with the content of this class to complete the introduction of important nodes in the history of Liaoning, as well as the oral practice of aircraft carrier layout vocabulary, and to test the results of the group discussion through rain class practice and class demonstration.

##### 5.3.2.3. After class

- (1) After class exercise: Teachers assigned after-class exercise, and students drew a curriculum mind map;
- (2) Thinking after class: Students compared Chinese and American aircraft carriers, found the gap, and clarified the direction of development;
- (3) After-class reflection: Students summarized and reflected on their own knowledge mastery and the change of their corresponding professional emotional attitude after the completion of the course, and understood and practiced the connotation of loving the motherland and devoting themselves to national defense.

#### 5.3.3. Reflection on teaching design

First, students’ grasp of basic knowledge. The implementation of the output-oriented method makes teachers and students clear the task of each class and have a target; The combination of teachers’ teaching and students’ practice can realize the purpose of applying what they have learned. Second, with the cultivation of learning ability and methods, the students’ independent exploration ability has been significantly improved, and the learning transfer ability has been strengthened. The third is the cultivation of students’ professional values, embedding relevant ideological and political teaching in different teaching links, cultivating the spirit of exploration, cultivating the feelings of home and country, and committing to the ambition of national defense.

## 6. Conclusion

This paper puts forward the principles of ideological and political teaching in curriculum, shows the idea of leading the reform of the military English teaching system with curriculum ideological and political elements, and the path and method of integrating ideological and political elements into the teaching

content and process. In addition, taking “Military English” as an example, the teaching guide of ideological and political development of the curriculum is provided, and specific operational reference cases from theory to practice are provided for front-line teachers.

## Disclosure statement

The authors declare no conflict of interest.

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