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Table of Contents

1 **Research on the Innovation Path to Strengthen Excellent Traditional Culture Education for Colleges and Universities in Shenzhen Under the Background of "Driven by Two Regions"**
Jialiang Yang, Peiheng Xu, Fenglian Li, Feng Ding

5 **The Curriculum Reform Strategy of *Building Materials* in Higher Vocational Colleges Under the Background of "Three Educations" Reform**
Jing Sun

9 **A Corpus-Based Study on Synonyms in Chinese Learners' English: A Case Study of "Affair" and "Event"**
Hua Yang

17 **A Spatial Supply-Demand Imbalance Between Rural Primary and Secondary Schools in Shaanxi Province Based on Road Network Analysis**
Ziwei Qiang, Bei Jin, Shiyuan Xu

27 **Investigation and Analysis of the Oral Expression Competency Among Students in Second-tier Universities: Based on China's Standards of English Language Ability**
Meifang Jiang, Honghui Zhou

43 **Analysis of Practical Teaching Methods for Logistics Management Major in Higher Vocational Colleges – Taking the Procurement Management Practice Course as an Example**
Jing Yuan

49 **Research on the Design and Implementation of Middle School Physical Education Curriculum Based on the Process Model**
Zeng Li, Binbin Zhu

53 **An Analysis of Family Education in Paula Vogel's Plays**
Qiaozhu Zhang

58 **The Construction of ARCS Class Model for Moral Education in Colleges and Universities**
Yuanfei Chen, Huaqi Chen, Haibo Gao, Yuan Li

65 **Innovating on the Basis of Keeping Integrity and Achieving Ambitions Through Down-to-Earth Measures – The Responsibility of Art Colleges in the New Era**
Zheng Wang

70 **Practical Teaching Strategies for College English Based on the Output-Driven Hypothesis**
Wei Gao

75 **The Importance of High-Quality Russian Language Services**
Xi Zhang

81 **Pedagogy of "Life and Practice" and a Reflection on Contemporary Education**
Chunjing Yang

88 **Analysis of the Online and Offline Hybrid Teaching of Traditional Chinese Medicine Classics**
Zhaowen Li, Yingying Tan

93 **Exploration of the Path to Improve the Innovative Quality and Ability of College and University Students**
Daheng Shang

98 **Research on the Talent Training Mode of Early Education Specialty Under the Background of Industry-Education Integration**
Lingyu Bao

103 **The Application of Internet Technology in Vocational Education Informatization**
Hong Yan

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Research on the Innovation Path to Strengthen Excellent Traditional Culture Education for Colleges and Universities in Shenzhen Under the Background of "Driven by Two Regions"

Jialiang Yang*, Peiheng Xu, Fenglian Li, Feng Ding

Shenzhen University, Shenzhen 518000, Guangdong Province, China

***Corresponding author:** Jialiang Yang, yangjl@szu.edu.cn

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Abstract: With a series of stated-issued policies to support the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, Shenzhen has welcomed a major historical opportunity period of "driven by two regions." Shenzhen is a pilot demonstration area of socialism with Chinese characteristics and a dual core region of the Guangdong-Hong Kong-Macao Greater Bay Area. For colleges and universities in Shenzhen, this is both an opportunity and challenge. Under government support, colleges and universities in Shenzhen should carry out excellent traditional culture education, conduct top-level design, built an excellent traditional cultural education system, help students to form correct outlook on life and values, enhance a sense of national identity, supply first-class talents with both political integrity and professional competence for the two regions, as well as gather strength for developing the Guangdong-Hong Kong-Macao Greater Bay Area and pilot demonstration area of socialism with Chinese characteristics.

Keywords: Colleges and universities in Shenzhen; Driven by two regions; Excellent traditional Chinese culture; Innovation path

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1. Introduction

The excellent traditional Chinese culture is the historical accumulation of the development of the Chinese nation for 5,000 years. It is the spiritual home of the Chinese nation and contains rich ideology as well as cultural values. In August 2019, the State Council of the Communist Party of China commissioned Shenzhen as the pilot demonstration area of socialism with Chinese characteristics. Since then, Shenzhen, the core of Guangdong-Hong Kong-Macao, has a brand-new identity. The construction of "two regions" provides opportunity for the development in Shenzhen and sets higher demands. Shenzhen, as the core of "two regions," should play an exemplary role, focus on the construction of excellent traditional culture education, and provide momentum for long-term prosperity and stability of Guangdong, Hong Kong, and Macao. It is necessary to realize top-level design, play out the supporting role of the government, innovate excellent traditional culture education, maximize the education functions of excellent traditional culture, and promote education prosperity at the Guangdong-Hong Kong-Macao Greater Bay Area.

2. Contemporary values of excellent traditional culture in China

The excellent traditional culture in China refers to the culture with rich and stable distinctive national features formed by the Chinese ethnic groups throughout the history of five thousand years. It is also the embodiment of politics, economy, system, and thought in the course of Chinese history. In order to cultivate high-quality talents, colleges and universities in Shenzhen should deeply explore the ideologies, humanist spirits, and moral principles in the excellent traditional Chinese culture, inherit innovation based on the requirements of the era, help the youth gain cultural confidence through the charm and the characteristics of the times shown by the Chinese culture, as well as patriotically carry out moral education. In order to promote education prosperity at the Guangdong-Hong Kong-Macao Greater Bay Area, it is necessary to persist in innovation of the times and values of the fine traditional Chinese culture.

2.1. Excellent traditional culture helps contemporary youth to form cultural identity and gain cultural confidence

Cultural identity refers to the cultural identity of a nation. Cultural identity should be built based on examining and understanding excellent traditional culture. Excellent traditional Chinese culture is extensive and profound; it contains rich ideologies, humanist spirits, and advances with the times [1]. Meanwhile, it is always filled with vigor as it absorbs healthy foreign culture in terms of spatial dimension and constantly realizes its development as well as growth.

2.2. Excellent traditional culture promotes the principle of fostering character and civic virtue in colleges and universities

Traditional Chinese culture with a history of 5,000 years contains rich thoughts on moral education and faces multicultural collisions. In the information age, there are various information; in the era of consumerism, personal values are shaken. Therefore, colleges and universities should remain true to the original aspiration, cultivate thoughts of moral education in the excellent traditional culture for contemporary youth, internalize and externalize the thoughts of moral education, help students to form correct outlook on life and values, as well as take up the role as a major site to strengthen moral education and cultivate people.

3. The necessity to strengthen traditional culture education in colleges and universities in Shenzhen under the background of “two regions”

At the current stage of development, it is imperative to transform Shenzhen into a law-based demonstration area, high-quality development area, urban civilization model area, a “happy” city, and a sustainable development area. As the strategic opportunity period of “two regions” is approaching, colleges and universities in Shenzhen should strengthen their excellent traditional culture education, which is not only a way to establish an urban civilization model, but also a strategy under the current pattern of the world.

3.1. The new requirement for colleges and universities in Shenzhen is to strengthen traditional culture education under the background of “driven by two regions”

Under the background of “driven by two regions,” the construction of Guangdong-Hong Kong-Macao Greater Bay Area and the enhancement of core functions are the most important historical missions in Shenzhen in this new era. In establishing a new urban paradigm, Shenzhen should take the lead in strengthening cultural identity, promoting cultural confidence, and enhancing cohesion. Under the two policies – Guangdong-Hong Kong-Macao Greater Bay Area construction and the pilot demonstration area

of socialism with Chinese characteristics, colleges and universities in Shenzhen should recall the original intention, take up the responsibility and mission of constructing the "two regions," as well as cultivate first-class talents with both political integrity and professional competence for the construction of "two regions".

3.2. The status of traditional culture education in colleges and universities in Shenzhen

In the education system of colleges and universities, traditional culture education is still in the marginal status, with several weaknesses.

(1) Utilitarianism orientation

Traditional culture education is developing well in colleges and universities with good development trend. However, under the restrictions of evaluation rules in colleges and universities as well as huge employment pressure, most students still focus on scores and employment rates, thereby setting aside more time and energy in course learning for score acquiring and employment. In that case, the learning of traditional culture is superficial.

(2) Poor course development

With the rise of "classics learning," colleges and universities have introduced several courses that are relevant to traditional culture. However, efforts to develop courses in terms of the types and contents are insufficient. Therefore, it is necessary to strengthen the course development.

(3) Deviated focus

At present, traditional culture education in colleges and universities has some weaknesses, such as the tendency for sinologism and the emphasis on knowledge and inherence while neglecting practice and innovation.

4. Innovation path of excellent traditional culture education for colleges and universities in Shenzhen under the background of "driven by two regions"

Under the background of Guangdong-Hong Kong-Macao Greater Bay Area construction and the pilot demonstration area of socialism with Chinese characteristics, colleges and universities in Shenzhen are undertaking the mission of cultivating excellent talents for the "two regions". Under the background of "two regions," colleges and universities in Shenzhen should ponder about the innovation path for excellent traditional Chinese culture education, strengthen students' cultural identity, and establish cultural confidence.

4.1. Realize top-level design and form a traditional culture education system in colleges and universities

In order to strengthen traditional culture education in colleges and universities, it is necessary to carry out reasonable and scientific design planning. For a top-level design, it is necessary to carry out overall planning from many aspects. For system construction, it is necessary to obtain various expert demonstrations and put forward a traditional culture education system which meets the national requirements, social requirements, the requirements made by colleges and universities, as well as student development requirements [2]. Colleges and universities should propose policies relevant to classroom teaching, social practice, campus campaigns, and scientific research evaluation; they should also create an evaluation index for teachers and students as well as establish an incentive mechanism. Both, students and teachers, should be encouraged to participate in the education system by offering advice and suggestions to improve the system. It is necessary to ensure a top-level design for the traditional culture education system in colleges and universities, lead the organization design of teaching materials, guide the teaching methods of teachers

and learning orientation of students, as well as lay a solid foundation for traditional culture education.

4.2. Play the supporting role of the government, devise supporting policy documents, and guide colleges and universities to carry out traditional culture education

Relevant sectors of the government should cooperate with colleges and universities, implement programmatic documents, carry out uniform deployment, investigate and carry out relevant measures, as well as provide funds for colleges and universities to carry out traditional culture education. Meanwhile, colleges and universities should call up people from organization departments at all levels, stimulate the enthusiasm of teachers and students to participate in traditional culture education, as well as carry through the work of traditional culture education.

4.3. Learn from the experience and advanced methods of world-class colleges and universities

It is necessary to carry out exchanges and discussions with world-class colleges and universities in terms of traditional culture education to learn from their experience and discuss on how to promote traditional culture education under their own existing system as well as to establish a scientific and reasonable traditional culture education system. In Singapore, the construction of its traditional culture education system is fruitful and flawless, which is worthy of reference and learning. Through state policy guidance, family education, and general education curriculum of traditional culture education in colleges and universities, the younger generation is deeply aware of the essence and connotation of traditional culture [3].

Disclosure statement

The authors declare that there is no conflict of interest.

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The Curriculum Reform Strategy of *Building Materials* in Higher Vocational Colleges Under the Background of "Three Educations" Reform

Jing Sun*

Chongqing Energy College, Chongqing 402260, China

***Corresponding author:** Jing Sun, 757809546@qq.com

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Abstract: With the deepening of the "three educations" reform, it has been emphasized that higher vocational colleges should strengthen the improvement of talent training strategies, improve the school-running quality, and explore from three aspects (teachers, teaching materials, and teaching methods) to improve the teaching efficiency and quality. Taking the teaching contents of *Building Materials* in higher vocational colleges as the research idea, this paper analyzes the current situation of the curriculum reform under the background of "three educations" reform and explores the corresponding reform strategies.

Keywords: "Three educations" reform; Higher vocational education; Building Materials; Curriculum reform; Reform strategy

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1. Introduction

The *Implementation Plan of National Vocational Education Reform* put forward the reform task of "three educations" in order to improve students' professional quality as well as provide enterprises with high-quality and highly-skilled technical talents. *Building Materials* is a basic course content of civil engineering specialty in higher vocational colleges, which involves the detection of materials and buildings in the field of construction engineering. Under the background of "three educations" reform, it is necessary to strengthen the exploration of teaching reform, improve the teaching quality, promote students' innovation, and enable students to better adapt to the current social competition.

2. Reform of teachers under the background of "three educations" reform

Under the background of "three educations" reform, teachers are the main body of knowledge dissemination and the main players in curriculum reform. The ability and knowledge mastery of teachers directly affect their teaching quality. Therefore, in the reform of "three educations," it is necessary to strengthen the construction of teachers, polish the teams of teachers to form high-quality and high-level teams, as well as solve the problems in the teaching content, the lack of experience, and disconnection with practice in current teaching [1]. In the training of teachers, different training methods should be adopted, such as the "going out" and "please come in" strategies; in addition, excellent double qualified teachers should be promoted through school-enterprise cooperation.

In regard to the "going out" strategy, it is mainly to send teachers to learn from enterprises and improve their practical skills. From the recruitment of teachers in recent years, the proportions of postgraduates and doctoral students are relatively high, indicating that colleges and universities tend to look out for excellent talents, but these talents often enter colleges and universities directly after completing their studies, thus lacking practical experience [2]. In the construction engineering technology specialty, more emphasis is placed on practical and on-site teaching. For teachers, the most direct way to improve their practical teaching skill is for them to gain on-the-job experiences in construction enterprises through school-enterprise cooperation as well as master the workflow of each link in construction enterprises, in order to be competent for future practical teaching. At the same time, in the process of practice, teachers also need to obtain the inspection qualification certificate and engineer's certificate. Teachers should take advantage of their holidays to get involved in enterprise rotation, ensure their sensitivity to the development of the construction industry, as well as strengthen the enrichment of their own knowledge system and the expansion of professional knowledge. In addition, double qualified teacher teams should be formed [3].

In regard to the "please come in" strategy, the purpose is to hire enterprise personnel and professional technicians to serve as practical teachers in colleges, so that these professionals can communicate face to face with the students and solve their problems and doubts [4]. At the same time, it is necessary to strengthen the improvement of professional teachers' engineering quality and lay the foundation for the construction of double qualified teachers through the guidance of enterprise professionals. There is also a need to communicate with frontline employees to promote the growth of teachers. At the same time, the teaching of part-time employees from frontline enterprises can guarantee the vividness of course teaching and improve students' experience in terms of knowledge and technology.

3. Reform of teaching methods under the background of "three educations" reform

Under the background of "three educations" reform, the reform of teaching methods is the core of the teaching reform. The most obvious issues in the teaching methods of *Building Materials* in higher vocational colleges are as follows: first, there is a serious disconnection between theoretical teaching and practical teaching, in which unified practical practice is often carried out after theoretical teaching; second, training is not closely linked to on-the-job teaching; in addition, the on-the-spot training and testing contents and instruments in the education are inconsistent with the actual project, and they do not meet the post requirements; third, the performance evaluation of students is single, and the proportion of practical evaluation content in students' teaching evaluation is relatively small, which has a poor effect on the improvement of students' practical skills; thus, it is not conducive to the cultivation of students' innovative skills [5]. It is necessary to consider these three aspects in the reform of teaching methods. It is possible to strengthen students' learning and expand their scope of knowledge by adopting double mixed methods of theory and practice as well as online and offline teaching. However, in actual teaching, under the influence of teaching conditions and other aspects, practical teaching often focuses on experiments after completing theoretical teaching. The knowledge contents of *Building Materials* are relatively astringent and boring; hence, it is difficult to help students understand only through explanation. Therefore, the organization and observation of practical activities are required for students to have a deeper understanding of the subject [6]. In teaching, the combination of theory and practice can be adopted; projects can be assumed as the guidance, while tasks can be assumed as the drive; an integrated teaching mode of combining theory and practice should be implemented, and practical teaching contents should be transferred from traditional classroom to the laboratory, so that teachers can show the students the materials and explain relevant theories at the same time, stimulate students' interest in learning, as well as deepen students' impression. For example, in explaining steel testing, different types of reinforcement samples can be prepared in advance for students

to observe. At the same time, teachers can also strengthen students' understanding of steel mechanics through cold bending demonstration and on-site stretching.

With the development of science and technology, the forms of teaching are becoming more abundant. Internet technology and intelligent technology have been integrated into classrooms to promote the development of online teaching and enrich teaching resources. Therefore, in teaching, teachers can use MOOC, cloud-based classroom, and other methods to search for high-quality courses online and guide students to learn from different angles and ways through online teaching means, so as to expand students' knowledge and make up for the lack in offline teaching [7]. In the case of *Building Materials*, the updating speed of its teaching materials is relatively slow, but in practical, its speed of update is quick. If the teaching materials are constantly taken as teaching reference, it will inevitably lead to obsolescence of teaching knowledge. Through the integration of science and technology teaching content, QQ group, and WeChat can be used to offer updated relevant materials to students, so as to help them expand their knowledge about construction materials [8].

4. Reform of teaching materials under the background of "three educations" reform

Under the "three educations" reform, teaching materials are the carrier of teaching, which determine what should be taught. They play an important role in students' acquisition of knowledge and skills as well as promote the improvement of teaching ability and literacy. In China, the construction industry develops fast. With the development of real estate industry, the types of building materials and detection methods are constantly being innovated. This requires staffs who are highly skilled in detection [9]. However, the update speed of its teaching materials is slow, which does not meet the development requirements of the current construction industry. Therefore, in the reform of teaching materials, it is necessary to break the barriers of disciplines, reasonably compile teaching materials according to the enterprise testing process and requirements, integrate the new processes and policies of construction materials into the teaching materials, and carry out testing and classification of various materials in combination with the materials applied in construction engineering. For each kind of material testing, relevant units should be entrusted to carry out practical research, so as to optimize the arrangement of teaching plans based on the actual production of construction enterprises [10]. At the same time, there is a need to constantly update the teaching materials, pay attention to new technologies and new materials in the construction industry, as well as integrate the contents of students in obtaining cost engineers and constructors in the future, so as to provide adequate job preparation.

5. Conclusion

In conclusion, *Building Materials* is a practical teaching content in higher vocational colleges. In the development of teaching activities, it is necessary to strengthen the innovation and reform of the curriculum in line with the background of "three educations" reform, optimize teachers, teaching methods, and teaching materials, as well as improve the teaching effect.

Disclosure statement

The author declares that there is no conflict of interest.

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A Corpus-Based Study on Synonyms in Chinese Learners' English: A Case Study of "Affair" and "Event"

Hua Yang*

Taiyuan University of Science and Technology, Taiyuan 030000, Shanxi Province, China

***Corresponding author:** Hua Yang, 472436606@qq.com

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Abstract: Using British National Corpus (BNC) as the reference corpus and Chinese Learner's English Corpus (CLEC) as the observed corpus, this paper attempts to analyze synonyms in Chinese learners' English based on "event" and "affair." By comparing the frequency, colligation, collocates, and semantic prosody of the two words in BNC, it is found that "event" and "affair" differ from each other in terms of frequency and semantic prosody. The same comparison is made between BNC and CLEC. It is found that Chinese learners' English vocabulary is rather small, and there is no significant difference in the semantic prosody of the two words between English native speakers and Chinese English learners except that Chinese English learners have a misunderstanding about "love affair," which may be attributed to their negligence of semantic prosody in the process of learning.

Keywords: Synonyms; Chinese English learners; Semantic prosody

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1. Introduction

Since the study of synonyms is an effective way of expanding vocabulary, synonyms have always been a focus of language teaching and learning. Synonyms are quite common in English because there are numerous loan words in English, especially those from French. Chinese English learners may have difficulties in learning synonyms due to the minute differences among synonyms. Fortunately, it has been proven that corpus-based study is an effective way to analyze synonyms. Therefore, using British National Corpus (BNC) as the reference corpus and Chinese Learner's English Corpus (CLEC) as the observed corpus, this paper attempts to analyze synonyms in Chinese learners' English based on the terms "event" and "affair." Two comparisons are made in this paper. Firstly, the frequency, colligation, collocates, and semantic prosody of the two words are compared based on the data from BNC in order to explore the differences between "affair" and "event"; then, a comparison of the usage of the two words in BNC and CLEC is done to determine whether there are differences in the usage of synonyms between native English speakers and Chinese English learners. This paper also explores the factors that may cause the differences.

2. Methodology

British National Corpus (BNC) is selected as the reference corpus and Chinese Learner's English Corpus (CLEC), as the observed corpus. BNC contains about 100 million tokens while CLEC has 1,218,517 tokens.

BNC is searched online, and AntConc is used as the searching tool to search CLEC. Firstly, the frequencies of the terms, "affair" and "event," in the two corpora are compared. Secondly, the colligations of the two words are extracted. Then, the collocates (MI > 3) of the two words are selected by setting the span as 1L. Finally, based on the selected collocates, this paper analyzes the semantic prosody of "affair" and "event."

3. Data analysis and discussion

3.1. Comparison of frequency

Firstly, the frequency of "affair" is analyzed. In BNC, "affair," as a lemma, appears 9,977 times, among which its singular form appears 3,073 times, while its plural form appears 6,904 times. In CLEC, "affair," as a lemma, appears 35 times, among which its singular form appears 10 times, while its plural form appears 25 times. "Event," as a lemma, appears 20,439 times in BNC and 57 times in CLEC; its singular form appears 10,227 times in BNC and 20 times in CLEC, while its plural form appears 10,212 times in BNC and 37 times in CLEC. The data on their total frequency (lemma) are shown in **Table 1**.

Table 1. Comparison of frequency

	BNC (size: 100m)	CLEC (size: 1.23m)	Chi-square	Significance
"Affair"	9977	35	60.72	0.000000
"Event"	20439	57	146.93	0.000000

Considering the size of each corpus and frequency of "affair" in each corpus, this paper calculates the chi-square in order to determine whether this difference is statistically significant. The result shows that the frequency of "affair" (9,977times) in BNC is significantly larger than that of "affair" (35 times) in CLEC (X^2 = 60.72). The same calculation is done for the frequency of "event." The result indicates that the frequency of "event" (20,439 times) in BNC is significantly larger than that of "event" (37 times) in CLEC (X^2 = 146.93).

3.2. Colligations of "affair" and "event"

The colligations of "affair" and "event" are extracted from large amounts of data.

(1) Adjective + affair/event (domestic, international, foreign, etc.)
Example 1.
Perhaps he couldn't bear to, perhaps it was just that he felt that marriage is a **private affair**.
Now, the Rotary Club is hoping that the party will become an **annual event**.

(2) Noun + affair/event (love, community, etc.)
Example 2.
It's a film called Seventh Heaven, which is about a **love affair** in the sewers in 1927.
They conclude that the onset or relapse of schizophrenia is associated either with high EE or with an independent **life event**.

(3) Art (determiner) + affair/event (the, an)
Example 3.
There is a tide in **the affairs** of men which, taken at the flood, leads on to fortune.
The event – MTV Music Video Awards – looks set to be a who's-who of rock greats.

(4) Number + affair/event (two, three, etc.)

Example 4.

I just wondered whether the timing of the **two affairs** overlapped, that's all.

On Wednesday, there are **two events –** an arena trial and a chat show.

(5) Prep + art + event + prep

Example 5.

The worst of it is that one cannot yet express a proper anger about the state of things, since it is just about possible that the Frauleins Krabbe, Breuer, and Moller are innocent of any serious wrongdoing (if that's the right term) **in the affair of** the Uniform Urine.

In the event of having to evacuate the council chamber would everyone leave by one of the two exits at the rear of the chamber.

Among the five kinds of colligations above, the first four kinds are common in the data of both "event" and "affair" data, while the last colligation is more common in the data of "event" compared to "affair."

3.3. Collocates and semantic prosody of "affair"

3.3.1. Collocates and semantic prosody of "affair" in BNC

In this section, collocates and semantic prosody of "affair" are analyzed. Firstly, 100 collocates (MI > 3; span: 1L) of "affair" are selected from BNC. Then, based on these collocates, this paper analyzes the semantic prosody of "affair."

The 100 collocates can be classified into four kinds, including words referring to geographical areas (24 types), a particular domain (20 types), personal activities (6 types), and other kinds. Geographical areas include words such as "foreign," "internal," and "European." Words referring to a particular domain include "social," "political," "commercial," etc. Personal activities refer to words such as "love," "private," and "personal." Since the rest of the words do not show any significant features, they are classified into other kinds. The classification of these collocates is shown in **Table 2**.

In general, "affair" has neutral semantic prosody; for example, "international affair," "business affair," "foreign affair," "African affair," "private affair," etc. However, by looking through the context of each collocate, this paper finds some collocates with negative semantic prosody, such as "love," "passionate," "casual," "sordid," "Rushdie," and "secret." Phrases such as "love affair," "passionate affair," "casual affair," and "secret affair" have similar meanings, referring to "a romantic and usually sexual relationship between two people who love each other but who are not married or living together" according to Collins COBUILD Advanced Learner's Dictionary. Usually, this kind of love relationship is not accepted by the society. Some of the concordances are listed here.

Example 6.

She will play a bored wife who scandalizes her village in the 1920s by having a passionate **love affair** with a young pianist.

I have a feeling that most women want more than just a **casual affair**.

She just knew she was going to have a mad, **passionate affair** with him.

By 1859, she and Edward Bulwer-Lytton (later, first Earl of Lytton, q.v.) were having a **secret affair**.

"Sordid affair" (MI = 8.50) is also a typical collocate, whose negative semantic prosody is strong.

Example 7.

All concerned should be cross-examined to get to the bottom of the whole **sordid affair**.

George Broomham was questioned, but only briefly, before he admitted the whole **sordid affair**.

In addition, “affair” can refer to a certain historical event. For instance, “Rushdie affair” is a proper term, which refers to a major controversy provoked by Salman Rushdie’s novel – *The Satanic Verses*. This novel was protested fiercely by Muslims in several countries. Death threats were made against him, including a fatwa calling for his assassination issued by Ayatollah Ruhollah Khomeini, the Supreme Leader of Iran, on February 14, 1989, and as a result, he was placed under police protection by the British government. “Rushdie affair” is discussed heatedly by the British society at that time. Therefore, “Rushdie affair” has negative semantic prosody.

Example 8.
The **Rushdie affair** cannot help but set back hopes for an early release for the Western hostages in Lebanon.

It can be concluded from the analysis above that “affair” is a word that refers to specific activities in a certain field. It can also refer to secret love relationships, which are not accepted by the society. Besides, phrases such as “love affair” have negative semantic prosody. “Affair” can also be combined with a proper term in order to refer to a certain historical event.

Table 2. Collocates of “affair” in BNC

	Types (MI)	Percentage
Geographical areas	Foreign (9.27), internal (8.53), international (5.98), external (7.83), domestic (6.54), world (3.38), European (4.32), Welsh (6.60), Scottish (5.10), provincial (5,78), regional (4.98), African (5.76), Indian (5.7), Westland (10.29), Asian (5.56), Eastern (3.92), Macao (9.99), Irish (3.75), mainland (6.10), Korean (5.95), Orkney (6.35), and Palestinian (8.09).	22%
A particular domain	Current (7.04), social (5.38), public (5.41), economic (5.93), financial (6.14), consumer (7.54), political (4.56), corporate (7.02), business (3.61), legal (5.02), military (5.14), parliamentary (6.48), constitutional (5.58), civil (3.53), commercial (3.29), presidential (4.92), tax (3.79), security (3.12), expatriate (9.07), administrative (4.93), municipal (6.79), religious (6.77), Islamic (6.77), and ecclesiastical (7.46).	24%
Personal activities	Love (6.65), private (4.51), personal (4.13), passionate (7.44), casual (6.20), and secret (3.45).	6%
Other kinds	Sordid (8.50), own (4.40), an (3.52), etc.	48%
Total	100 types	100%

3.3.2. Collocates and semantic prosody of “affair” in CLEC

Following a careful observation of “affair” in BNC is a thorough examination of the same word in CLEC. Collocates and semantic prosody of “affair” are analyzed. Firstly, all the collocates (except grammatical words) of “affair” are selected from CLEC (as the relevant data from CLEC are scarce). Then, based on these collocates, this paper analyzes the semantic prosody of “affair.”

The collocates of “affair” in CLEC still can be classified into four kinds: geographical areas (3 types), a particular domain (7 types), personal activities (3 types), and other kinds (17 types). The data are shown in **Table 3**.

Table 3. Collocates of "affair" in CLEC

	Types	Percentage
Geographical areas	World, international, and internal.	17.6%
A particular domain	Trade, current, finance, diplomatic, revolutionary, personnel, and environmental.	41.2%
Personal activities	Your, love, family	17.6%
Other kinds	women, school, moving, and important.	23.5%
Total	17 types	100%

As can be seen from the data above, collocates of "affair" lack variety (only 17 types). It is obvious that Chinese English learners make some mistakes in the semantic prosody of "affair" as they tend to disregard the negative meaning of "affair" when it is used with "love."

Example 9.

"Don't be silly. Little girl." She behaved like an expert in **love affairs** when she tenderly patted on my shoulder.

The disciplines in GUFL are much looser compared to Dan Middle School; there you can smoke, drink, speak freely, and have **love affairs**. Students have free and colorful lives.

It can be seen from the examples above that Chinese English learners regard "love affair" as a romantic love relationship between young people. The reason why they make such mistakes may be that they only interpret the literal meaning of "love affair" but neglect the semantic prosody of this noun phrase, which may be a result of the teaching and learning methods in China, where students are required to remember words in their vocabulary list, without paying much attention to the actual context in which the words are used. As a result, students only remember the literal meaning of each word without understanding the usage of each word. Therefore, this is of no surprise that they would only know the literal meaning of the words they learn.

3.3.3. Comparing the collocates and semantic prosody of "affair" in BNC and CLEC

It can be concluded from the analysis above that "affair" is a word that is often used in the context of politics, economy, society, etc., and there are mistakes in the semantic prosody of "affair" among Chinese learners. For example, "love affair" is used negatively in BNC, but it is used non-negatively or even positively in CLEC, which may be caused by an incomplete understanding of English vocabulary. In addition, collocates of "affair" in CLEC are far less than that in BNC, indicating that Chinese learners' English vocabulary is rather small and lacks variety.

3.4. Collocates and semantic prosody of "event"

3.4.1. Collocates and semantic prosody of "event" in BNC

In this section, the collocates and semantic prosody of "event" are analyzed. Firstly, 100 collocates (MI > 3; span: 1L) of "event" are selected from BNC. Then, based on these collocates, this paper analyzes the semantic prosody of "event."

It is found that the collocates of "event" are much more than that of "affair." "Event" and "affair" share some collocates, such as "current," "social," "cultural," etc. In addition to the collocates they share, "event" has many other collocates. For example, "special event," "stressful event," "sporting event," etc. Moreover, it is found that "event" is more likely to be associated with personal feelings or attitude, while "affair" does not share this feature. For instance, "stressful event," "sad event," etc. Some of the typical collocates of

"event" are listed in **Table 4**.

Table 4. Collocates of "event" in BNC

Collocates	MI	Collocates	MI
Tragic	6.17	Stressful	7.52
Social	4.15	Catastrophic	7.30
Major	4.34	Extraordinary	4.44
Sporting	8.52	Sad	4.45
Traumatic	7.94	Historic	5.06
Sponsored	7.02	Current	3.29
Momentous	8.63	Cultural	4.42

Based on the analysis of collocates and context of "event," it is not difficult to appreciate that the semantic prosody of "event" is generally neutral; for example, "cultural event," "sporting event," "major event," "sponsored event," "social event," etc. However, some of the collocates have strong negative semantic prosody, such as "stressful," "catastrophic," "tragic," "traumatic," etc. Some of the concordances are listed below.

Example 10.
His parting was a **traumatic event**, which burrowed conservative lovers of scenic beauty and wide-open spaces into direct conflict with the new breed of activists in their outlook.
He'd tried, in a roundabout fashion, on the telephone to get some information as to Harriet's means of support, pointing out that there might be others who should be informed of the **tragic event**.
Curiously enough, it was a **sad event** which did as much as anything in 1992 to help me put my own worries into perspective.

In addition, the phrase "in the event of," which is mentioned in section **3.2.**, has a strong negative semantic prosody, which means "if something bad happens."

Example 11.
Very reassuring, Mr Gordon, we're not necessarily going to have a year's warning that that we're going to need these aircraft **in the event of** war.
A former commander of the SAS, who would be thrust into the frontline **in the event of** a terrorist attack, said, "Not only has he put the security of our royal family at risk, but he has also jeopardized the lives of the Special Air Service regiment troops.

All in all, "event" is a common word that has a wide variety of collocates. Its' collocates are much more than that of "affair." Besides, "event" can be associated with personal feelings or attitude, while "affair" cannot, which means that "affair" is more objective than "event." Generally speaking, "event" has a neutral semantic prosody, and a few of its collocates indicate that sometimes "event" is used with negative semantic prosody.

3.4.2. Collocates and semantic prosody of "event" in CLEC

The collocates and semantic prosody of "event" in CLEC are analyzed in this section. Since the data from CLEC is scarce, all of its collocates (except grammatical words) are listed in **Table 5**.

Table 5. Collocates of "event" in CLEC

Collocates	Frequency	Collocates	Frequency
Natural	9	Great	1
Current	6	Sporting	1
Important	4	Murder	1
World	2	Large	1
Exciting	2	Killing	1
New	1	Sudden	1

Similarly, the collocates of "event" in CLEC are much more than that of "affair," and some phrases express personal feelings or attitude, such as "great event" and "exciting event." However, the phrase "in the event of" is not included in CLEC, which may be caused by scarce data or a result of the limited language proficiency of Chinese English learners. In addition, as can be seen from **Table 5**, "natural event" occurs nine times. After analyzing the whole text of "natural event," it is noted that "natural event" is used to describe "euthanasia," which is an assigned topic of students' essays; that is the reason for the frequent occurrence of "natural event" in CLEC.

Based on the analysis of collocates and context of "event," it is not difficult to appreciate that the semantic prosody of "event" is also generally neutral in CLEC; for example, "world event," "large event," etc. However, there are still some collocates that have negative semantic prosody, such as "murder."

> **Example 12.**
> Before they graduate from high schools, they have watched 350,000 advertisements and 19,000 **murder events** on television. Transmission of aggression may lead to the imitation of aggressive morals.

Although "killing event" seems to be negative, it has neutral semantic prosody. It is part of the phrase "mercy killing event," which denotes euthanasia. The context of "killing event" is extracted from the corpus.

> **Example 13.**
> In addition, mercy killing is humane; it is a measure to hasten the death of human beings for the sake of mercy. The court considers euthanasia as murder in the beginning during the emergence of this phenomenon. The most famous mercy **killing event** in America's history involves Dr. Herman N. Sanders, who had given his patient four lethal injections of air, resulting in painless death in minutes.

3.4.3. Comparison of collocates and semantic prosody of "event" in BNC and CLEC

It can be summarized from the analysis above that collocates of "event" in CLEC lack variety, indicating that the vocabulary of Chinese English learners is rather small. In terms of semantic prosody, there is no significant difference between native English speakers and Chinese English learners. In addition, since the CLEC data are collected from the assigned essays of Chinese students, the given topics of their essays occur frequently in the corpus, which may affect the results.

4. Conclusion

This study proves that corpora analysis is an effective way to differentiate synonyms. Corpus is a dynamic reflection of the actual usage of a certain language, which is an advantage that traditional dictionaries do not have. Besides, in this paper, it is found that the vocabulary of Chinese English learners is rather small. Therefore, Chinese students have to make effort to expand their vocabulary. Additionally, this paper

discovers some semantic prosody mistakes that have been made by Chinese English learners, which may be a result of the negligence of semantic prosody in the process of English teaching and learning. Therefore, English teachers have to pay much attention to the semantic prosody of words, rather than focusing on the literal meaning of each word.

It should be acknowledged that the classification of semantic prosody in this paper is relatively subjective. Moreover, since CLEC is not large enough compared with BNC, the data of Chinese English learners are scarce, thus leading to some difficulties in the process of data analysis.

Disclosure statement

The author declares that there is no conflict of interest.

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A Spatial Supply-Demand Imbalance Between Rural Primary and Secondary Schools in Shaanxi Province Based on Road Network Analysis

Ziwei Qiang, Bei Jin*, Shiyuan Xu

College of Economics & Management, Northwest A&F University, Xi'an 710119, China

***Corresponding author:** Bei Jin, jinbei@nwsuaf.edu.cn

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Abstract: It is of great significance to optimize the spatial matching of basic education facilities in rural areas and promote the equalization of urban and rural basic public services and the overall revitalization of rural areas. Based on the theory of spatial accessibility and spatial balance of supply and demand, this paper constructs the evaluation system of rural basic education facilities and layout rationality. In this study, we took 42 primary and secondary schools and 2089 rural areas with concentrated population in six township areas of Hancheng City as the research subjects. We used ArcGIS network analysis, population coupling model, and other methods, from the administrative scale and rural population concentration area scale for evaluation. The accessibility of basic education facilities and its coupling relationship with the spatial distribution of student population describe the spatial and geographical pattern of basic education facilities in rural areas. The results show that the accessibility of rural administrative scale and the spatial balance of supply and demand of population concentration area scale are associated with great problems, the differences between towns are obvious, and the overall level of the best performing towns is still low. On the scale of population concentration area, the overall coupling degree is too low, the "dislocation" distribution of educational facilities and student population is obvious, and the matching degree of the student population and school in different towns is significantly different, showing a more obvious "core-periphery" spatial structure characteristics centered on the eastern and southeast regions. The terrain characteristics of rural areas in Shaanxi province are prominent, and the accessibility of the road network is particularly significant. Therefore, optimizing the construction of rural roads and optimizing school layout according to local conditions will become an important solution to promote the balanced allocation of basic education resources in Shaanxi province.

Keywords: Rural basic education facilities; Network analysis; Balanced spatial layout; Spatial population coupling

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1. Introduction

Since the reform and opening-up, China has begun to transition from a subsistence-oriented society with the main task of solving food and clothing issues to a development-oriented society to promote all-around human development. The overall rapid growth of public demand throughout society and the lack of public services and shortage of basic public products have become prominent contradictions in the new stage of transformation. The main contradiction of Chinese society in the new era has been transformed into the contradiction between people's growing need for a better life as well as unbalanced and inadequate development, which is most prominently reflected in the rural areas. The Strategic Plan for the Revitalization of Rural Areas (2018–2022) emphasizes the need to "promote public education, health care,

social security, and other resources to rural areas, gradually establish a sound basic public service system that covers all people, is universally shared and integrated between urban and rural areas, and promote the equalization of basic public services in urban and rural areas."

The "No. 1 Document" clearly states that it will "accelerate the mending of the shortcomings of the rural habitat and public services" and "comprehensively improve the level of public services such as education, healthcare, social security, pensions, culture, and sports in rural areas, and accelerate the equalization of basic public services in urban and rural areas, which is initiated and driven by the government. There is an urgent need to improve public services in rural areas. As rural education is an important part of rural infrastructure, optimizing the allocation of education facilities in rural primary and secondary schools to further promote the construction of rural public service facilities and realize the equalization of basic public services between urban and rural areas has become an important task in the new stage of coordinating urban and rural development, promoting urban-rural integration and implementing the rural revitalization strategy.

Based on this, this study took 42 primary and secondary schools in six township areas of Hancheng City with 2089 rural population clusters as the research subjects, breaking the traditional supply-based basic education research model as the starting point, while taking into account the main subject of education resource balance, i.e., students. Using ArcGIS network analysis and population coupling model, the study measured and evaluated the accessibility of primary schools to provide a scientific basis for bridging the shortcomings of rural development and implementing the rural revitalization strategy from the perspective of promoting balanced education development.

2. Theoretical foundations

2.1. Spatial accessibility

The concept of accessibility was first introduced by Hansen in 1959, who defined the concept of accessibility as the magnitude of opportunities for nodes in a transportation network to interact with each other [1]. Accessibility, as an important indicator of the functional efficiency and spatial equity of regional spatial structures, has been widely used in fields such as regional development and transport planning [2,3]. Meanwhile, in the field of public service facilities research, the spatial accessibility evaluation method can identify the scarcity of public services in these areas, which is a measure of the layout of public services and facilities space equity and is an effective way to measure the layout of facilities [4,5]. The spatial accessibility can be evaluated from two perspectives [3]. Accessibility can be divided into four categories based on two perspectives (explicit and implicit, spatial and non-spatial). Researchers are more interested in implicit accessibility, where planners and policymakers can evaluate the existing state of the service system and seek strategies to improve services based on the implicit accessibility of certain types of services in an area [6]. Spatial accessibility focuses on the distance barrier linking supply and demand points or the transport medium to overcome this barrier, while non-spatial accessibility focuses on non-geographical elements [7]. This paper focuses on the issue of implicit spatial accessibility.

2.2. Balanced spatial supply and demand

Since the industrial revolution in the 18th century, the rapid development of industrialization and urbanization has raised the level of global development, but it has also brought negative impacts such as widening regional development gaps and uncontrolled spatial order. The huge differences in natural conditions and economic bases between regions and the basic national conditions of rapid industrialization and urbanization have led to a series of deep-seated problems such as imbalanced regional development, disorderly spatial development, and a prominent urban-rural dual structure in China, which are particularly

serious issues [8]. The long-standing neglect of long-term scientific planning of spatial layout is an important cause of spatial imbalance in China [9]. The long-standing neglect of long-term scientific planning of spatial layout is a major cause of spatial imbalance in China.

The study of spatial equilibrium started earlier in foreign countries, and its development has gone through regional division of labor. The development of spatial equilibrium has gone through three stages: regional division of labor [10], location choice [11,12], and spatial equilibrium under the new economic geography [11,13]. In China, scholars have mostly focused on "three-dimensional equilibrium," i.e., social, economic, and ecological values in geographical latitudes, for a comprehensive consideration of spatial equilibrium [14,15]. This spatial equilibrium implies that the population, economy, and ecology of the region are in balance. This spatial equilibrium implies a spatially optimal state of "Pareto efficiency" in which population, economy, resources, and environment are coordinated, i.e., the optimal spatial allocation of economic goods and activities [16,17]. The spatial equilibrium implies a state of optimal spatial allocation of economic goods and activities. The fundamental contradiction in the construction of public infrastructure and services is that of the imbalance between supply and demand. This is reflected in the spatial equilibrium of the state, i.e., the "Pareto state" of space. "Supply" and "demand" in economic theory correspond to "land" and "people" in layout planning, i.e., the optimal spatial allocation of economic and social resources and environment is formed by matching the supply capacity of the spatial supply subject – "land" – with the demand capacity of the spatial demand subject – "people." [18] The spatial allocation of economic and social resources and environment is formed by matching the supply capacity of the spatial supply subject – "land" – with the demand capacity of the spatial demand subject – "people."

3. Research data and methodology

3.1. Study area and data

The city of Hancheng (110°07′19″-110°37′24″E, 35°18′50″-35°52′08″N) is located on the west bank of the Yellow River in eastern Shaanxi Province, in the northeastern corner of the Guanzhong Basin, and is a planned city within Shaanxi Province. Hancheng's topography is high in the northwest and low in the southeast. The deep mountains in the west are mostly beam-like hills, the shallow mountains in the middle are mostly loess hills and the loess plateau in the east. The 108 national highway runs through the north and south, the city and township roads are popular, and the two horizontal and one vertical national and provincial highways form the main skeleton of the highway in Hancheng, namely the Xiyu Expressway and the G108 national highway, and the one vertical provincial highway S304.

The data in this paper mainly includes data on rural primary and secondary school sites in Hancheng City, traffic and road network data, and demographic data. The original data on student population and township population and area were obtained from Hancheng Yearbook, Shaanxi Regional Statistical Yearbook, and China County Statistical Yearbook, and verified through internet inquiries, telephone consultations, and field research. Spatial data such as the distribution of residential land was obtained by vectorization of the administrative map of Hancheng prepared by the Bureau of Land and Resources of Hancheng.

3.2. Research methodology

3.2.1. Network analysis

Network analysis, as an important part of GIS spatial analysis, is a spatial analysis method to simulate and analyze network structure and resource allocation based on the construction of network datasets and to geographically analyze and model geographic networks and urban infrastructure networks to explore spatial optimization solutions [19]. It is a method of geographic analysis and modeling of geographical networks

and urban infrastructure networks to explore spatial optimization solutions. The network service area represents the range of areas within a specified impedance, i.e., the 15-min service area of a point represents the range of all areas that can be reached within 15 min from that point [20]. The network service area is the area within the specified impedance range. The use of network analysis tools to assess accessibility can lead to more reasonable results, so network analysis is used in the real-time road [21]. It is used in a wide range of applications such as navigation, urban network design and management, and the layout of public services.

3.2.2. Spatial demographic coupling analysis

The spatial coupling degree can reflect the degree of matching and coordination of elements within a system and the strength of interaction and influence between systems or elements [22]. The spatial coupling degree can reflect the degree of matching and coordination of elements within a system and the strength of interaction and influence between the system or elements. The basic unit of concentration of rural population is the residential land, so this study used each residential land to represent the population concentration area and calculates the population weight of each residential land using the floor area of residential land. The population weight of each residential area was calculated using the interpolation method of area weights, using the floor area of each residential area as the basic weight and the town as the source area to obtain the population weight of each population agglomeration, and the number of people owned by each residential area was obtained according to the weight coefficient. Then, the basic model of coupling degree of any residential place i is expressed as follows:

$$C_i = P \times \frac{d_{max}}{d_i} = \frac{\frac{A_i}{A_j} \times P_j}{P_{max}} \times \frac{d_{max}}{d_i}$$

where C_i denotes the spatial coupling between settlement i and a school facility; P is the population weight of students in settlement i; d_i is the distance from the nearest school facility within a radius of 3 km from the center of i; d_{max} is the distance from the residential area to the farthest school facility within a radius of 3 km; A_i /A_j is the ratio of the floor area of settlement i to the sum of the floor areas of all the settlements in commune j; P_j is the student population of township j; P_{max} is the population of the settlement with the highest weight of students in the rural area of Hancheng (the population weight is measured as the ratio of the area of the settlements, i.e.A_i /A_j). Regarding C_i, the larger the coupling, the better the coupling, and vice versa.

4. Analysis of results

4.1. Accessibility analysis

According to field research, rural primary school students tend to walk while middle school students tend to cycle to school. This paper is based on the traffic road network in Hancheng City, combined with existing research results on five road grades given different walking and cycling speeds as shown in **Table 1**. The speed of each road class was designed concerning the "Technical Standards for Highway Engineering of the People's Republic of China (JTGB01-2014)" and was used as the basis for setting the walking and cycling speeds for primary and secondary school students on different road classes. The effective reachable time for primary schools was set at 15 min, 30 min, and 45 min, i.e., the farthest service distance is controlled at 1000 m, 2000 m, and 3000 m, respectively, based on a walking speed of 4 km/h and a cycling speed of 10 km/h. The effective reachable time for secondary schools was set at 10 min, 15 min, and 30

min, i.e., the farthest service distance was controlled at 1000 m, 2000 m, and 3000 m. The farthest service distance was controlled at 1700 m, 2500 m, and 5000 m, combined with the road network for the effective reachable range analysis.

Table 1. Composition and speed of the road network

Road grade	Highways	Class I roads	Secondary roads	Tertiary roads	Class IV roads	Outside	Remarks
Walking	2	5	5	5	4	4	Primary schools
Cycling	4	15	15	12	12	10	Secondary schools

Unit: km/h

Hancheng's middle school accessibility is slightly better than elementary schools. The eastern part of the city has relatively good coverage of basic education resources, the southern part is the next best, while the northern and western parts of the city have a wide range of blind spots. This is related to the distribution of schools and road networks due to the topography, with the west being mostly mountainous areas with few schools and less accessible roads of lower density and grade. The densely populated areas are mainly located in the eastern part of the city, where there are more schools and better access to roads of higher density and grade. In particular, the effective reachable service coverage of primary and secondary schools in Longmen Town and Xizhuang Town is greater, and the effective reachable range of secondary school cycling in Zhichuan Town and Zhiyang Town performs better compared to primary schools. There is a positive correlation between the coverage and the population density and the degree of economic development.

Specifically, rural primary schools in Hancheng City served 6.71, 20.62, and 42.52 km at 15, 30, and 45 min, respectively, accounting for 0.44%, 1.34%, and 2.77% of the total study area. The area served by rural secondary schools in Hancheng City at 10 min, 15 min, and 30 min was 16.39, 32.56, and 85.55 km^2 respectively, accounting for 1.07%, 2.12%, and 5.57% of the total area of the study area, respectively; none of which reached 10%. This is strongly related to the wide distribution of mountainous areas in the study area. The ratio of accessibility to the township area for primary and secondary schools in each township in Hancheng City is shown in **Table 2**. The service area ratio for rural primary schools in each township for a 45-min walk is below 50%, with the highest being Longmen Township (31.69%), followed by Xizhuang Township (5.79%) and Zhichuan Township (3.37%), while Banqiao Township (0.71%), Zhiyang Township (0.66%) and Sanshuping Township (0.10%) have service area ratios of less than 1%, which is related to the large area of their townships and their mostly mountainous terrain. Only Longmen Township (54.31%) has a 30-min area ratio for secondary school rides of over 50%, Xizhuang Township (11.24%) reaches 10%, Zhichuan Township (7.06%) and Zhiyang Township (6.24%) are similarly above 5%, Banqiao Township (2.36%), and Sangshuping Township is less than 1% (0.82%).

Table 2. Effective reachable area and proportion by township

	Primary school by walking (min)	Effective reachable area (km^2)	Township area (km^2)	Area ratio (%)	Secondary school by cycling (min)	Effective reachable area (km^2)	Township area (km^2)	Area ratio (%)
Longmen Township	0-15	2.8247	65	4.35	0-10	8.1538	65	12.54
	0-30	9.7433	65	14.99	0-15	15.2644	65	23.48
	0-45	20.5956	65	31.69	0-30	35.3017	65	54.31
Xizhuang Township	0-15	2.7612	241.5	1.14	0-10	5.7296	241.5	2.37
	0-30	6.9495	241.5	2.88	0-15	11.2208	241.5	4.65
	0-45	13.9735	241.5	5.79	0-30	27.1477	241.5	11.24
Zhichuan Town	0-15	0.5772	182	0.32	0-10	0.6331	182	0.35
	0-30	1.9201	182	1.05	0-15	1.5534	182	0.85
	0-45	6.1386	182	3.37	0-30	12.8535	182	7.06
Banqiao Town	0-15	0.1561	292	0.05	0-10	0.4495	292	0.15
	0-30	0.6397	292	0.22	0-15	1.2725	292	0.44
	0-45	2.0643	292	0.71	0-30	6.8827	292	2.36
Zhiyang Township	0-15	0.0739	173	0.04	0-10	2.3126	173	1.34
	0-30	0.3391	173	0.20	0-15	3.9383	173	2.28
	0-45	1.1388	173	0.66	0-30	10.7955	173	6.24
Sangshuping Township	0-15	0.0526	582.5	0.01	0-10	0.2795	582.5	0.05
	0-30	0.1903	582.5	0.03	0-15	0.6485	582.5	0.11
	0-45	0.5556	582.5	0.10	0-30	4.7508	582.5	0.82

4.2. Spatial supply and demand equilibrium analysis

The matching of the distribution of rural primary and secondary school facilities to the residential area is an important indicator of the level of supply and demand, and the layout of schools must not only have an appropriate catchment area but also take into account the degree of coupling with the actual spatial distribution of the population. In the previous analysis, the effective reach of the supply side of educational resources – schools – was derived and the level of supply of rural primary and secondary schools was analyzed. To further the level of demand satisfaction, i.e., how well the layout of rural primary and secondary school facilities matches the population of students living there, this section uses a spatial-demographic coupling degree model for further analysis. The coupling degree between each population catchment area and school distribution was calculated through equation (1), and then spatially interpolated through ArcGIS's kriging interpolation method to obtain a schematic diagram of the spatial coupling between the primary and secondary school student population and primary and secondary schools.

As shown in **Figure 1**, there is a significant variation in the degree of matching between student population and schools in different towns and villages in Hancheng, showing a clear "core-periphery" spatial structure centered on the eastern and southeastern regions. This may be due to the high topography in the northwest and low topography in the southeast of Hancheng. The western part of the city is mostly deep in the mountains, with sparse settlements and few schools. The eastern part of the city is mainly a loess plateau, which is suitable for living and has a dense distribution of schools and settlements, with a relatively good degree of coupling.

The relatively high degree of coupling is concentrated in the northern part of Longmen Town and the central part of Zhichuan Town, while the degree of coupling in other peripheral areas decreases from the northern part of Longmen Town and the central part of Zhichuan Town to the periphery in order. The areas with a lower coupling degree are concentrated in the town of Sanshuping, the western part of Xizhuang town, Banqiao town, and the western part of Ziyang town show a significantly decreasing trend towards the western edge. **Figure 1** shows that a distinct low-density area with a blind area appears in the eastern part of Hancheng City appears in the southeastern part of Xizhuang Town, because this area is the area through which the Yellow River flows, and the blind area that appears in the eastern part of Longmen Town is also due to the flow of the Yellow River. The blind areas in the north-western part of Longmen Town are due to the absence of settlements in the area near the administrative boundary. This is because the central part of the city is flatter than the western part and therefore has a higher density of residential areas than the western part, but the schools in the central part of the city are not well configured so there are no accessible schools within 3 km of some of the residential areas, indicating that there is a large area of "misaligned" distribution of educational facilities and population. The best coupling between population and educational facilities is 0.42 in the northeastern part of Longmen Town. This area has a high density of student population and a large number of schools, so the spatial distribution of schools and students is relatively well-matched, but still does not exceed 0.50.

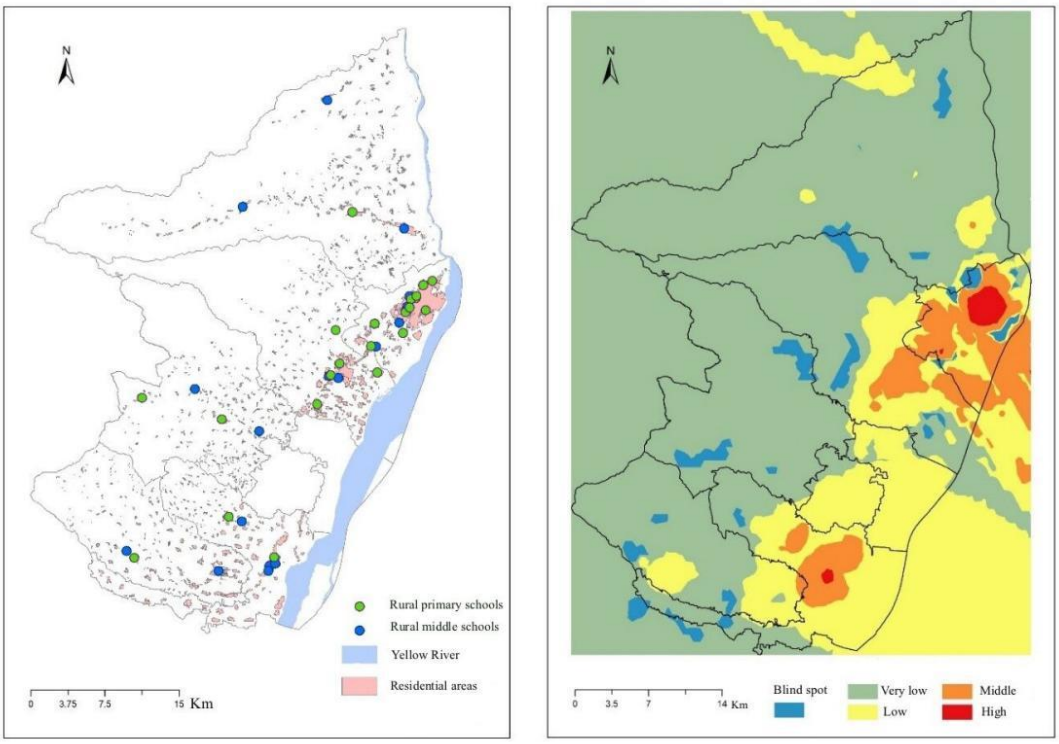


Figure 1. Schematic representation of the spatial coupling of population and schools

5. Conclusion and discussion

This study took 42 primary and secondary schools in six townships of Hancheng City and 2089 rural population clusters as research subjects. With the support of GIS technology and multiple data sources, based on network analysis, buffer zone analysis, population coupling model analysis, and spatial overlay analysis, the accessibility of primary and secondary education facilities and their spatial coupling with student population clusters were assessed at the administrative district scale and the small scale of rural

population clusters. The results of the study help optimize the rational layout planning of rural primary and secondary schools, promote the exploration of scientific issues in educational geography, and are of great scientific value in promoting a balanced allocation of rural basic education resources, narrowing the urban-rural gap and achieving a balanced supply of basic public services in rural areas. The main research findings are as follows:

(1) The spatial imbalance in the current layout of education facilities in rural areas can be better identified from the perspective of small-scale demand agents. In the past, the planning of education facilities focused more on the total amount or per capita indicators but failed to consider the actual demand of the population and the level of supply of facilities on a spatial basis. There are relatively few small-scale studies on the optimization of the layout of educational resources at the level of population centers, i.e., residential areas. This paper takes the demand subject at the residential level as the starting point and finds that there is still a large degree of spatial "mismatch" between supply and demand while the demand for basic education in rural areas of Hancheng City remains unmet.

(2) The role of spatial barrier factors is obvious and that the conditions of the transportation network have an important influence on the optimization of the layout of rural primary and secondary schools. This phenomenon may be more prominent in the northwestern region, which is characterized by a wide distribution of mountainous terrain and a dotted distribution of the rural population, which is more dispersed and uneven than in the central and eastern rural areas of China; at the same time, the high ruggedness of rural roads in mountainous areas and the high construction costs lead to overall poor accessibility of roads. Improving transportation conditions can effectively increase the equality of opportunity for rural students to attend school near their homes, and also facilitate the rational allocation and use of teaching resources.

(3) Optimizing the spatial layout of primary and secondary schools by local conditions is an important way to achieve balanced development of basic education resources in rural areas of Hancheng City. For areas with better economic development and dense population and school, central school should be promoted as the management center and concentration of educational resources for the whole county, and boarding schools should be built to improve the equity of schooling for children in remote areas, such as Longmen Town. For areas such as Zhiyang Town and Zhichuan Town, where the student population is more dispersed, but the population catchment area is denser, the construction of rural teaching points should be given priority consideration. Teaching points facilitate remote students' access to schools nearby, save on education costs, provide equitable access to the same quality of education, and act as cultural agglomeration centers for small rural communities. Ideally, additional sites should be built evenly to cover the entire residential area, with priority given to areas with a dense distribution of settlements and reasonable road access if funds are scarce. In mountainous areas, which are often vast and sparsely populated, planning the layout of schools according to accessibility can result in a significant waste of public resources, so the quality of rural education can be improved by strengthening the construction of boarding schools and achieving a balanced allocation of resources between schools in the county. At the same time, an education-sharing model is being built, a system of exchange and rotation of headmasters and teachers within the county and a joint system of education between urban and rural areas is being built, and a mechanism of teacher mobility services is being established and improved to encourage a reasonable flow of teacher resources between urban and rural areas and between schools. This makes it possible for educational human and material resources to be used in a mobile manner between central schools and teaching points. In the current situation where rural educational resources are still in short supply, this concept should become a breakthrough in the balanced development of rural education.

To realize the rural revitalization strategy, the construction of public service facilities in rural areas is an essential part of it, and the balanced spatial allocation of primary and secondary school education facilities is one of the top priorities. The construction of primary and secondary school education facilities in rural areas is a necessary step to coordinate urban and rural development, improve government functions, achieve equity and justice, and ensure that the nation shares the fruits of development. Based on the theories of effective spatial accessibility and balanced spatial supply and demand, this paper portrays the spatial allocation pattern of rural primary and secondary education facilities in Northwest China, and the research results have important theoretical significance and practical value for promoting the layout of urban and rural basic education resources in the context of rural revitalization strategies.

Disclosure statement

The authors declare no conflict of interest.

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Investigation and Analysis of the Oral Expression Competency Among Students in Second-tier Universities: Based on China's Standards of English Language Ability

Meifang Jiang[1*], Honghui Zhou[2*]

[1]School of Foreign Studies Lingnan Normal University, Zhanjiang, China

[2]School of Foreign Studies, Guangdong University of Finance and Economics, Guangzhou, China

***Corresponding authors:** Meifang Jiang, jiangmeifang2005@163.com; Honghui Zhou, 10869704@qq.com

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Abstract: By adopting quantitative analysis, based on the statements for oral scale of CSE (China Standards of English) level five, this paper investigated the current status, common difficulties and control factors on oral English competency of non-English majors in second-tier universities, which was conducted using questionnaires that includes six dimensions of language expression: accuracy, complexity, coherence, fluency, appropriateness, and flexibility. The results showed that: (i) the overall oral English competency of college non-English majors hasn't met the statements of CSE level five; (ii) female students significantly outperformed male students, and business majors students significantly outperformed those in liberal arts majors who were significantly better than those in science majors; (iii) there was no significant difference between grades; (iv) the flexibility, coherence and accuracy of language expression almost reached the standard grade, but the common core difficulties faced by the students were mainly in pronunciation, scope of language expression, fluency and appropriateness. Unclear goals, less practice and poor vocabulary were major impact factors. The research is helpful for strengthening students' knowledge on their own oral English competency as well as adjusting their oral practice objectives, thereby shedding light on students' actual oral English proficiency and helping to clarify and refine the teaching objectives of speaking and promote the effective practice of oral English as well as the rational application of CSE.

Keywords: China Standards of English; Non-English majors; College students, Oral English proficiency

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1. Introduction

With the rapid development of economy, the oral language proficiency among college graduates has constantly been a concern of the society. In 2018, China's Standards of English Language Ability (CSE) was issued, which takes application of the language as the primary goal of language learning and puts oral expression ability into assessment. Chinese learners' English competence in the CSE is classified into three stages and nine levels. Level 5 and level 6 correspond to non-English major college students (NEMCS), which are roughly equivalent to the primary and intermediate requirements of College English Curriculum Requirements (Requirements) [1,2]. The CSE lays emphasis on science, practicality and operation [3], which is a yardstick to measure English ability of domestic students as well as an instruction for English teaching [4]. The speaking scale of China's Standards of English Language Ability (CSE-SS) gives a reference not

only for oral English teaching, but also an assessment at various stages in China. Current research of CSE-SS mainly focuses on four aspects: discussion on principles and methods of the scale construction [5]; exploration on "can-do" descriptors [5-7]; research on integration between test and the scale [8]; and study of its validity [9] and influence on the test construct validity [10]. So far, only few empirical research has been undertaken on the application of language proficiency scales. Using CSE-SS as an example, Jin and Jie discussed the major challenges by its application, proposed a framework and set out a research agenda for the CSE-SS impact studies [2]. Based on the CSE-SS, the study is to evaluate the current situation of non-English major college students' oral English competence and explore the characteristics, helping learners' self-assessment and self-reflection of their strengths and weaknesses for oral expression as well as teachers' adjustment on teaching objectives, content and methods, and providing an empirical basis for the future practice and exploration of oral scale.

2. Literature review

The study on the process and competence for oral expression has always been greatly concerned in psycholinguistics, cognitive linguistics, second language acquisition and other disciplines [11], and oral expression is regarded as an integral unity as well as a procedural and holistic concept in cognitive vision [12-14]. According to the theory of communicative language competence [15-17], language competence includes the language knowledge mastered by language users and the strategic ability to guide and monitor language communication, and the acquisition of language knowledge and strategy is an important criterion to distinguish speakers of different levels. Bachman defined communicative language competence as "the ability to make proper use of knowledge to communicate in specific situation." [15] Yang et al. defined oral English competence as "the ability to use oral English to communicate and complete communicative tasks in specific occasions." [18]

International research on speaking of Second Language mainly focuses five aspects [19]: (i) Development of phonology; (ii) Learners' ability of listening and speaking and its relationship; (iii) Factors affecting oral learning of second language learners, such as attitude, motivation and social environment; (iv) Transferring of native language from the perspective of language change, variation and marker; and (v) Research on oral English teaching, including learning and thought process, communication strategies, classroom teaching and assessing. Up to now, the above-mentioend five research topics are still the focus, which mainly concentrate on the results of oral expression, rather than analyzing the problems in the development process based on the detailed description of the oral development process of the second language learners. China started late on the study of oral expression of Second language, but has attracted much attention of researchers [20,21], and meanwhile, they began to rethink foreign language education [22]. The study of oral expression of second language mainly covers four fields: (i) Establishing the theoretical model of spoken language development; (ii) Research on effective forms of oral English evaluation [23,24]; (iii) Explore the characteristics and regular patterns of expression [25]; (iv) Improvement of teaching methods [11, 26-28]. In addition, it has attracted much attention from scholars, such as the development of fluency, accuracy and complexity for oral expression [29,30], communication strategies and Individual differences [31], thinking process of oral expression, controlling factors for oral ability [32-37], etc. However, the objects of the above study were mainly freshmen (majors/non-majors) and middle school students, rarely focusing on sophomores and juniors. Few concerned the learning needs of college students at different levels for oral expression [22]. Fewer researches evaluated the current situation and core problems of students' oral proficiency based on CSE, which mostly focus on the fluency, accuracy and complexity of oral expression. Skehan believes that "fluency," "accuracy" and "complexity" are the basic indicators to evaluate oral proficiency [38]. Crookes (1989) and Wigglesworth (1997) argue that the validity of communication can be judged by examining the accuracy of grammar use in learners' oral expressions [39,40].

According to Yang et al., for a comprehensive description of the spoken language ability, it should commence with the accuracy (phonology, grammar), richness (vocabulary, syntax), coherence (use of connection means), fluency (the length of the continuous speech), appropriateness (effective participation) and flexibility (use of communication strategy) [7].

Based on the "can-do" statement for oral Expression of CSE level 5, this study is to explore the current situation of oral English ability of NEMCS from Chinese second-tier universities, discusses the core issues and influencing factors of the development of their oral English ability and analyze the central difficulties and contributing factors, providing suggestions for oral English development of domestic non-English major college students from second-tier universities.

3. Study

Before the study, 575 subjects were investigated for their learning behaviors and learning environment. According to the survey, 99.73% of them have at least one smart phone; 99.46% have ever used mobile phone apps of English learning; 95.12% think spoken English is very important; 95.93% hope to improve their oral expression ability, of which 13.27% have a short-term experience of speaking English abroad. College students in the new era have more access to the shared resources, with excellent resources and better conditions for oral English learning and practice.

3.1. Research questions

Based on SA and the sub-scales for oral expression of the CSE, this study analyzed NEM college students' current status of oral English ability and common difficulties, explored the main factors restricting the development of their oral ability. The study intended to answer the following three questions: (i) What is the current situation on oral English ability of NEM college students? Are there significant differences between genders, grades and majors? (ii) What problems do NEM college students have in their oral English ability? (iii) What are the main factors affecting their development of oral English ability?

3.2. Participants

Participants of the study are 575 NEM Chinese students (the second- and third-year) (NEMCS) from second-tier universities (in region of Pearl River Delta, the inland city of Changsha and the western region of Guangdong province), including 133 junior students who have finished all four books learning of College English and 442 sophomores who are learning College English Book III at the time of this study. Students' score of Gaokao is higher than enrollment cut-off point of the university and have been learning English as a second language. Students have participated in self- and peer- assessment and received relevant training and guidance.

3.3. Research methodology

The study adopts the methods which mainly include questionnaire and semi-structured interview. The questionnaire is designed based on the "can-do" statements of self-assessment (SA) scale and sub-scales for oral expression of the CSE level 5 without destroying the contents of original descriptors. Studies have shown that self-assessment can effectively acquire the situation of English proficiency of second language learners [41-43]. Self-assessment is a reliable and effective way to test students' communicative language competence. Compared with students' own listening and reading abilities, students can more accurately assess their own speaking and writing abilities [44]. The questionnaire is composed of two parts. Part One is about the participants' basic information (as shown in **Table 1**), consisting of gender, major and grade. Part Two is the body of questionnaire, 29 items included which covered six dimensions of features of oral

expression: accuracy, breadth, fluency, coherence, appropriateness, and flexibility. The study of features for oral expression is of great practical significance for teaching and testing [5]. Subjects were asked to tick only one choice on each item on a five-point Likert Scale ranging from one (never true for me) through two (usually not true for me), three (somewhat true for me) and four (usually true for me) to five (always true for me). The self-assessment score was the sum of the responses: the higher the score was, the more accurate the language expression was and the richer the sentence pattern, as well as the more the fluency, the better the coherence, the more appropriate the language, the more the flexibility. It showed the higher the oral expression ability.

Table 1. Basic information of the participants

Information	Classification	Total number of people	Percentage
Gender	Male	152	26.43%
	Female	423	73.57%
Major	Arts	232	40.35%
	Science	245	42.61%
	Business	98	17.04%
Grade	Sophomore	442	76.87%
	Junior	133	23.13%

To have more detailed and accurate results of quantitative analysis, the paper also adopts the method of interview. We randomly selected five students in eight classes out of 16 involved in the survey; there was a total of 40 including sophomores and juniors. The interview focused on three aspects: (i) How about the respondents' attitude towards oral English learning, self-assessment oral English ability and the expectation of improvement? (ii) What are the ways for practice and the practice length per week? (iii) What are the big difficulties in expressing personal views in English?

3.4. Data collection

A total of 575 NEM college students were surveyed by online questionnaire on the platform of Wenjuanxing. The link of the questionnaire was forwarded to the students by English teachers in these universities. 575 questionnaires were collected and 422 were valid. SPSS19.0 software was used to conduct descriptive statistics analysis such as *t*-test and analysis of variance (ANOVA).

To test the credibility of the data and ensure the scientific conclusions, the study adopted Cronbach α reliability coefficient and factor load coefficient test to verify the reliability and validity of the questionnaire. From the results of reliability test as shown in **Table 2**, coefficient values of all six dimension are greater than 0.8, the minimum value is 0.812, which could be used for further analysis. The CITC values corresponding to the analytical terms are greater than 0.7. There is a good correlation between the analysis items. Exploratory factors were used to test validity, 29 items of the questionnaire were classified into six dimensions. The results showed all common values for validity test of all items that are greater than 0.5, information can be effectively extracted; KMO is 0.970 (>0.8), Bartlett spherical test results are significant (Sig.=0.000), the value of CPV is 73.370% (>50%). Most item information were extracted for six dimensions, showing that the research data has good structural validity. The result of confirmatory factor analysis proved that the AVE values for each dimension are greater than 0.5, and CR values all are greater than 0.7, indicating a good aggregation validity of the data.

Table 2. Results of reliability test

Factor	Number of scales	KMO values	Cronbach's α factor
Accuracy of language expression	7	.852**	.875
Complexity of language expression	4	.801**	.857
Coherence of language expression	4	.806**	.825
Fluency in Language Expression	5	.847**	.870
Appropriateness of language expression	3	.802**	.812
Flexibility of language expression	6	.864**	.908

4. Findings and discussion

4.1. The current situation of participants' oral expression ability

4.1.1. Participants' overall results of oral expression competency

The descriptive statistical analysis of the survey results does not contain exception value. The mean value of six dimensions on oral ability (accuracy, scope, coherence, fluency, appropriateness, and flexibility) can be described and analyzed. As stated in **Table 3**, the mean of each dimension (between 2.498 and 2.931) and the questionnaire (2.762) is lower than the average score (3.0), and the standard deviation is less than one. It shows the subjects' overall level of oral expression competency are in the lower level of the scale and has not yet reached the CSE level 5, but flexibility (2.931), consistency (2.841) and accuracy (2.819) of expression are almost reaching the level. The scores of appropriateness (2.779), fluency (2.705) and scope (2.499) are low, which are still far from the statements of CSE level 5. In particular, the scope of oral expression needed to be improved urgently. The maximum value also indicates that the scope and fluency of the subjects' oral expression are the ability items that need to be paid attention to.

Table 3. Current level of oral expression ability of college non-English majors

Dimensions	Number of items	N	Minimum value	Maximum value	Average	Standard deviation
Accuracy	7	422	1.000	4.714	2.819	.658
Breadth	4	422	1.000	4.500	2.498	.666
Coherence	4	422	1.000	4.500	2.841	.676
Fluency	5	422	1.000	4.600	2.705	.691
Appropriateness	3	422	1.000	5.000	2.779	.735
Flexibility	6	422	1.000	5.000	2.931	.708
Total	29	422	1.000	4.719	2.762	.689

4.1.2. Differences among participants of different genders, grades, and majors

The data is normally distributed by test, *t*-test can be used to analyze the difference between two sets of data. There is no significant difference ($P > 0.05$) between participants of different genders, grades and majors on the dimension of flexibility, appropriateness, accuracy, fluency, coherence, and breadth by F test, which shows the sample is relatively concentrated with homogeneity of variance; therefore, ANOVA can be performed.

As is shown in **Table 4**, there are significant differences ($P < 0.01$) in five dimensions (flexibility, appropriateness, fluency, consistency, and accuracy) among students of different genders: the mean of girls which almost come to the statement of CSE level 5 is higher than that of boys, who have more space for

improvement. But there is no significant difference ($P > 0.05$) in the expression of breadth, girls' is slightly better than that of boys. So, more attention should be paid to boys.

Table 4. Gender differences in oral English ability of college non-English majors

Dimensions	Gender (mean ± standard deviation)		t	*P*
	Female (N = 336)	Male (N = 86)		
Flexibility	2.98±0.70	2.73±0.71	3.000	.003**
Appropriateness	2.83±0.72	2.59±0.75	2.760	.006**
Fluency	2.75±0.68	2.53±0.69	2.608	.009**
Coherence	2.90±0.70	2.63±0.69	3.151	.002**
Scope	2.53±0.67	2.38±0.64	1.792	.074
Accuracy	2.88±0.64	2.58±0.69	3.759	.000**

$P < 0.05$** $p < 0.01$

Table 5 shows there are significant differences in ability of six dimensions among students of different majors ($P < 0.05$): the mean of business students is higher than that of arts students whose is higher than that of science students, which means oral expression competency of business students (mean value is 2.91) is closer to CSE level 5, comparing with art students. While science students with a much lower mean (2.64) need to make more efforts. All the participants score the lowest on the breadth and fluency, but business and art students are better than science ones. Attention to the science students is needed.

Table 5. Professional differences in oral English ability of non-major college students

Dimensions	Profession (mean ± standard deviation)			F	*P*
	Business (N = 52)	Arts (N = 179)	Science (N = 191)		
Flexibility	3.08±0.74	3.01±0.70	2.81±0.70	5.139	.006**
Appropriateness	2.82±0.75	2.90±0.73	2.66±0.72	5.186	.006**
Fluency	2.87±0.71	2.76±0.68	2.61±0.68	4.111	.017*
Coherence	2.95±0.75	2.85±0.65	2.65±0.66	6.271	.002**
Scope	2.73±0.75	2.55±0.67	2.39±0.61	6.295	.002**
Accuracy	3.01±0.73	2.90±0.61	2.69±0.66	7.02	.001**

$P < 0.05$** $p < 0.01$

Table 6 shows there is no significant difference ($P > 0.05$) between different grades on the abilities of six dimensions. The mean of junior students (2.84) is slightly higher than that of sophomores (2.74), indicating that oral expression competency of junior students is slightly better than that of sophomores, but both down to CSE level 5. Whether taking college English courses or not has no obvious promotion on the development of oral English ability.

Table 6. Grade differences in oral English ability of non-major college students

Dimensions	Grade (average ± standard deviation)		t	*P*
	Junior (N=101)	Sophomore (N=321)		
Flexibility	3.04±0.66	2.90±0.72	1.739	.083
Appropriateness	2.87±0.70	2.75±0.74	1.452	.147
Fluency	2.77±0.67	2.68±0.70	1.127	.26
Coherence	2.92±0.63	2.81±0.73	1.453	.148
Scope	2.59±0.66	2.47±0.67	1.619	.106
Accuracy	2.87±0.63	2.80±0.67	0.968	.334

$P < 0.05$** $p < 0.01$

4.2. Problems of NEM college students' oral expression ability

Comparing the average value of six dimensions for oral expression ability of the subjects (**Figure 1**), it shows scope, fluency and appropriateness of oral expression of NEMCS need to be improved urgently; scope of expression (2.5) requires the most attention, followed by fluency (2.70) and appropriateness (2.78). According to the data in **Figure 2**, **Figure 3** and **Figure 4**, the group in need of urgent improvement of scope is the female students of science sophomore (mean value: 2.57, 2.47, 2.39, respectively), while the group in need of urgent improvement of both fluency and appropriateness is the male students of science sophomore (mean value: 2.57, 2.68, 2.61, respectively). In general, the oral English ability of non-English majors from the second-tier universities has not reached CSE level 5; flexibility, accuracy and consistency of oral expression almost reach the level, while scope, fluency and appropriateness are desperately to be improved.

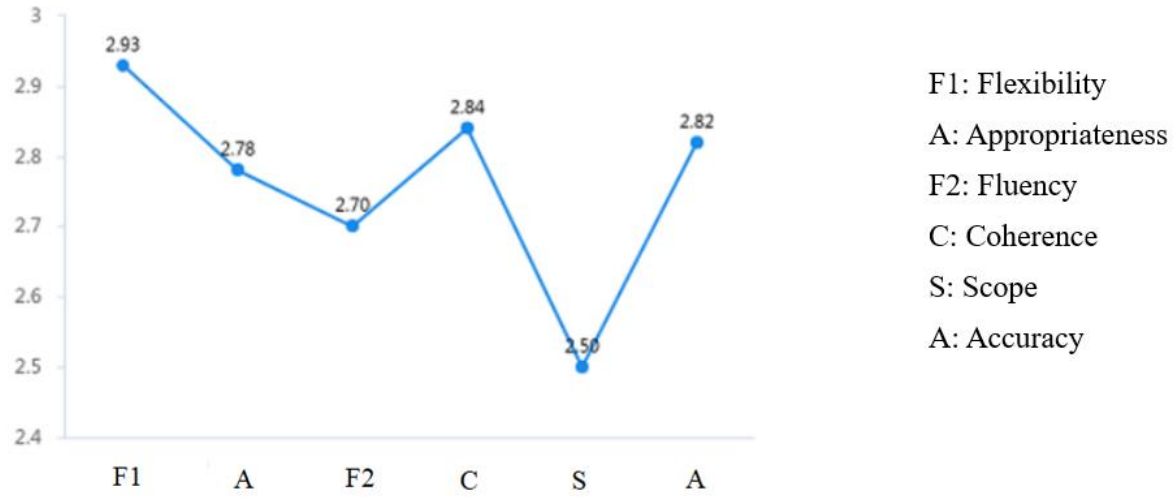


Figure 1. Comparison of dimensional averages

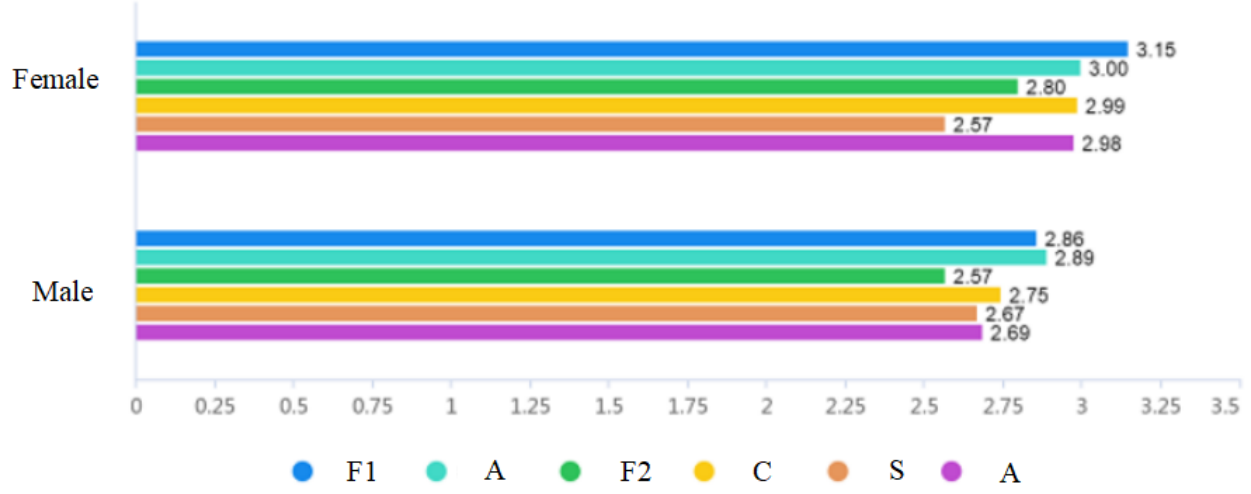


Figure 2. Comparison of different genders on six dimensions

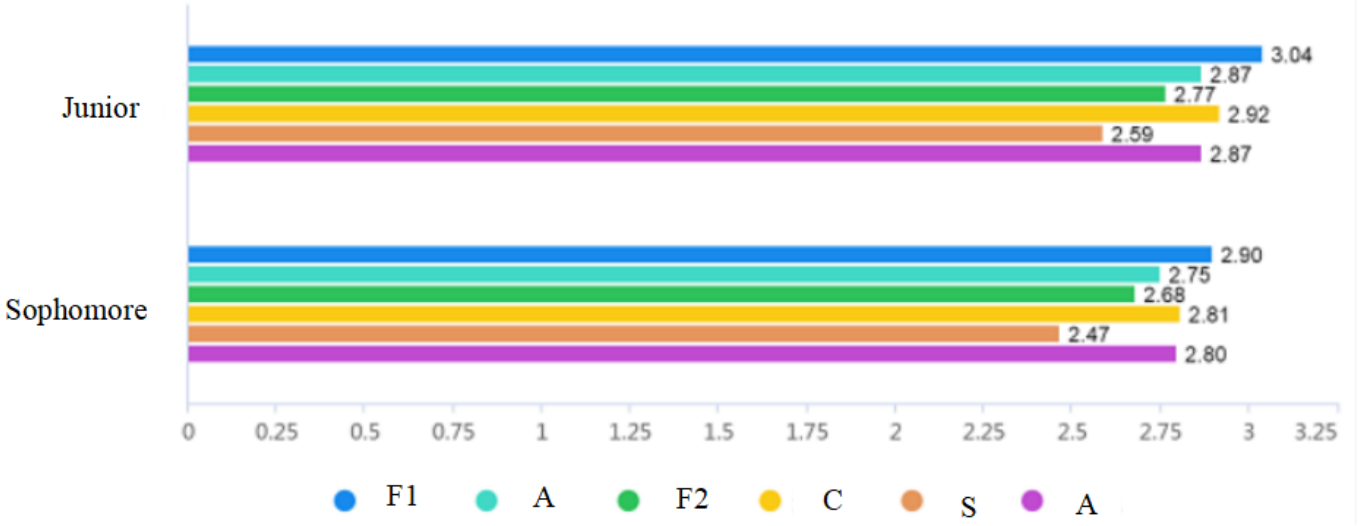


Figure 3. Comparison of different grades on six dimensions

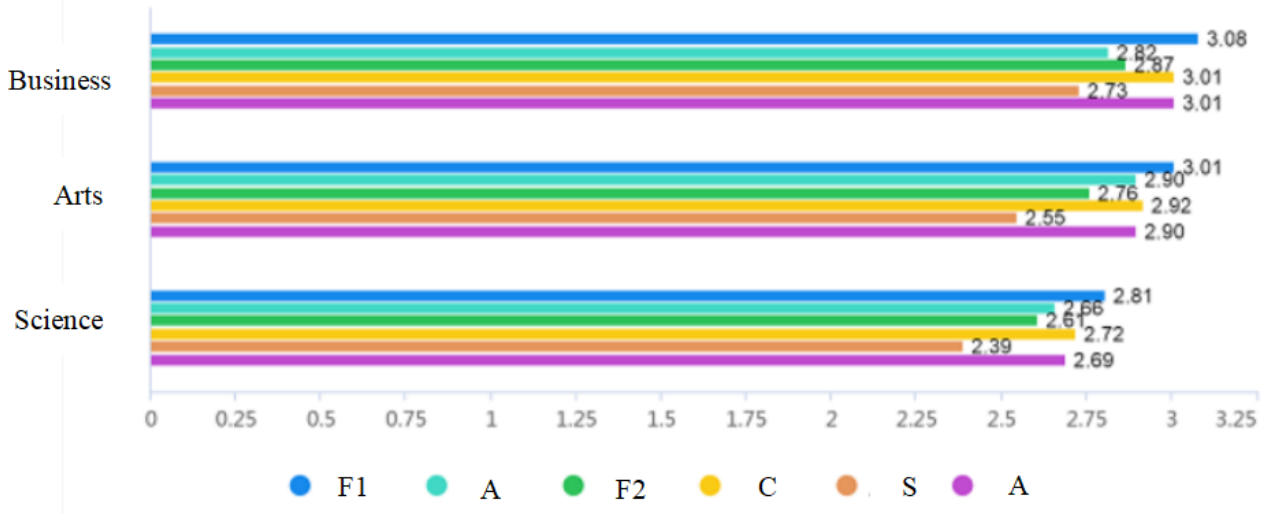


Figure 4. Comparison of different specialties on six dimensions

4.2.1. Flexibility of oral expression

As shown in **Table 7**, the mean value of flexibility dimension factors is relatively stable, and the total average of all factors (2.931) is close to the mean score (3.0), indicating that participants are at an average level in flexibility of oral expression. The standard deviation (>0.800) indicates there is difference between students. Among the six factors (in **Table 4**), the score of "being able to solve communication difficulties through inquiry and body language" (3.156) is slightly higher than the average (3.0), which shows in the discussion of familiar topics, participants can adopt appropriate expression strategies to assist communication. For example, they can check whether listeners have understood their talk by asking follow-up questions and confirm whether their utterance has been understood; can make accurate use of non-verbal cues such as body language in accordance with the situation and communicative needs; can solve difficulties in communication and initiate, continue as well as end conversations naturally.

Table 7. Characteristics of language flexibility of non-professional college students

	Discussion on familiar topics	N	Minimum value	Maximum value	Average	Standard deviation	Total average
FLEXIBILITY	Can take appropriate measures (e.g., inquiry, body language) to solve communication difficulties	422	1.000	5.000	3.156	.882	2.931
	Can naturally initiate a conversation	422	1.000	5.000	2.865	.846	
	Can naturally participate in the conversation	422	1.000	5.000	2.891	.876	
	Can naturally keep talking	422	1.000	5.000	2.903	.849	
	Can end the conversation naturally	422	1.000	5.000	2.936	.848	
	Can transfer the conversation naturally	422	1.000	5.000	2.836	.835	

4.2.2. Accuracy and coherence of oral expression

Table 8 shows participants' almost have correct pronunciation (2.896) and natural intonation (2.775) in daily English communication, but they are weak at the use of phonological knowledge in oral expression such as stress, liaison, reduced voice and loss of plosion (2.611). Vocabulary competence (2.846) is slightly higher than that of use of sentence structures (2.784), but they are easy to make mistakes in verb tense in oral expression (2.796). They almost can clearly and orderly use simple conjunctions to link phrases and sentences (2.905) as well as transitional sentences to organize discourse (2.934), but there are some difficulties in achieving semantic coherence through sentence transformation in oral expression (2.664) due to the lack of textual knowledge and single cohesive devices.

Table 8. Characteristics of accuracy and coherence of language expression on non-major college students

	Discussion on familiar topics	N	Minimum value	Maximum value	Average	Standard deviation	Total average
ACCURACY	Can correctly read words	422	1.000	5.000	2.896	.911	2.819
	Can appropriately use stressed, liaison, reduced voice and loss of plosion	422	1.000	5.000	2.611	.856	
	Natural intonation	422	1.000	5.000	2.775	.890	
	Can appropriately use learned words (phrases)	422	1.000	5.000	2.846	.862	
	Can appropriately use the acquired English sentence patterns	422	1.000	5.000	2.784	.857	
	Can use the learned tenses correctly	422	1.000	5.000	2.796	.839	
	Can correctly use nouns in plural	422	1.000	5.000	3.024	.872	
COHERENCE	Can use simple conjunctions to connect phrases or sentences	422	1.000	5.000	2.905	.945	2.841
	Can use transitional statements to organize discourse	422	1.000	5.000	2.934	.915	
	Can alter sentence patterns to achieve semantic coherence	422	1.000	5.000	2.664	.833	
	Can be clear and organized	422	1.000	5.000	2.860	.802	

4.2.3. Scope of oral expression

Table 9 shows the total mean of scope for oral expression (2.499) is much lower than the average score (3.0), which is the lowest among six dimensions. It can be seen that participants are seriously deficient in the application of highly complex sentence structures (2.509) and vocabulary (2.448) in oral expression. It is difficult for them whether simple sentence pattern (2.455) or complex (2.509), actually. Vocabulary learned in College English is poorly absorbed and not used properly, and participants are not good at using relevant words and phrases to discuss familiar topics (2.581), indicating that oral expression in daily communication mainly depends on words and phrases learned in primary and secondary schools. Syntactic complexity, especially the understanding and application of long sentences, is the weakest part of NEM college students among all six dimensions for oral expression. The low use frequency of complex vocabulary acquired in College English (2.448) suggests effectiveness of College English teaching deserves great attention of both students and teachers.

Table 9. Characteristics of language expression breadth of non-professional college students

	Discussion on familiar topics	N	Minimum value	Maximum value	Average	Standard deviation	Total average
S C O P E	Can express opinions in simple English sentence patterns	422	1.000	5.000	2.455	.814	2.499
	Can use different related vocabulary	422	1.000	5.000	2.581	.796	
	Can use the words I learned in college (English)	422	1.000	5.000	2.448	.771	
	Can use clauses to express opinions	422	1.000	5.000	2.509	.803	

4.2.4. Fluency and appropriateness of oral expression

Table 10 shows the mean value of each factor of fluency is low (2.705). When discussing familiar topics, participants can almost pronounce the words fluently (2.763) but require some pause time (2.777) and some time for self-correction of errors (2.768). It is difficult for them to communicate fluently for a long time (2.600) without a certain amount of language repetition (2.616). The data from appropriateness factors analysis show that the subjects can almost use appropriate vocabulary to express politeness on specific occasions (2.827) and make simple communication in accordance with specific context (2.810), but there are certain difficulties in the proper use of language forms to express purposes and intentions (2.699), which shows language users lack of sociolinguistics knowledge and pragmatic functional knowledge, who cannot apply the knowledge to align linguistic forms with their corresponding intentions by identifying and selecting appropriate discourse to achieve their communicative purpose. Pragmatic ability is worrying.

4.3. Controlling factors

To further understand the contributing factors of students' oral expression ability, 20 participants and 8 teachers were interviewed. The participants were randomly classified into two groups, 10 for each, and 30 minutes together. The interview mainly focuses on three aspects: (i) students' attitude, self-assessment and expectations to oral English learning; (ii) regular practice ways and weekly practice time; (iii) the common difficulties when expressing opinion in English. The findings were concluded as follows:

(1) Most students have positive understanding for oral English learning.
93% of them think spoken English is very important and want to improve it. Only 11% think they can speak English well, 25% often speak actively, while less than 10% actively participate in oral English activities (including CET-4 and CET-6 oral tests). This is because of weak oral expression and unable to do what they hope; less organization of oral expression activities and seldom practice in large class teaching. Some lack self-confidence, afraid of being laughed at for poor English, or is not interested in English. 45% expect to take oral English as selective courses in third and fourth year.

(2) Students lack systematic phonological knowledge and have insufficient practice.
About 50% of the respondents practice English by mobile APP, but less than one hour a week; 25% practice through online audio and video; 20% practice by reciting and talking to themselves. Only 5% communicate in English with overseas students and Chinese friends on campus, mainly based on one-way input, and rare interactions, and serious time-shortage. It is consistent with the results of Jia

and Zheng on the key factors affecting the oral English ability of college freshmen [45]. Enough time is needed for the development of foreign language competence [46], and some experts suggest 150–200 hours of learning should be added from the lower level to the higher level [1]. College students in the new era share more online resources based on AI, with abundant resources and convenient conditions for oral English learning and practice. But lack of systematic phonological knowledge affects autonomous learning of spoken language based on artificial intelligence; traditional way of assessment leads to low practice motivation; delayed supervision makes it difficult for students to keep up.

(3) Low efficiency of classroom teaching and insufficient internalization of language knowledge.
90% of the participants think inadequate of lexical chunks and sentence structures prevents the richness of language use. But light emphasis on reading and writing and delayed consolidation of language knowledge, less reading and accumulation of lexical chunks as well as the expression of opinions with the thinking of mother tongue are the hidden causes on the effectiveness of language learning.

Table 10. Characteristics of language fluency and appropriateness in non-professional college students

	Discussion on familiar topics	N	Minimum value	Maximum value	Average	Standard deviation	Total average
FLUENCY	Have a shorter pause in communication	422	1.000	5.000	2.777	.911	2.705
	Can hold a longer time conversation	422	1.000	5.000	2.600	.832	
	Smooth word pronunciation	422	1.000	5.000	2.763	.870	
	Less self-revised interventions	422	1.000	5.000	2.768	.865	
	Seldom repeat in daily communication	422	1.000	5.000	2.616	.773	
APPROPRIATENESS	Can use appropriate language forms according to different circumstances	422	1.000	5.000	2.699	.837	2.779
	Can use simple language to reply to different circumstances	422	1.000	5.000	2.810	.873	
	Can use polite words appropriately in communication	422	1.000	5.000	2.827	.875	

(4) Limited classroom oral activities and low coverage rate on students.

90% of teachers attach importance to the development of students' oral expression competence and their own development. But teachers pay more attention to reading and writing in class because of students diversity for oral English and heavy teaching tasks. Activities of oral practice in class are limited and mainly based on the materials from textbook, with occasional supplementation and less interesting, which result in low coverage rate on students.

5. Conclusion

Based on the scale for oral expression of the CSE level 5, this study mainly explored the current situation for oral expression competence of NEMCS (Second and Third year) from second-tier universities, and the differences between different majors, genders and grades through both questionnaire and interview, limiting factors are discussed. SPSS 19.0 was used for statistics analysis.

The oral expression ability of NEMCS from second-tier universities has not come to the CSE level 5. There are significant differences between genders and majors in students' oral expression ability: girls' performance is better than that of boys; business students are better than arts students, and arts students are better than science students; junior students' oral expression ability is slightly better than that of sophomore students, but there is no significant difference.

Among the six dimensions of oral English ability, the flexibility, accuracy and consistency almost reach the level of CSE 5. But the use of phonological knowledge is far from it, especially in appropriate use of stressed, liaison, reduced voice and loss of plosion in daily communication. Incorrect verb tenses and poor use of cohesive devices are common. Fluency and appropriateness barely meet the standard. But long pauses, times of self-correction and language repetition are regular, language application cannot be consistent with the specific context. Richness of language is not up to standard. Complex sentence structures and advanced vocabulary use are seriously inadequate, and knowledge acquired in college English is in low absorption.

The main influencing factors are as follows: less optimum English learning environment leading to less learning enthusiasm and low self-practice; lack of phonological knowledge and insufficient internalization of language; single-classroom teaching model and not enough practical oral communication; less focus on oral practice and training and less practice opportunities; non-specific teaching evaluation, and less guidance and supervision.

It is urgent to improve oral English teaching, and complexity, fluency and appropriateness of oral expression are the key points for the improvement of oral communication ability of non-English majors. Teachers can use CSE-SS to evaluate students' spoken language competence and clarify the target of oral language teaching [5]. Based on the real needs of students, we need to enrich teaching means, transform teaching methods, optimize curriculum setting and create a smart, effective classroom, help students use the scale for self-evaluation and establish their learning goals [1], pay attention to the combination of learning and application, promote application by learning and promote learning by evaluation [47], play the intermediary role of teachers, take production as the driving force, make scientific evaluation, guide students to selectively transform and absorb, and achieve the targets efficiently so as to improve the effectiveness of oral English classroom teaching as well as students' oral English practical ability, and promote the application and improvement of the scale.

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Disclosure statement

The authors declare no conflict of interest.

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Analysis of Practical Teaching Methods for Logistics Management Major in Higher Vocational Colleges – Taking the Procurement Management Practice Course as an Example

Jing Yuan*

School of E-Commerce and Logistics, Jiangsu Vocational College of Business, Nantong 226000, Jiangsu Province, China

***Corresponding author:** Jing Yuan, yuanjing20222022@163.com

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Abstract: As a teacher majoring in *Logistics Management* in higher vocational colleges with deep understanding of the course for many years and taking the *Procurement Management Practice* course as an example, this study selects the after-school cases in the "Purchase Price and Cost Control" chapter in the second edition textbook of *Procurement Management Practice* of Machinery Industry Press as the research subject of this case analysis. In addition, combined with the chapter content of this textbook, this paper expounds the teaching methods of practical training projects. In hope to provide some ideas for practical teaching, through research and analysis, there is a clearer understanding of the practical teaching of the core curriculum of *Logistics Management* major.

Keywords: Case analysis; Training projects; Procurement Management Practice

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1. Introduction

For practical courses, the best way is to integrate the practical part of the course into the work of the enterprise through school-enterprise cooperation, in which students will be involved in certain enterprises for a period of time. Some higher vocational colleges have enterprises in schools with mature production, learning, research, and innovation system, so students can naturally carry out practical exercises. However, the training situations of most higher vocational colleges are limited. At present, there is no way to completely break off from classroom teaching, and enterprises cannot include many students in the actual work at the same time.

To a certain extent, the practical teaching method can make up for the lack of practical operations. There are a large number of classic cases and training projects in the textbook of the procurement course, which allow the application of knowledge in each chapter and those before and after as well as give play to students' subjective initiative, active thinking, and problem-solving skills in situational projects. The practical teaching method is based on the *Procurement Management Practice* course, which will be described in detail by using case analysis and practical training projects.

2. Case analysis method

2.1. Case analysis

Before any case analysis, students should be guided to understand the title and problems of the case, so that they can form a thinking direction in their minds. Then, according to the length and difficulty of the case content, students are given some time to read the case and think about the problems. Students then should link the knowledge learned in the chapter and their own cognition as the knowledge contents are not only limited to the procurement course. They should be analyzed according to the content of specific cases, using divergent thinking and combining with the knowledge of other courses in *Logistics Management* or *Finance and Trade*. There is no standard answer to the problems in case analysis. As long as the analysis is reasonable, it can be regarded as the answer to the problem.

2.2. Specific examples

Regarding the "Cost Analysis of Purchasing Guava Concentrated Juice by Acreage Foods," the source of this case and problems are discussed (the second edition textbook of *Procurement Management Practice*, edited by Chen Limin and published by Machinery Industry Press).

Acreage Foods is a multinational food processing enterprise in the United States. This company uses various concentrated fruit juices, soups, and condiments in its production. Betty is a veteran purchaser of the company responsible for purchasing fruit products required for production. One of her responsibilities is to negotiate the purchase contract of these ingredients with the supplier every year. Guava, one of the ingredients, grows and harvests seasonally in many countries around the world.

Upon checking an expense, it is found that the expenditure was paid to a guava grower and processor in the Philippines. Acreage Foods has worked with this high-quality supplier for many years. Guava is produced in a remote area of the Philippines. The fruit is usually transported to the processing plant for concentration and packaging, and then exported overseas. The series of products made from guava are famous for their delicacy, and the unique taste comes from the special processing method adopted by the supplier.

Guava concentrate is currently priced FOB (free on board) at $0.29/pound. It is internally packed in silver foil, and each package weighs 50 pounds. It is packaged in cardboard boxes. These cartons are stacked on pallets, and each pallet is stacked with 40 cartons for loading into containers. Each container can hold 20 pallets, and they are shipped by sea. The shipping charge is $2,300 per container. After arriving at a port, the containers are shipped to a local warehouse for storage at a cost of $250 each. US Customs charges a tariff of 15% of the price of goods, excluding shipping. The company needs a container of guava concentrate every month.

Containers are stored locally until they are picked up for processing at a monthly inventory cost of $5.50 per pallet.

In addition, the warehouse charges an entry and exit fee of $6 per pallet as administrative costs. The cost of capital of Acreage Foods is 18%, assuming that the demand for guava concentrate remains unchanged throughout the year.

When the manufacturer needs guava juice concentrate, the container is transported from the warehouse by a local transportation company, with a freight rate of $150 per container and a quality control cost of about $2 per pallet. The company estimates that due to the characteristics of the product, there will be certain losses in the purchase and storage of guava concentrated juice. When incorporated into the company's product budget, 97% of guava concentrated juice is calculated, while the other 3% is the product loss. These losses cannot be exchanged with the manufacturer.

Those spoiled guava concentrated juice not found in advance shall be removed from the store shelves and recycled. The out-of-pocket cost for each product recycling is $20,000, and the supplier shall not be liable for making up for these losses. Company records show that such incidents occur on average once every eight months. In addition, the company's accounting policy requires that 15% of the total purchase amount should be set aside as management cost.

Question 1: Analyze the procurement cost structure and its influencing factors.

Question 2: Discuss the effective ways to control and reduce the total procurement cost.

2.2.1. Analyzing Question 1

The purchase cost components (in USD).

(1) The price of goods is the cost of purchasing the goods: 0.29 * 50 * 40 * 20 = 11,600

(2) Tariff: 11,600 * 15% = 1,740

(3) Freight: 2,740

Sea freight: 2,300 * 1 = 2,300

Road freight (port to warehouse): 250 * 1 = 250

Transportation from warehouse to factory: 150 * 1 + 2 * 20 = 190

(4) Storage fee: (5.5 + 6) * 20 = 230

(5) Management cost: [(1) + (2) + (3) + (4)] * 15% = (11,600 + 1,740 + 2,740 + 230) * 15% = 2,446.5

(6) Loss cost: (1) * 3% + 20,000 / 8 = 2,848

The above shows six cost components. Through calculation and analysis, it can be concluded that some costs are inevitable, such as the purchase cost of goods, tariff (the cost ratio determined by the customs), sea freight, part of storage cost, part of management cost, and part of loss cost. There are some costs that do not occur or occur less frequently. The factors affecting the occurrence of costs are complex. **Question 2** will be on how to avoid or control them.

2.2.2. Analyzing Question 2

In order to control and reduce the cost, it is necessary to study the above six aspects, and then carefully ruminate in consideration of the statement of the case content.

(1) The price of goods is fixed in the form of FOB, and the FOB value needs to be considered.

It is more cost-effective for the seller to use FOB. All sea freight and marine risks are borne by the buyer. For Acreage Foods, the costs and risks are greater. If possible, it should be changed to CIF (cost, insurance, and freight), so that the price of goods and the procurement cost can be reduced. However, based on the background of this case, Acreage Foods has chosen this remote guava processor in the Philippines because it is able to grow and process high-quality guava concentrates and the company has worked with this processor for many years. It can be appreciated that the company in Philippines is monopolizing the industry with good quality products. It is difficult to estimate whether Acreage Foods wants to reduce the procurement cost at CIF price. In order to reduce the cost of purchasing guava concentrated juice, one can change the supplier. As stated above, it can be seen that guava concentrated juice is not only grown and processed in Philippines, but also in many other countries in the world. Acreage Foods can consider looking for a more suitable supplier and can reach a CIF transaction. Needless to say, Acreage Foods can use the idea of

changing suppliers as a bargaining chip to negotiate with their cooperating suppliers in Philippines, so as to convert the FOB price into CIF price, thus reducing the cost of purchasing guava concentrated juice.

(2) Consider the material cost of the packaging
The inner packaging material of guava concentrated juice is silver foil. The cost of silver foil is relatively high. Other materials with the same packaging effect with lower cost and has the feature of environmental protection can be considered, so as to control the cost to a certain extent.

(3) Reduction of road freight
There are two types of road freight: the cost from port to warehouse and from warehouse to factory. In order to reduce the road freight, the warehouse can be relocated to adjacent areas around the factory. When the factory needs to produce guava concentrated juice, it can use light trucks or forklifts inside the factory, so that the factory can also use the required raw materials at any time, thus improving the logistics and production efficiency.

(4) Reduction of storage expenses and management costs
Intelligent equipment, unmanned warehouse, warehouse management system (WMS), and warehouse control system (WCS) can be used to reduce labor costs and improve warehouse material turnover as well as space efficiency. Advanced warehouse management systems and equipment require enterprises to have financial strength to invest in construction, but if it involves warehouse management under supply chain integration, the production factory can outsource the warehouse and control the storage fee and management cost of the enterprise to a certain extent.

(5) Reduction of loss cost
The loss cost comes from two aspects: inevitable natural loss and loss caused by corruption and deterioration which can be avoided through real-time monitoring. The former meets the loss standard and can hardly be reduced, but the latter is caused by the negligence of management and can be avoided. If the enterprise monitors in real time, it is possible to determine those products that are approaching the shelf life. Then, it is necessary to find ways to deal with it. It can be dealt with in time through marketing means, discounts, and bundle sales, so as to minimize the loss, and eventually have a certain control over the loss cost.

This question is the continuation and expansion of the content based on the answer to the first question. It involves the practical application of the theoretical knowledge of the chapter and even the integrated application of other courses in *Logistics Management*.

3. Practical training project method

3.1. Training projects

During the teaching and training week, the training simulation project of the procurement course can be arranged in such a way to carry out teaching, and the theme can be set. If there is procurement training software or supply chain teaching software, it can be used to assist the training.

The class can be divided into groups of three to five students, with each group representing an enterprise. The students should then name their own enterprise and select a student to be the group leader, who would be the general manager of the enterprise. Then, the group members should be assigned positions, roles, rights, and responsibilities.

After the grouping, teachers should explain the tasks and requirements of the training project, and each task should be scored. Finally, the total score can be obtained from self-evaluation within the group, mutual evaluation between groups, and the teacher's evaluation. The first, second, and third prizes should be

rewarded according to the score, so as to encourage students' participation and motivation.

Through practical training, students can give full play to their learning initiative and actively participate in the completion of the project. At the same time, it can also cultivate students' awareness of teamwork, improve their comprehensive quality, and train them to become professional procurement talents.

3.2. Specific examples

3.2.1. Theme

Enterprises need to purchase various materials to produce a certain product. How then to select appropriate suppliers and acquire the required materials?

3.2.2. Requirements

(1) According to the theme, three to five students would form a group, establish an enterprise, and name the enterprise. The positions and roles of the group members are determined, and their rights and responsibilities are clarified.

(2) Enterprises are required to make purchase plans and budgets.

(3) Appropriate cooperative suppliers are selected through bidding procurement.

(4) Procurement negotiation and contract signing.

(5) Contract tracking, procurement process control, and supplier relationship maintenance.

(6) Procurement performance evaluation.

3.2.3. Time

For a period of one week, the specific schedule is as follows:

(1) Stage I: Issue the procurement plan, procurement budget table, bidding document, tender document, and supplier database, as well as make corresponding speeches and explanations on day 1 and 2.

(2) Stage II: Issue the procurement negotiation records, procurement contracts, supplier evaluation reports, simulation scenarios, and speech explanations on day 3 and 4.

(3) Stage III: Issue the contract tracking record form, procurement process control and early warning scheme, as well as other materials provided, and make corresponding speeches and explanations on day 5 and 6.

(4) Stage IV: Final group presentation and compete for the best group on day 7.

Teachers would provide corresponding guidance in each stage.

3.2.4. Report

(1) The corresponding report should be completed in each stage, and the materials issued in each stage should be attached in the report.

(2) Analyze, study, and deal with the actual situation encountered in the training.

(3) The authenticity and feasibility of various schemes, statements, and data should be demonstrated to reflect rationality.

3.2.5. Assessment

(1) Whether the division of labor of the group is clear, whether the responsibilities are clear, whether there is teamwork spirit among the group members, and the team leader evaluates and scores each member of the group.

(2) Whether the relevant information and data are detailed, accurate, specific, and reasonable.

(3) Whether the training report format of each student is standardized.

(4) Whether the team's report and explanation of each stage are detailed, comprehensive, and clear.

(5) Whether the questions raised by teachers and other students can be answered quickly and accurately.

(6) Teachers should conduct stage assessment for each group and share the assessment scores in each stage.

(7) Comprehensive evaluation should be according to individual and team performance, self-evaluation, mutual evaluation, and teacher's evaluation; upon obtaining the final score, reward the best group and individuals who performed well for encouragement.

4. Conclusion

Case analysis and training projects are two key and important means in teaching. When using the two methods, it is important to arrange more time for teaching, focus on the use of the two teaching methods, and integrate the current hot spots in the industry to stimulate students' learning enthusiasm and interest in participating. At the same time, the ideological and political content of the course is interspersed, with emphasis on the spirit of national unity. The country should become a logistics power and enhance students' sense of patriotism through teaching and fun as well as train students to become real talents with feelings, skills, and responsibility.

Disclosure statement

The author declares that there is no conflict of interest.

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Research on the Design and Implementation of Middle School Physical Education Curriculum Based on the Process Model

Zeng Li[1*], Binbin Zhu[2]

[1]Zhejiang Anji Senior High School, Huzhou 313300, Zhejiang Province, China

[2] Huzhou Fourth Middle School Education Group, Huzhou 313000, Zhejiang Province, China

***Corresponding author:** Zeng Li, 261134041@qq.com

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Abstract: For a long time, the education work in China has been deeply affected by the target model. With the development of the times and the continuous reform of education, the impact of process model on education has become increasingly prominent. It does not only give full play to the internal value of the curriculum content, but also cultivate students' personality and subjectivity. Taking the middle school physical education curriculum design as an example, this paper explores the practical application of process model for reference.

Keywords: Process model; Middle school physical education; Curriculum design; Implementation

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1. Introduction

In middle school physical education, with the rise of humanism, the human standard of physical education has gradually attracted people's attention. At the same time, it has also placed more importance on the process model. The traditional target model has many defects and deficiencies in its implementation, but the process model can make up for these deficiencies and provide a new idea for the teaching of physical education. Teachers can flexibly choose the teaching content while taking into consideration of the actual situation, so as to give full play to the internal value of teaching content and cultivate students' personality and subjectivity.

2. Overview of the process model

The process model mainly describes in detail the teaching methods to be adopted, the contents to be learned, and the inherent standards of relevant activities in the process of curriculum design. Moreover, the development of the curriculum is not formulated according to a certain fixed goal and then evaluated, but rather, a continuous and dynamic process. The advantages of the process model include the following points: first, it pays attention to the general objectives and procedural principles, which is different from the previous target model; second, in curriculum development and design, the role and value of teachers are more emphasized; third, it emphasizes process education.

3. The necessity of applying the process model in middle school physical education curriculum design

3.1. Mobilizes and stimulates students' interest in learning

At present, the physical education curriculum design in middle schools basically focuses on the target model and pays attention to students' mastery of relevant physical education skills. However, in foreign countries, it is based on the process model. One of the purposes of physical education is to mobilize and stimulate students' interest in learning as well as cultivate lifelong sports consciousness among students. Taking dribbling in basketball as an example, in domestic physical education, teachers would explain and demonstrate the technique by themselves; then, students would imitate, and the teachers would correct them. In this way, students can master the skill. Such a single and rigid teaching method enables students to master certain sports skills, but it virtually extinguishes students' interest in learning the sport, which is not conducive to the cultivation of lifelong sports consciousness. Under the process model, the teaching is mainly based on the students' understanding. Students may not master the relevant sports skill, but they would be able to experience the fun in sports, which is very helpful for the cultivation of students' lifelong sports consciousness [1].

3.2. Fully respects students' dominance in the classroom

The traditional concept of education also has a direct impact on the concept of school physical education. In China, as physical education has been affected by the target model for a long time, it often neglects the cultivation of students' personality and weakens their dominance in classroom. Compared with other disciplines, physical education is beneficial in cultivating students' personality, but the reality is often the opposite. Under the target model, students tend to imitate their teachers' actions mechanically, thus lacking the integration of emotion and thought. Through the process model, they can effectively make up for the defects and deficiencies of the target model, fully respect students' dominance in classroom, cultivate students' thinking skill, personality, and creativity, as well as develop students' potential, so that students can fully express their different views, which is very helpful for the all-round and healthy development of their bodies and minds [2].

3.3. Gives full play to the internal value of the teaching content

Internal value mainly refers to the potential value that is not easily discovered by others. No matter what course, it has internal value and external value. The physical education curriculum design based on the target model basically takes goal formulation as the core and gives full play to the external value of the teaching content. As an essential and important discipline, compared with other disciplines, physical education does not only emphasize on people-oriented value, but also pay more attention to students' emotional experience. Its ultimate goal is to promote an all-round and healthy development. Through the practical application of process model in physical education curriculum design, it is possible to give full play to the internal value of the teaching content. When the teaching content triggers students' thinking and brings happiness as well as satisfaction, it can then realize its internal value [3].

4. Application of the process model in middle school physical education curriculum design

Firstly, under the traditional target model, the design of middle school physical education curriculum usually has higher requirements for teachers' professional skill level and knowledge reserve. However, under the process model, teachers are not only required to have higher professional skill level and knowledge reserve, but also their understanding ability, thinking ability, grasp ability, and organization ability. An excellent and qualified physical education teacher should not only improve students' physical quality and accurately convey relevant skills to students, but also inspire their intelligence. Physical

education curriculum based on the process model can cultivate and exercise students' ideological ability. However, according to the actual development situation, many middle school physical education teachers do not meet the above requirements, thus hindering and limiting the role and value of the process model in middle school physical education curriculum design.

Secondly, the process model emphasizes the process of curriculum design and does not pay as much attention to results as the target model does, which has a certain impact on the realization of curriculum teaching objectives; however, educational results are uncertain. In addition, the curriculum evaluation standard is flawed, so it is difficult to supervise and evaluate physical education teaching under the process model. In view of the above situation, an evaluation method based on the process model can be constructed. In the process of evaluating teachers, students can evaluate teachers' control over classroom and their own classroom experience through questionnaires. In addition, teachers should establish correct curriculum views. Only in this way can they have firm faith in curriculum design, rather than following suit.

Finally, the middle school physical education curriculum design based on the process model pays more attention to the classroom teaching process, which causes difficulty in completing many quantitative teaching objectives. Affected by exam-oriented education, the completion of teaching objectives in physical education classroom teaching based on the process model is far less than the target model. Therefore, in future educational practice, there is a need to find a balance between improving the efficiency of classroom teaching and the application of the process model, so as to give full play to its application value [4].

5. Design and implementation of middle school physical education curriculum based on the process model

5.1. Design

In order to apply the process model to the physical education curriculum design in middle schools, first of all, it is imperative to pay attention to the overall structure of the curriculum, based on the physical education teaching content with rich connotation and value. Second, the emphasis should be on the curriculum design and implementation process. Third, it is necessary to flexibly organize teaching while taking into consideration of classroom teaching and the actual situation of students. Under the target model, in preparation for classroom teaching, teachers generally prepare in advance and focus on the goal, which greatly weaken the creativity and flexibility of classroom teaching. Physical education classroom teaching based on the process model requires teachers to flexibly organize teaching while taking into consideration of classroom teaching and the actual situation of students. Taking rope skipping as an example, after learning the skill and practicing for a period of time, students will inevitably feel bored. In view of the above situation, teachers should think about how to make rope skipping more interesting. For example, they can guide the students to triple jump, double jump, etc. Through interesting ways, they can mobilize students' learning enthusiasm. It does not break away from the teaching of rope skipping, but rather, it makes learning more flexible and vivid [5].

5.2. Implementation

Taking the improvement process as an example, under the previous target model, the first thing is to formulate the teaching objectives. For example, in class, how many gymnastics movements should students learn? In practical teaching, teachers would demonstrate the correct movements and explain the key points of the movements. Students would then imitate the teachers. Teachers are responsible for error correction and providing feedback. Although the class efficiency is high, due to the lack of independent thinking process, the teaching lacks vitality, which is not conducive to the cultivation of students' autonomous learning skills. Under the process model, taking gymnastics as an example. Firstly, the general teaching

objectives are determined. Secondly, creative and flexible teaching activities are carried out. Then, students are required to summarize by themselves. Finally, the teaching results are evaluated. In the process of practice, the teacher can first instruct the students to learn relevant gymnastics movements, such as fish jump and forward roll. In order to stimulate students' interest in learning, the teacher can list out and demonstrate the fish jump of volleyball players and that of goalkeepers in football to enable the students to master the essentials of the movements. After that, the teacher can divide the students into different groups for practice and discussion of the key points under the guidance of the teacher. In this way, students' interest in learning can be mobilized, and at the same time, they would gain a lot of experience and insights.

6. Conclusion

This paper mainly explores the middle school physical education curriculum design based on the process model. Compared with the traditional target model, the process model emphasizes more on the cultivation of students' personality and subjectivity. At the same time, it also gives full play to the internal value of the curriculum content and fully highlights the humanistic spirit. Therefore, physical education teachers need to pay more attention to the process model and constantly improve their comprehensive ability and quality, so as to better implement the model and promote the continuous improvement of the quality of middle school physical education.

Disclosure statement

The authors declare that there is no conflict of interest.

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An Analysis of Family Education in Paula Vogel's Plays

Qiaozhu Zhang*

Nanjing Normal University, Nanjing 210097, Jiangsu Province, China

***Corresponding author:** Qiaozhu Zhang, 1181743862@qq.com

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Abstract: As a famous female playwright, Paula Vogel focuses on traditional American families. *Hot 'N' Throbbing*, *How I Learned to Drive*, and *The Long Christmas Ride Home* are her three representative works that mainly reveal the contradictions and education problems in traditional American families, clearly presenting the influence of husband-wife relationship and parent-child relationship on the growth and development of children. She bravely criticizes the so-called "ideal family" promoted by the American society, leading people to reflect on and pay more attention to the education problems in traditional American families.

Keywords: Paula Vogel; Family education; Husband-wife relationship; Parent-child relationship

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1. Introduction

Upon the advent of the 21st century, American drama is opening up a new and colorful dimension with a growing number of masterpieces that attract the attention of the public and critics. With the influence of the women's liberation movement since the 1960s, a large number of outstanding and innovative female playwrights have emerged, some of whom have won numerous theater awards, such as Megan Terry, Wendy Wasserstein, Martha Norman, Paula Vogel, and Lynn Nottage. Among all the American female playwrights, Paula Vogel has to be mentioned in view of her creative works, outstanding status, and comprehensive contribution to feminist drama. She has played a pivotal and irreplaceable role in the development of postmodern American drama, winning many awards, including the Obie Award for Best Drama and the Pulitzer Prize. Besides, she has also entered the American Theatre Hall of Fame in 2013, becoming one of the most famous and influential female playwrights in America. David Savran thinks that her plays represent "a revision and repossession of a highly masculinized textual practice [1]. Jill Dolan commented, "Paula Vogel tends to select sensitive, difficult, fraught issues to theatricalize and to spin them with a dramaturgy that's at once creative, highly imaginative, and brutally honest [2]. In addition, Vogel is not only a talented female playwright but also an excellent educator as she has trained a large number of excellent talents for the American drama world, like Nilo Cruz, Lynn Nottage, Adam Bock, and Bridget Carpenter. These excellent students, taught and led by Vogel, inherited her theatrical creation and gradually became new stars in the field of American drama. Thus, Vogel's outstanding contribution to American drama not only lies in her drama creation but also in her education and training of the next generation of drama novices.

Paula Vogel is a prolific playwright, who has produced over 20 plays during her creative career. Her plays tend to focus on highly controversial and major social issues, such as sexual relations, domestic

violence, AIDS, homosexuality, ethics, and war. As a female playwright, Vogel attaches great importance to the portrayal of modern American family life, clearly pointing to the common educational difficulties and prominent contradictions in modern American families. *Hot 'N' Throbbing*, *How I Learned to Drive*, and *The Long Christmas Ride Home* are three major representative works of hers, which all focus on the conflicts within traditional American families. *Hot 'N' Throbbing* tells of Charlene who had divorced her husband but still has to endure his harassment and raise three children. Unfortunately, she was strangled to death by her husband. *How I Learned to Drive* is about the immoral affair between L'il Bit and her uncle, Peck. *The Long Christmas Ride Home* tells of a family journey on Christmas Eve; all the family members were not as happy as they were supposed to be, they were trapped in their minds and were not able to communicate with each other. In the three plays, Vogel depicts many real problems that occur in modern American families, focusing more on the profound impact of marital relationship and family environment on family education. Vogel criticizes the ideal dream of a "perfect family" promoted by the American society at that time and deeply reveals the shortcomings in the traditional American family education, thus arousing society's reflection and attention on family education.

2. Influence of husband-wife relationship on children

A good family relationship is the basis of building a harmonious and stable family. Family relationships directly reflect the closeness of family members, the stability of the family, the performance of family functions, the quality of family life, and have an impact on family education in different ways [3]. For every family, the relationship between husband and wife, parental quality, and the parent-child relationship influence the growth of children. A harmonious family cannot be separated from a healthy, stable, and loving relationship between husband and wife. The relationship between husband and wife as well as the quality of their parenting directly affect the growth of children. These are important factors that affect family education.

First of all, love between parents is the most important element for creating happy families and helping children grow with emotionally stable personalities. A good relationship between husband and wife is the key to creating a warm and harmonious family environment, which imperceptibly affects children's words and deeds. A relationship with confrontation, disputes, conflicts, and contradiction will directly affect children's emotions, thus leaving a huge impact on their values.

The relationship Vogel portrays in her plays is pathological and distorted. The attitude of the husband toward his wife is either assuming his wife as a private plaything to vent his sexual desire or with no love and affection. In *Hot 'N' Throbbing,* Charlene was so scared of her ex-husband; although they had already divorced, she was still harassed and threatened by him. Not only that, Charlene had to deal with the education problems of her children alone, and of the two children, her daughter's rebellion was beyond her control, while her son was filled with hatred and hostility toward his own father. In *How I Learn to Drive*, L'il Bit lacked care and guidance from her biological father, and she had to endure the insulting remarks about women from her grandfather. Besides, none of the female elders in the family were in a healthy or happy marriage. They often spoke about sexual relationships in front of her without any circumvention, which directly led to L'il Bit's inability to develop a correct perspective toward sexual relationships. In *The Long Christmas Ride Home*, the husband and wife barely had time to care for their three children. The husband thought about his mistress all the time, while the wife was anxious about her husband's infidelity. As a result, the three children were restless, without any power to refute or question, and they obviously had no expectation for this long Christmas journey. The parents were deeply affected by their emotions, indifference, and anger, putting the family at risk of falling apart.

Secondly, parents are the most direct, frequent, and important educators in the family [4]. Their views, words, and deeds are the main reference and imitation points of their children, especially during their

childhood and youth. The influence of both parents on their children's education is also different. A German philosopher, Erich Fromm, once pointed out that although a father cannot represent nature, he represents another pole of human existence; that is, the world of thought, the world of science and technology, the world of law and order, as well as the world of experience and adventure [5]. Therefore, fathers lead the way to reason and order for their children.

In *Hot 'N' Throbbing, How I Learn to Drive*, and *The Long Christmas Ride Home*, Vogel's portrayal of fathers provides important and meaningful cases for the study of family education. In these three plays, three different fathers are portrayed: an alcoholic and violent domestic addict, an indulgent and irresponsible wastrel, as well as an unfaithful and incompetent betrayer. As fathers, they can neither be an ideal subject for imitation and reference nor help their children form healthy and accurate gender consciousness. Moreover, a father's influence on boys and girls is huge and different.

Some studies have suggested that boys who have lost their fathers often become feminine (passive and dependent) in their early childhood and excessively masculine (excessively aggressive and bullying); this may be a defense against a lack of masculine feelings [6]. On the other hand, fathers also affect their daughters' choice of a partner. A girl without a father is more likely to be more dependent on men and lack independence. If the father has a rough temperament, the girl may be biased against the opposite sex and may find it difficult to accept a love relationship.

In *The Long Christmas Ride Home*, Stephen, as a boy, is reserved, who rarely confides his thoughts to his parents or sisters. Without a father's guidance and living in a depressed, dull, indifferent family environment, Stefan is eager for freedom and approval for worldly morality. In *How I Learn to Drive*, L'il Bit lacks guidance and love from her father, and all her knowledge about sexual relationship come from her grandfather, grandmother, mother, and aunt. However, for both grandfathers and the female elders in her family, their marital life and sexual relationships are more or less associated with personal resentment and regret. Therefore, in the face of her gentle and patient uncle, she was not aware of his improper behavior, and she eventually fell into a stage of suffering and torture by the incoherent and immoral romance.

In summary, the relationship between husband and wife and the quality of their parenting play very important roles in family education. On the one hand, the relationship directly affects the overall family environment, which influences the children's emotions and cognition; on the other hand, fathers and mothers bear different parenting responsibilities in family education, which have a key impact on children's personality, gender awareness, and partner selection.

3. Influence of parent-child relationship on children

In a family relationship, in addition to marital relationship, the parent-child relationship is also equally important. It is an important link to maintain two generations and family inheritance.

According to Guang Ying, the parent-child relationship is the relationship between parents and children, which is between the two theme elements in family education. The study of family education itself is largely the study of the parent-child relationship. Different ways and contents of parent-child interaction result in different family education effects. The parent-child relationship is the unity of natural relationship and social relationship based on blood relationship and common life; in addition, it is based on the basic content of upbringing and support [7].

A good parent-child relationship plays a very important role in the physical and mental development of children. Family, as one of the most important settings for personality development, with early, extensive, fundamental, lasting, uninterrupted, imperceptible, emotional guide for the building of moral personality and the development of moral socialization, plays an irreplaceable role [8]. The relationship between parents and their children, their attitude toward their children, and the way of raising their children directly affect their children's mental health and personality development.

In Vogel's plays, the relationship between parents is cold, conflicted, and rigid. In such family environment, children tend to have some psychological issues, and their adult life tend to reflect certain personality defects.

For example, in *How I Learn to Drive*, without her father, L'il Bit had to endure the ridicule and contempt of her grandfather at home. Her grandfather's view of materializing women deeply influenced L'il Bit. Her grandfather believes that it is no use for a girl to obtain a college degree. Besides, when L'il Bit expresses her curiosity and confusion about sexual relations, her grandmother, mother, and aunt failed to set positive examples. She neither received care and guidance from the elders nor managed to establish a correct understanding of sexual relationships. Even when she left home for further studies, she was still unable to build love relationships with others. It required considerable effort from L'il Bit to seek for self-breakthrough and heal the trauma brought by this shameful love experience with her uncle. In the early stage of her growth, if the elders in the family actively and patiently provided her guidance and help, she would not have experienced such a painful process.

In *The Long Christmas Ride Home*, the influence of the parent-child relationship on children is even more clear. In this play, the parents have been indifferent to their three children, either with deafness or rough interruption. The father only cared about his mistress, while the mother was so involved in the agitation of her husband's infidelity that she neglected her children. There is a huge gap between the parents and children, and the bridge of communication cannot be established in this family. The three children neither received rational guidance from their father nor emotional comfort from their mother. In addition, Vogel also depicts the adulthood of the children, and none of them owned a happy love relationship or marriage nor established a stable and harmonious relationship, just like their parents. This tragedy repeats itself across two generations, becoming a curse and nightmare for the whole family.

It can be seen that the parent-child relationship plays a vital role in children's psychological status and personality development. It also has a profound and lasting impact on their future. For children to cultivate and establish a healthy and comprehensive personality, parents need to provide appropriate guidance during their growth. Stable and smooth communication as well as interaction are important links in the building of a harmonious parent-child relationship.

4. Conclusion

Vogel's plays focus on traditional modern American families, detailing every family member: a desperate oppressed housewife, trapped in an unhappy marriage, an indifferent father who indulges and abandons responsibility, and children who lack care and guidance. She reveals the real side of the American family and presents the common contradictions and conflicts within families: domestic violence, divorce, and incest. Vogel leads the society to reflect on family life and education as well as to pay more attention to husband-wife and parent-child relationships, so as to encourage people to bravely face all aspects of family life with a new cognition and understanding to build a harmonious, stable, and happy modern family.

Disclosure statement

The author declares that there is no conflict of interest.

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The Construction of ARCS Class Model for Moral Education in Colleges and Universities

Yuanfei Chen, Huaqi Chen*, Haibo Gao, Yuan Li

School of Automotive Studies, Yunnan Vocational College of Transportation, Kunming 650300, Yunnan Province, China

***Corresponding author:** Huaqi Chen, chenfarfrom@foxmail.com

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Abstract: Moral education is a part of talent training. Based on the analysis of the current situation of moral education in colleges and universities, this study systematically analyzes the ideological and political position of local college students, their ideological and moral character, as well as moral characterization through questionnaire, interview, induction, and factor analysis; then, the existing problems in moral education are summarized as follows: the mode of moral education is rigid, students' subjectivity and subjective initiative are disregarded, spoon-feeding is common, and a single theme is used. The form and content are not relevant to students' life, and they do not stimulate students' interest in learning; in addition, the effect of moral education is not evident. Based on the above problems, this study fully considers the students' subjectivity and subjective initiative. In line with the goal of moral education in colleges and universities, the ARCS model is constructed for moral education. Through pre-class flipped classroom, problem-based learning (PBL) during classes, as well as the summary and reflection after classes, the function of moral education for self-education, self-management, self-reflection, and self-service can be realized.

Keywords: ARCS model; Strengthening moral education and cultivating people; Moral education; Themed class; Connotative education

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1. Introduction

As the main place for talent training, colleges and universities undertake the responsibility to cultivate high-quality talents following the cultivation of morality. Moral education is a part of talent training. Moral education should be in every affair of campus life to realize "all staffs education, whole process education, and all-round education." College and university students are progressive in ideology, with rapid physical and psychological development as well as political awakening. However, with the rapid development of information technology, such as new media, and the acceleration of economic globalization, they are being exposed to diversified information on the network. In addition, with the popularization of mobile intelligent terminals, the impact of various diversified elements leads to a deviation in the shaping of ideals, beliefs, and values among these students. It is imperative to shape students in such a way to possess correct outlook on life and values, cultivate patriotism among students, implement socialist core values, find effective ways to carry out moral education in colleges and universities, give full play to their subjective ability, as well as realize the goals of self-education, self-service, and self-management in moral education.

2. Current situation and problems

In terms of the current situation of moral education at home and abroad, foreign research on moral education mainly focuses on the methods of moral education. It does not only pay attention to the explicit indoctrination of positive moral education, but also the integration of moral education into campus culture, social practice, and students' lives. The implicit indoctrination is the main means of moral education abroad. It adopts the method of campus culture edification to carry out moral education. It has a clear purpose and is a student-centered self-education activity. As a form of moral education, the republican spiritual education is extremely strong in politics and ideology [1]. All in all, the emphasis on moral education in foreign countries is almost similar in both explicit and implicit manifestations. It emphasizes on penetration not only in classrooms, but also in other areas, which has certain reference significance for moral education in China [2]. Domestic views on moral education generally agree with the overall objectives and principles of moral education put forward in the *Opinions of the CPC Central Committee and The State Council on Strengthening and Improving Ideological and Political Education for College Students*, issued in 2004. It attaches great importance to the leading role of educators to improve the timeliness of moral education and sees the guiding role of educators in the process of moral education, but it neglects the subjective initiative of the trainees, thus violating the principle of subjectivity in moral education [3]. It holds that the effectiveness of moral education should be considered from the perspective of learners. As the main body of moral education, students are also participants and builders. Their enthusiasm and subjectivity should not be disregarded [4].

To sum up, from the current situation of moral education at home and abroad, combined with the actual investigation and interviews with 10 representative universities in Yunnan Province, this paper summarizes the current situation and problems of moral education in colleges and universities.

(1) There are studies at home and abroad. However, China pays more attention to theoretical learning, emphasizes the guiding role of educators, possesses a single form of development, and lacks students' subjectivity as well as subjective initiative.

(2) Foreign countries pay attention to both explicit and implicit moral education, but they do not introduce the form and effect of moral education in detail.

(3) Foreign countries show a trend where students play the main role in education and there is campus culture infiltration; however, the latter has not been introduced in depth, so improvement is required in practice.

(4) The moral education in China is lacking in explicit education, and its implicit education needs to be strengthened.

(5) The model of moral education needs to be innovated, the form needs to be improved, the roles of teachers and students need to be modified, and the main role of students needs to be highlighted.

(6) The survey results showed that the current moral education in colleges and universities in the province has several problems: serious formalization, single theme, rigid mode, students lack interest in learning, insignificant effect, and unfavorable to the development of the overall quality of students.

3. Significance of moral education

College and university students are the main subjects of the national talent pool. The ideological and political education for students is the basic and primary work of colleges and universities. Moral education is an important link in the growth of college and university students. It is of great significance to make

moral education connotative and realize the goals of self-education, self-management, as well as self-service in moral education [5, 6].

3.1. Moral education helps students establish correct outlooks

Under the influence of the environment of pluralism in the new era and the impact of the trend of globalization, cultural pluralism and mutual influence of ideas are gradually moving toward pluralism. Under direct and indirect influence, many students are deviating from the three views, and it is difficult for them to properly grasp the general trends of development in China and even internationally; hence, there is a tendency to develop a wrong orientation to their rational belief. It is necessary to implement moral education in multi-dimension, realize the life and normalization of students, carry out direct, indirect, and situational education for students from the perspectives of ideals, beliefs, political position, ideological consciousness, national development trend, socialist core values, and so on, as well as shape students in such a way to develop correct outlook on life, values, and survival in the subtle.

3.2. Gives full play to students' subjectivity and subjective initiative

The psychology and physiology of college and university students are gradually maturing. They have their own unique personalities and are eager to obtain respect and affirmation. They have their own ideas and corresponding internal and external driving behaviors. At this time, it is particularly important to provide a reasonable and self-driven platform for students. Only in the process of giving full play to their subjective initiative and subjectivity can they really exhibit, enhance, and exercise their own talents, cultivate dialectical thinking, as well as truly understand the essence of moral education, thus realizing self-management, self-service, and self-education.

3.3. Cultivates students' innovative consciousness and problem-solving skill

In the cultivation of college and university students, curriculum education, organization education, and practice education are emphasized. Self-education does not only strengthen students' theoretical knowledge, but also promote the internalization of theoretical knowledge and the improvement of students' ability in using theoretical knowledge to solve practical problems, thus realizing the organic unity of theory and practice.

3.4. Cultivates students' comprehensive quality and their concept of honor and disgrace

As a special group and the talents of the country, college and university students need to understand the concept of honor and disgrace. Social stability is inseparable from the stability of this special group. Through the effective combination of moral education, education and teaching, as well as mental health education, joint education is implemented to cultivate students' concept of honor and disgrace as well as their comprehensive quality, so as to ensure that students mature as healthy talents along with a civilizing style of learning and the consolidation of the school spirit.

4. Development of ARCS model for moral education

4.1. Overview of the ARCS model

The ARCS model was proposed by Professor John Keller from the University of Florida in 1987 to stimulate and sustain students' motivation in learning. The model has four categories: attention, relevance, confidence, and satisfaction [7]. "A" (attention) means that the subject pays attention to the things or behaviors he or she is interested in; "R" (relevance) means that if the subject finds a correlation between

the subject of attention and the subject's expected goals; "C" (confidence) means that when the subject has sufficient cognitive and practical preparation, the subject believes that he or she can use the subject of attention to achieve his or her expected goals and receive support in the process of practice; "S" (satisfaction) means that the subject finally achieves the expected goals and experiences a sense of achievement and satisfaction brought by success, the motivation, in this case, will remain for a long time [8]. By analyzing the model, the focus of this study is on how to effectively integrate ACRS with students' development and stimulate their motivation for learning [9].

4.2. Constructing the ARCS model for moral education

Based on learner-centered learning, it is necessary to give full play to students' subjectivity and subjective initiative, encourage students in self-organization, self-management, self-education, and self-service, as well as cultivate critical thinking skills, self-practice skills, personal skills, software application skills, learning skills, organization and coordination skills, and problem-solving skills among students. Through the intervention of diversified external mechanisms, various incentives can be given, and the comprehensive quality of students can be promoted under the guidance of quality education, so as to ensure that students grow up healthily and mature to become talents. **Figure 1** shows the development of the ARCS model for moral education in colleges and universities.

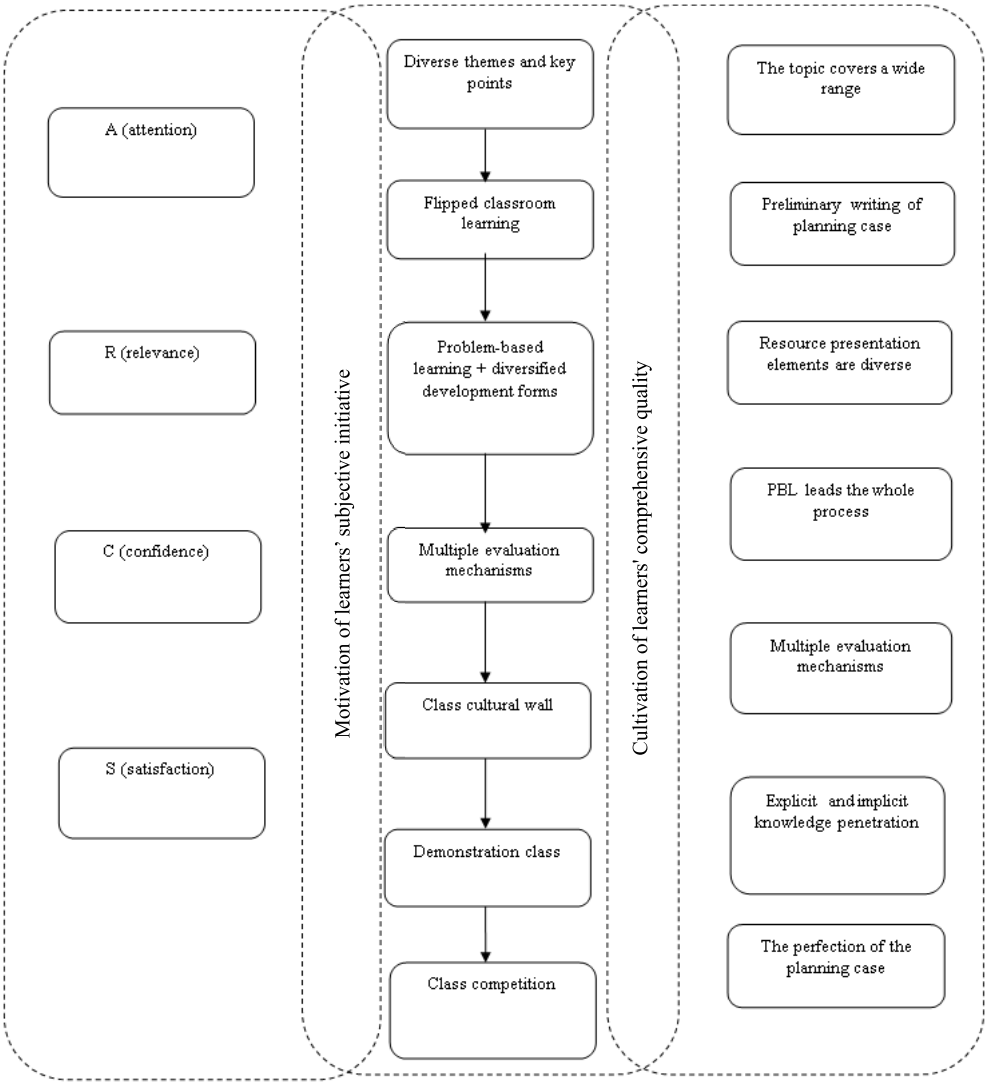


Figure 1. Development of ARCS model for moral education

4.2.1. Diverse themes, pre-class flipped classroom, and using various resources

The selection of themes in moral education should not only focus on basic education, such as patriotism, love for school, campus safety, and school regulations, but also involve humanities, science and technology, safety, moral education, current affairs and politics, social hot spots, ancient classics, professional fields, festivals, etc. It is also important to choose contents that are close to students' lives, pay attention to network media, students' network dynamics, and their interest through various channels, generalize the main points, as well as elaborate them in a language suitable for them. It is also beneficial to share videos, audios, images, texts, animations, and other types of resources in line with the theme to enable students to learn independently before classes; provide students with diversified stimulation, deepen students' learning, enable them to learn and discuss independently in advance through cloud-based classroom, allow them to express their views in the discussion area, help them to familiarize with certain knowledge in advance, and then deeply excavate those knowledge during classes.

4.2.2. Leading the whole process with diversified development forms and PBL

During class, controversial issues can be raised based on pre-class learning, and in-depth discussions can be held to reach a consensus. Guided by questions, students will be stimulated to think around the theme, and in consideration of actual life, students will be able to externalize those ideas through behaviors and shape correct outlooks. The development form is selected according to the nature of the theme, such as scenario simulation, debate, performance, story sharing, host, competition, etc. It can also be carried out in a mixed manner according to each link, so as to ensure full participation, whole process participation, and all-round participation of students, so that every student can realize that he or she is a part of the class and has the obligation as well as responsibility to contribute to the class.

4.2.3. Multiple evaluation mechanisms: Diagnostic evaluation, process evaluation, and summative evaluation

The assessment mechanism consists of four parts: regular and standardized assessment of moral education (20%), assessment of planning case (30%), scoring of development process (30%), and learning of Lanmo Cloud Class (20%). Diagnostic evaluation is closely linked to flipped classroom and process learning in laying the foundation to determine the learning situation and adjusting the development mode. Process evaluation involves the whole class and plays a guiding role in the sublimation of the final effect and the formation of results. Summative evaluation is a highly generalized process; it is not only the reflection of teachers, but also that of students. This evaluation helps to optimize the next activity planned. The whole evaluation process is a two-way process between teachers and students, which is conducive to the cultivation of students' comprehensive quality.

4.2.4. Class culture wall: The enrichment of class culture and the representation of the explicit behavior as well as cultural infiltration of students internalizing moral education

In learning, theory should be integrated into practice. If theory cannot be integrated into practice, it is all empty talk; knowledge cannot be explicit in behavior and is not valuable. Similarly, the purpose of moral education is to enable students to understand reason and differentiate right from wrong. After class, each student will paste his or her work on the class culture wall to inspire and spur each other at all times. In the long run, knowledge can be internalized, and infiltration can be realized in class.

4.2.5. Creating cohesion and a style of learning through demonstration class

Demonstration class can be held once a month. By selecting excellent classes and experienced classes to set their own themes, they can then write their own planning plans and submit them to their instructors. Upon suggestions and modifications by these instructors, the demonstration class can be held. Weak classes with poor development can send representatives to listen in on a rotation basis, so as to promote students to quickly adapt to the new mode and process of moral education, master the development skills of moral education, and learn from each other. This way of "using the old to lead the new" or "using the excellent to supplement the weak" plays a demonstration and leading role, promotes the development of friendly relations among students, and provides a stage for students to step forward.

4.2.6. Cultivating students' sense of honor and disgrace as well as sense of achievement through class competition

Moral education class competition is held once a semester. Each class actively signs up, completes the planning case, resource query, PowerPoint preparation, and class organization according to the issued themes and key points within a specified time. The class competition involves judges from among teachers and students, carries out fair and open elections, as well as gives material and spiritual rewards to the development, so as to cultivate unity and cooperation, the concept of honor and disgrace, as well as a sense of achievement.

5. Conclusion

In order to realize the goal of cultivating talents through moral education and through the whole process, all staffs, and all-round education, colleges and universities must adhere to the people-oriented approach, embody students as the main subjects, fully consider students' subjective initiative, and implement education according to the law of students' physiological and psychological development. First of all, students' autonomy should be emphasized. College students are a special group, and their potential is unlimited. Teachers should learn to give way actively. While building a stage for students, they should learn to change their roles to become supporters, centering the stage to the students and actively encouraging students to step forward and express themselves. Secondly, teachers should learn to guide students to become talents. Growing into talents does not only demand the improvement of knowledge, but also firm ideological and political position, reasonable and rational belief, patriotism, as well as love for the society, others, and oneself. Only when an individual is rich in knowledge, firm in political position, and has rational belief in line with his or her life goals, selfless dedication, as well as complete personality, then, that individual is said to have real growth. This is what teachers should emphasize when educating. Finally, teachers should encourage students to be actively involved in the society. Only by practicing can they be valuable. Interest is the best teacher. Teachers should help students find interest and create ways to stimulate students' interest in learning, so as to better educate people.

Disclosure statement

The authors declare that there is no conflict of interest.

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Innovating on the Basis of Keeping Integrity and Achieving Ambitions Through Down-to-Earth Measures – The Responsibility of Art Colleges in the New Era

Zheng Wang*

China Conservatory of Music, Beijing 100101, China

***Corresponding author:** Zheng Wang, 242421583@qq.com

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Abstract: Since the 18th National Congress of the Communist Party of China, the world is experiencing great changes that have not been seen in centuries, and China has entered a critical period of realizing the great rejuvenation of the Chinese nation. It is of great significance to understand the profound connotation of "innovating on the basis of keeping integrity" and actively integrate as well as implement this concept into the work of art colleges and universities, so as to promote the vigorous development of the art field in China, the noble and abundant spiritual life of the people, as well as the prosperity and stability of social development.

Keywords: New era; Art colleges and universities; Aesthetic education; Innovating on the basis of keeping integrity

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1. The profound connotation of the concept of "innovating on the basis of keeping integrity"

1.1. Historical implication of "innovating on the basis of keeping integrity"

Long ago, the Chinese nation has put forward the idea of keeping integrity and innovation. As early as in the pre-Qin classics, the terms "zheng" and "xin" have appeared, in which "zheng" refers to integrity and righteousness. Confucianism emphasizes that "if the name is not right then speech will not be in order," while Taoism advocates "ruling the country with integrity. "Zheng" is not only the basic principle of cultivating morality, but also the fundamental concept of governing the country and stabilizing the country. On the other hand, "xin" means renewal, reformation, and innovation. The inscription on Shang Tang's plate stated, "If you can make things better for one day, you should make them better every day and never stop doing it." The *Book of Songs* and the *Book of Histories* of the Zhou Dynasty stated that although Zhou was an old state, its mission was to reform and "to be new people," both of which emphasize on innovation. It is mentioned in *Five Bookworms* that "when the world is different, things are different, and things are ready for change." Innovation and change are the inevitable requirements of the development of the times and the changes of things.

"Keeping integrity" and "innovation" are dialectically unified, indivisible, and should not be neglected. "Keeping integrity" is the promotion of righteousness, the adherence to the right path, the observance of laws, and the maintenance of truth; "innovation" is to assume a rigorous and realistic attitude, criticize and inherit the spirit, size up the situation, keep pace with the times, as well as creatively solve the current

problems. Throughout the five thousand years of historical evolution, the Chinese nation has faced various impacts and challenges, but its fundamental source of strength has always been the same – to strive for survival and strength, self-renewal, integrity, and innovation.

1.2. Connotation of "innovating on the basis of keeping integrity"

Since socialism with Chinese characteristics entered a new era, the concept of "innovating on the basis of keeping integrity" has been given more connotation of the times. The concept requires the adherence to the Marxist position, viewpoint, and method in the construction of socialist modernization, the compliance to the law of social development, the assimilation of historical experience, the emphasis on the basic national conditions, being rooted in traditional culture, the change of existing things, solving of the current problems on the grounds of concept and means innovation, the constant creation of new practical and cognitive achievements which are consistent with the unity of regularity and purpose, as well as the constant exploration of a new realm for the development of Marxism in China. "Innovating on the basis of keeping integrity" is an organic combination of value orientation, development direction, and reality orientation.

2. The natural advantage of the art field in "innovating on the basis of keeping integrity"

Art is an indispensable part of inheriting human cultural civilization and enriching human spiritual life. Each era has its own artistic style, category, and content, with unlimited development potential. However, the artistic style of each era has internal indivisible continuity. The history of art development is not only the history of human aesthetic development, but also that of human civilization and social changes. "Innovating on the basis of keeping integrity" is an inherent feature and inevitable requirement of the development of the art field. The art field naturally has the advantage of growing in the concept of "innovating on the basis of keeping integrity."

2.1. Art is an important way to improve personality and solidify faith

One of the motives of art is to record and preserve valuable objects in an aesthetic way. These valuable objects include emotions, thoughts, beliefs, events, scenes, and so on. Great art can occupy the highest observation point of the human spiritual life, guide one into a state of soul through strategic exaggeration of things, as well as help one to deeply appreciate complex emotions, such as sublimity, awe, and sadness, so as to adjust the imbalance in temperament, find one's own dignity and pleasure, as well as develop in a better direction. therefore, art is an important way to improve personality and solidify faith. "Innovating on the basis of keeping integrity" in the field of art is the persistence and praise of noble and beautiful emotions with diversified artistic means [1].

2.2. Art is an important carrier for recording history and inheriting civilization

Tradition is a river. Traditional art has been continuously divided, exchanged, and merged in the long river of human history, so as to form today's diverse and unified art world. Therefore, the history of art is not a constant continuation of the traditional art form, but rather a history of "transmission" and "inheritance." "Transmission" is the excavation and arrangement of traditional art and the continuation of artistic symbols; "inheritance" is the understanding and reconstruction of culture as well as the inheritance of innovation and the living state. The integrity and innovation of art are precisely reflected in the process of "transmission" and "inheritance."

2.3. Art is an important way to spread ideas and soften boundaries

With the accelerated development of globalization, economic exchanges among countries around the world are becoming more and more frequent, accompanied by the intensification of conflicts between cultures and civilizations. Dealing with globalization while improving the relationship between different civilizations has become a worldwide topic. In response to this problem, Xiaotong Fei, one of the famous founders of sociology and anthropology in China, has put forward the concept of "achieving one's own goal yields gratification, but lending a hand to consummate the goal of others doubles the satisfaction; one's own goals and that of others can be unified, thus the world can be harmonized." He also called on everyone to promote the development of human culture to a higher level – the artistic realm. As an integral part of culture, art has the power of softness and firmness. The integrity and innovation in art are emphasized to respect the diversity of human cultural forms and spread cultural ideas as well as values through vivid, appropriate, and acceptable art forms, so as to enhance cultural identity, soften borders, as well as promote social harmony and world peace.

3. Four dimensions to apply the concept of "innovating on the basis of keeping integrity"

As the main position for cultivating art talents, prospering the art field, and enriching the spiritual and cultural life of the people, "innovating on the basis of keeping integrity" is not only the internal requirement of art colleges and universities for their own development in the art field, but also the responsibility of art colleges and universities in the new era [2].

3.1. Artistic creation: Profound conception, and playing a role of publicity and guidance

Artistic creation is the first link in the development and operation of the art field. The level of artistic creation directly affects the public's aesthetic taste and social spirit.

Holding an important position for artistic creation, art colleges and universities play important roles in reflecting people's life and establishing the social spirit. Ke Ma, the former vice president of China Conservatory of Music, created more than 200 works in his life. His works such as "Naniwan," "We Workers Have Power," "The White-Haired Girl" (in cooperation with Wei Qu, Lu Zhang, Yu Xiang, etc.), and "The Marriage of Young Blacky" do not only have high artistic value, but also eulogize the great practice of the people and are still widely sung today. Beihong Xu, the former president of the Central Academy of Fine Arts, created works such as "Put Down Your Whip" and "The Foolish Old Man Moves a Mountains," praising the Chinese people's indomitable perseverance and tenacious will to win the War of Resistance.

Social life and human practice are the inexhaustible source of artistic creation. The art creators of art colleges in the new era should always care about politics and the people, adhere to the people-centered orientation, and create works with thought, temperature, and quality to resonate with the people's hearts. It is important to adhere to the correct view of the overall situation and role, strive to tell Chinese stories well, spread the Chinese voice, carry forward the Chinese spirit, and display the Chinese image, so as to convince people with reasons, move people with emotions, and form bridges between China and foreign countries.

3.2. Art performance: Eliminate vice, exalt virtue, and serve the people

Artistic performance is the core of artistic activities. Art performance is neither an elite art that serves a few people, nor a performance that blindly caters to the market. It shows the excellent art works loved by the public with exquisite artistic skills and profound artistic understanding, which plays a role in leading the public and inspiring people. Such artistic performance has strong vitality.

In the new era, teachers and students in art colleges and universities should be determined to become the vanguard of literature and art to eulogize the great practice of the people and publicize the party's principles and policies, inherit the "red gene," continue the "spiritual blood," resist the vulgar culture, and serve the people. The teachers and students of China Conservatory of Music have always been at the forefront. Operas such as the "Daughter of the Party" and songs such as the "Story of Spring," "Entering the New Era," and "Rivers and Mountains" do not only have high aesthetic value, but they are also deeply loved by the people. A group of outstanding performing artists, such as Dehai Liu, Fengzhi Jiang, and Mingyuan Liu, have devoted their lives to the development and innovation of the performance of national musical instruments and the wide dissemination of national music works, making indelible contributions to the penetration of national music into the masses and the hearts of the people.

The measure of eliminating vice, exalting virtue, and serving the people is the right path that performers in art colleges and universities in the new era should adhere to. On this basis, it is the "innovation" that performers should pursue to devote themselves to, widely learn from, and explore richer performance forms.

3.3. Professional development: Cultural confidence, harmony, and symbiosis

Art colleges and universities are important for cultural construction and building cultural self-confidence. Several art colleges and universities have made remarkable achievements in these fields. For example, based on Chinese music tradition and future development goals, China Conservatory of Music has put forward the 12-character school running concept of "inheriting Chinese studies, promoting national rhyme, educating national instruments, and strengthening national voice" as well as creatively reconstructed the discourse system of Chinese music schools. In order to promote the establishment, inheritance, and development of different music cultures and music schools around the world as well as the mutual understanding and exchange of music cultures in various countries, China Conservatory of Music has initiated and established the "Global Music Education Alliance," which has made great contributions to promoting the exchange and cooperation of international music education institutions and developing the cause of global music education.

Adhering to cultural self-confidence and inheriting the Chinese tradition are the fundamental footholds for the professional development of art colleges in the new era, while respecting different civilizations and promoting harmony as well as symbiosis are innovations based on integrity.

3.4. Talent training: Pay equal attention to morality and art as well as educate people in an all-round way

As early as the Xia, Shang, and Zhou Dynasties in China, ancient sages attached great importance to the union of morality and art. Through making rites and music, they formed a fairly flawless system of rites and music, which was popularized as the enlightenment of rites and music in morality and ethics, so as to maintain the harmony of human relations in social order. Ritual and music complement each other and constitute a complete and orderly social, political, and cultural system. Ritual and music civilization has had a significant and far-reaching impact on the history of Chinese civilization for thousands of years, and it still has strong vitality.

In the new era, cultivating talents with all-round development of morality, intelligence, body, art, and labor has become the primary goal of talent training. Teaching and educating people in art colleges is not only to teach students to master exquisite artistic skills, but also organically integrate the teaching of knowledge and skills along with the cultivation of correct outlook on life, values, and world outlook to shape their intelligence, skills, and personality as a whole [3]. China Conservatory of Music insists on building morality and cultivating people as the central link of talent training. It runs ideological and political

work through the whole process of education and teaching, creatively promotes the construction of "8 + 1, ideological and political + X" curriculum system and teaching materials of music schools, closely integrates the theme of "never forget the original heart and remember the mission" with music through various curriculum forms to drive the ideological and political construction of school curriculum, as well as strives to cultivate students into artists with ideals, skills, and responsibilities.

Paying equal attention to morality and art as well as educating people in an all-round way are the fundamental principles of talent training in art colleges. On this basis, constantly exploring the effective mode of talent training is "innovation" on the basis of "integrity."

4. Conclusion

The development of art colleges and universities is a big system and subject, which needs the continuous exploration and adjustment of the whole society. In the new era of building a well-off society in an all-round way, art colleges and universities should fully understand the profound connotation and requirements of the times, take the concept of "innovating on the basis of keeping integrity" as the fundamental guiding ideology, be grounded in tradition and determined to innovate, serve the people, be confident and inclusive, as well as make new and greater contributions to the prosperity and development of the art field as well as the happiness and stability of people's life.

Disclosure statement

The author declares that there is no conflict of interest.

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Practical Teaching Strategies for College English Based on the Output-Driven Hypothesis

Wei Gao*

Harbin Huade University, Harbin 150025, Heilongjiang Province, China

***Corresponding author:** Wei Gao, 754727429 @qq.com

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Abstract: With the continuous development and innovation of higher education in China, the development trend of education, from the extension type to the connotative type, is prompting the reform of college English. At present, college English emphasizes more on students' comprehensive English application skills and their comprehensive development in listening, speaking, reading, and writing, so that they can use English flexibly. The output-driven hypothesis is a teaching theory proposed in the current educational environment, which is devoted to solving many problems in English teaching, such as low efficiency and the separation of learning and application. This study makes a detailed analysis of the connotation of output-driven hypothesis and explores the problems existing in current college English teaching. The purpose of this paper is to put forward practical teaching strategies for college English under the concept of output-driven hypothesis.

Keywords: College English; Output-driven hypothesis; Teaching efficiency

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1. Introduction

At present, college English teaching has been constantly strengthening the effectiveness of students' comprehensive English skills training, so that students can adapt to the social development. In recent years, there has been changes and reform to the content of CET-4 and CET-6 in China. IELTS and TOEFL training institutions are paying more and more attention to the assessment of students' comprehensive English skills, with a more flexible examination form. According to the actual situation of college English classroom teaching, teachers generally pay more attention to students' knowledge input, but neglect their knowledge output, and to some extent, they even disregard students' independent development level. However, in many cases, despite the introduction of technical means, such as multimedia teaching courseware, to strengthen the students' language training, language input, and output, teachers still emphasize a lot on words and key sentences to explain in detail the knowledge points; in addition, the interaction among students is minimal. Over time, their enthusiasm for learning will reduce, thus lowering the teaching efficiency. The output-driven hypothesis pays more attention to the close connection between language output and input as well as emphasizes the use of a limited classroom time to achieve knowledge input and the teaching objectives, as well as strengthen students' comprehensive utilization of English. This paper makes a detailed analysis of the application of output-driven hypothesis to the practical teaching of college English [1].

2. Connotation of the output driven hypothesis

The output-driven hypothesis is a teaching theory that can promote students' learning efficiency. This theory was first proposed by Stephen D. Krashen, a linguist, and has been widely applied in the field of language learning. The output-driven hypothesis holds that the acquisition of a language is sufficient only with intelligible input and is not directly related to the output of the language. However, Merrill Swain, a professor from Toronto, Canada, maintained a certain skepticism toward this input hypothesis and put forward the output hypothesis of comprehensibility. She believes that it is far from enough to input only on the basis of comprehensibility. It is not only necessary to integrate comprehensible input, but also to have corresponding output. Only in this way can they complement each other so as to improve the overall development needs of students. The output driven hypothesis has three main functions [2]. First, the function of attention. With the output of the target language, students would realize that they are unable to express the meaning accurately. Second, the function of hypothetical detection. From the perspective of learners, it can be understood that the output is just a state of experimental operation, in which learners select and use appropriate words and sentences to express the language and their viewpoints. Third, the function of reflection. The so-called introspection function refers to the use of language to self-reflect from the output of the language or other people's output of the language. When output-driven hypothesis is used, it mainly exercises English learning at two levels, mainly for the simultaneous training of comprehensive skills and single skills, which covers listening, speaking, reading, writing, interpretation, translation, and so on. The output-driven hypothesis takes a psycholinguistic perspective and holds that the output is more obvious than the drive generated by the input. Without output-driven learning, learning objectives cannot be achieved. Even with high-quality input, the learning efficiency is relatively limited. In addition, in light of contemporary workplace English learning needs, the introduction of the theory to teaching can strengthen students' comprehensive skills and achieve good teaching efficiency compared with traditional English classes [3].

3. Existing problems in current college English teaching

3.1. Uneven English level

According to the actual situation of college English teaching, there is uneven basic English knowledge among non-English major students. For the sake of their own competitive development, colleges and universities continue to expand their enrollment, which leads to the uneven level of students to a certain extent. In consideration of non-English majors, the English scores of these students in the college entrance examination range from 80 to 120 [4]. Many students can only master some simple words and grammar; they are at a loss for those that are slightly more difficult. Therefore, in college English teaching, if the "catch all" teaching method is still implemented, it would result in the problem of "not enough to eat" and directly reduce the efficiency of college English teaching.

3.2. Dominance of theoretical knowledge teaching

In view of the actual situation of college English teaching, the teaching of theoretical knowledge such as grammar, words, and phrases occupies a large proportion in class. College English teaching is characterized by "limited time with numerous tasks." At present, it is important to ensure a suitable proportion of English classes as knowledge application and comprehensive development are being emphasized [5]. However, the current excessive emphasis on theoretical knowledge easily leads to the phenomena where students do not have the opportunity to practice English, feel bored during classes, and fearful in learning college English. In addition, college English emphasizes the importance of language form. If students do not

receive practical training, they would face difficulties in using the language and applying the language knowledge in future work, thus failing to reflect the actual value of college English teaching.

3.3. Unscientific evaluation mechanism

In consideration of the current college English teaching evaluation mechanism, the phenomenon of "paying attention to written test" is still persisting. In order to improve their scores, the "sea of questions" tactic is still being widely used among students; however, they are not well-trained in oral expression and English application skills. At present, college English teaching is in urgent need of a scientific and reasonable teaching evaluation mechanism, so as to evaluate students' comprehensive level and skills as well as examine their grammar learning and language application skills [6].

4. Practical teaching strategies for college English based on the output-driven hypothesis

4.1. Determine the output target

Considering the actual situation of college students, their knowledge base in English is uneven. Therefore, when setting teaching objectives, it is essential to introduce the establishment of output objectives. Under the output-driven hypothesis, the output objectives of English knowledge learning for students at different levels should be clarified. College English teaching cannot meet the needs of talent cultivation in terms of listening and reading skills. Hence, under the output-driven hypothesis, it is necessary to reasonably design teaching objectives based on the different abilities of students [7]. In view of the current social demand for talents, differentiated teaching objectives should be set from three aspects: translation, language communication, and English writing. Students can be divided into three levels: A, B, and C. Level A students have poor English foundation and poor learning skills; level B students have average English foundation and learning skills; level C students have a good English foundation and learning skills. For the goal of A-level students, students should be encouraged to be more active and enthusiastic in English expression as well as guided to perform tasks for interactive expression. For B-level students, certain teaching situations should be established to guide students to carry out independent practice and perform tasks in specific situations, so as to promote their skills in comprehensive expression. For C-level students, their comprehensive expression skills should be strengthened to encourage them to use professional terms in specific situations and various expressions to complete the output tasks, so as to strengthen their comprehensive English skills.

4.2. Specify the output tasks

In order to achieve the teaching objectives under the output-driven hypothesis, it is necessary to design teaching output tasks scientifically and reasonably. In the context of the reform and development of quality-oriented education, college teachers should change the traditional teaching concept and create authentic teaching output tasks. For example, when designing output tasks, teachers can divide students into several groups and allow them to solve the given tasks independently. In the learning of "Five Famous Symbols of American Culture," teachers can first ask, "Who can introduce the American culture to us?"; then, they can ask the students to collect information independently and guide the students to introduce the American culture. This would fully stimulate students' independent ability and enable them to share their understanding of the American culture through pictorials, PowerPoint slides, speeches, situational performances, and other methods. In the setting of output tasks, by understanding other cultures, students have the opportunity to independently cultivate cross-cultural understanding. In consideration of students' future work and development needs, teaching tasks that can cultivate students' comprehensive skills should be designed.

4.3. Innovate and optimize the evaluation mechanism

In order to optimize college English teaching based on the output-driven hypothesis, it is necessary to assess students' comprehensive skills reasonably on the basis of output objectives and assume the teaching evaluation mechanism as the basic context to verify teaching quality [8]. Various evaluation methods should be introduced to closely combine stage evaluation with single evaluation. The "daily evaluation + final examination evaluation" method has been introduced. In terms of "daily evaluation," students' attitude, attendance, completion of homework, and other components are evaluated. For "final examination evaluation," students' comprehensive skills can be assessed from various aspects: examination score, situational language expression, translation skills, and so on. The assessment and evaluation method of "written score + practical assessment" can be introduced to carry out all-round assessment and evaluation of students' comprehensive skills. With the assistance of the innovative and optimized comprehensive evaluation system, the work of college English teaching under the output-driven hypothesis can be objectively reflected to ensure the extensive and comprehensive development of output-driven hypothesis teaching.

5. Conclusion

In a word, the practical teaching of college English under the output-driven hypothesis is of great significance. College English education should be in line with the current trend of the social demand for talents, timely determine the existing problems and solve them, realize the value of output-driven hypothesis, as well as promote the innovation of effective teaching strategies for college English by determining a clear output target, specifying the output tasks, as well as innovating and optimizing the evaluation mechanism, so as to promote the quality of college English teaching.

Disclosure statement

The author declares that there is no conflict of interest.

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The Importance of High-Quality Russian Language Services

Xi Zhang*

Heilongjiang Institute of Technology Foreign Language School, Harbin 150050, Heilongjiang Province, China

***Corresponding author:** Xi Zhang, jessie_xixi@163.com

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Abstract: "High-level opening up" and "high-quality development" are important development goals and directions of China during the 14th Five-Year Plan period. Heilongjiang, as the largest and oldest province open to Russia, has a long history of communication and plays a vanguard role. However, the province's geographical advantages are weakening under the impact of the COVID-19 pandemic and the rapid development of the internet industry. Facing the new era, maintaining and enhancing the regional advantages of the province has become an urgent issue that requires attention. This study takes the Russian language service in Heilongjiang Province as the subject, combines theory with practice through theoretical elaboration and historical analysis, as well as tries to provide reference for improving the language service system in Heilongjiang Province and enhancing its regional advantages. This study believes that a high-quality language service plays an important role in solving the issue. It is necessary to fully understand and apply the essential power of language, be more aware of the importance of Russian language services, build a sound ecosystem of language services, give full play to the traditional advantages of the "Russian" in this province, and finally assume "Russian language services" as the "golden banner" for the development of language services, economy, and culture in the province.

Keywords: Language service; High quality Russian language services; Regional advantages; Ecosystem of language services

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1. Introduction

In October 2020, the Fifth Plenary Session of the 19th Central Committee of the Communist Party of China (CPC) accepted the proposal for formulating the *14th Five-Year Plan for National Economic and Social Development and the Long-Term Goals for 2035*. It is pointed out in the proposal that during the 14th Five-Year Plan period, China will carry out high-level opening-up, continue to carry out wider and deeper opening-up, as well as promote high-quality cooperation. As the largest province of opening-up and cooperation with Russia, Heilongjiang has correspondingly put forward suggestions to comprehensively improve the carrying capacity of cooperation with Russia. It is not hard to appreciate that "high quality" is an important keyword in the 14th Five-Year Plan period.

Heilongjiang Province, as a pioneer in trade with Russia, has great historical and geographical advantages. However, the impact of COVID-19 has been far-reaching, and the internet industry is growing rapidly. It is imperative to figure out how to maintain and enhance the regional advantages of the province, especially under the background of the new era when its geographical advantages are gradually weakening. High-quality services, especially language services, have become important supports in solving this issue.

As an intermediary, language plays a crucial role in the mutual cognition and communication between China and Russia. The reason why Russian language can play such a significant role is associated with the

essential power of the language itself.

2. The power of language – the use of "dialogue" to build a united, consistent, and friendly community

Language is a mysterious existence. It does not only clarify the nature of the world, but also drive the integration of people. Through "dialogue," people come to terms with the world and transform it; in this process, they gain enlightenment and promotion. Therefore, language has practical meaning. It is the practical significance and reality of language that makes "Russian" open a new door of understanding and reflection for people as well as enable China and Russia to cooperate through "dialogue."

Language, since its appearance, is with a strong mysterious color. Language has been viewed with superstitious eyes for as long as people have been able to record thoughts [1]. In ancient Greece, language, reason, and law were the same word; in the Bible, language and the beginning of the world are one. This unexplainable mystery has not stopped people from searching for the nature of language. Since modern times, many linguists and philosophers have defined language from the perspective of experience. The German philosopher Gadamer once said, "Being that can be understood is language [2]." It can be seen that Gadamer's philosophical hermeneutics pays more attention to the relationship between language and meaning.

In Gadamer's opinion, language provides a way for human activities to be understood in context and to guide life practice. Language is the way of human existence. People experience the world through language, which is the image representation of the world. People see the unity between the finitude of things shown and the infinity of things not shown in the mirror image. This implies the unity of what is said in language and the infinite possibilities that remain unsaid. Therefore, in Gadamer's hermeneutic vision, language is a speculative language. There is a dialogical logic in language dialectics; that is, the question-and-answer dialectic. This dialectic is the art of leading dialogue and the basic structure of dialogue. People's awareness of their own ignorance and thirst for knowledge are motives for questioning. In the question-and-answer process, the participants of the dialogue put forward questions and provide answers fairly and equally. The negligence of a certain aspect presupposes the context and scope of the question, and the answer reflects a form of uncertainty and openness in the preset scope. This kind of open answer leads to new questions, and dialogue shows the logic of objectivity by leading the development of thoughts through continuous questioning without leading opinions. In this way, a person has some connection with the world and others through language. Through this process, people would come to know the world and other people, reflect on themselves, and achieve the meaning of living. At the same time, a new concept of the world and others would be formed, and the experience of "me" would improve to conform to this new concept, so as to improve oneself and reach self-enlightenment.

Language carries practical wisdom, instructing people on how to deal with problems in life. Gadamer uses "dialogue" to link social reason with understanding. Proceeding from reason, it is necessary to build a community of unity and friendship through dialogue [3]. The community of "dialogue" should not be a "monologue" community, but a human community that embraces diversity and alienation – "harmony without uniformity." "Dialogue," in essence, is a civilized way of understanding. People come to know the world, others, and themselves through language and dialogue. In this process of enlightenment, people experience the world and merge their horizons. When people acquire world experience, the world also changes because of dialogue. Therefore, language has more social and ethical enlightenment significance. In cooperative communication, human beings use language to initiate, preserve, modify, and act on all aspects of morality by forming common commitment and teaching norms, changing social reality, providing moral reason, and so on [4]. In other words, it is through language that one can accurately understand one's own value and the value of others. It is through "dialogue" that one can cultivate friendships with other nations, establish norms for exchanges and cooperation, reach basic agreement in

terms of goals, as well as build a community with a shared future for mankind, which is fair, good-will, peaceful, and win-win.

3. Historical relationship between Russian language services and the regional development in Heilongjiang Province

Macroscopically speaking, language plays an indelible role in the self-interpretation of human beings, the understanding of world experience, and the development of human destiny. From the micro point of view, specifically on how to improve the geographical advantages of the province, language (especially Russian) should also assume its responsibilities and play a positive role. Russian language services, especially the cultivation of Russian talents, are closely related to the economic development, trade, culture, and other aspects of cooperation between Heilongjiang and Russia.

The Russian language education in Heilongjiang Province began during the Qing Dynasty. After the signing of the Treaty of Nerchinsk between China and Russia, there have been frequent trades between those two countries. In order to meet the needs of communication between the two countries, in the 22nd year of Guangxu (1896), Heilongjiang's general, Enze Sabao, established the Heilongjiang Russian School, marking the beginning of Russian education in Heilongjiang [5].

As the first socialist country in the history of the world, Soviet Union carries valuable experiences worth learning. Therefore, before the founding of New China, Harbin established a foreign language school affiliated to the General Headquarters of the Northeast National Coalition forces (later renamed as Harbin Institute of Foreign Languages) to train Russian talents needed for the revolutionary struggle and national construction at that time. In August 1949, the Northeast Bureau of the CPC Central Committee and the Northeast Administrative Committee issued the *Decision on the Reorganization of Higher Education*, stipulating that Harbin Institute of Foreign Languages should be an institution of higher learning for the cultivation and training of Russian translation talents in the northeast and that Russian should be the first foreign language [6]. Harbin Institute of Foreign Languages has laid a solid foundation for Russian education after the founding of New China in terms of Russian teaching, teaching staffs, and training of Russian talents.

The excellent teaching tradition of Russian in the province is not only reflected in the training of specialized talents, but also in its basic education. In the 1950s, China set off an upsurge to learn from the Soviet Union. In 1950, *The Interim Teaching Plan for Middle Schools (Draft)*, which is a teaching plan promulgated by China, proposed that Russian should be set as the main curriculum of foreign languages in middle schools [6]. The Russian language has become the preferred foreign language for basic education in many cities in Heilongjiang Province. Most of the older generation, born in the 1930s and 1940s, do not speak English, but instead, they are familiar with a few simple Russian words. Therefore, it is not difficult to appreciate the prosperity and popularity of the Russian language at that time. In Heilongjiang Province, Russian is far superior to English in terms of the enthusiasm for learning among teachers and students. In view of the flourishing of Russian-speaking talents, Heilongjiang has become the center of cultural exchanges with Russia, thus promoting the prosperity of Chinese-Russian cultural exchanges. At that time, a large number of Russian and Soviet literary works were translated in Heilongjiang and were deeply loved by the Chinese people. Most of the outstanding Russian literature translators are from Heilongjiang or have worked or studied in Heilongjiang [7].

After the implementation of the policy for the reform and opening-up, the trade between Heilongjiang Province and Soviet Union soared, and the border trade between Heilongjiang Province and the Far East of the Soviet Union recovered. In the 1980s, a second "Russian fever" occurred. In many areas of Heilongjiang Province, Russian was the first choice in foreign language learning. It did not only provide a large number of Russian professionals for the development of the country at that time, but also help gathered Russian

teaching experience and excellent teachers for Russian education in Heilongjiang. Culturally, translated literature in Heilongjiang is flourishing. The translation of Russian and Soviet literary works leads the way. A large number of Russian and Soviet literary works published on the market are mostly translated by the people from Heilongjiang.

In the 1990s, influenced by the disintegration of Soviet Union, the popularity of English, and the widespread use of computers as well as the internet, the Russian education in several schools in Heilongjiang declined and reached a low ebb; some schools even removed the Russian course. During the same period, Heilongjiang-Soviet trade officially became known as Heilongjiang-Russia trade and experienced a slow recovery from that low ebb. In the beginning of this century, with the establishment of a new cooperative relationship between China and Russia, there were more demands for Russian talents in various fields in China. The Russian education in Heilongjiang gradually restored, some middle schools resumed the Russian curriculum, and many middle schools added the Russian curriculum [6].

In the 21st century, China-Russia trade entered a stage of strategic upgrading, shifting from barter trade, which relies on border ports, to cross-border e-commerce trade. The content of trade cooperation has also changed from daily necessities to strategic cooperation in energy, science, technology, and education [8]. In 2017, Heilongjiang Province also entered a new era of trade development with Russia. This change led to the transformation of the Russian language service industry. The training mode of Russian talents has been reformed from simple language and translation teaching to "language + specialty" teaching. In the last two years, the demand for talents in language service has been on the rise. The national strategic needs and the regional development of the province have put forward higher requirements for the training of Russian talents. However, the current situation of the Russian language service in the province, especially in the cultivation of Russian talents, is not optimistic. The main reason lies in the shortage of Russian students. Although the students who study Russian in the province account for about two thirds of the students who study Russian in China, there is still a serious shortage of high-quality students. In regard to the college entrance examination held in 2003, there were less than 9,000 Russian candidates in the province, accounting for one-fifth of the examinees, falling below the historical lowest point [9].

By comparing the history of Russian education in the province and the history of economic, trade, and cultural exchanges between the two countries, it is not difficult to appreciate that the origin, development, prosperity, and decline of language services, especially Russian language services, are related to the needs of regional development. In other words, Russian language services are in fact designed to meet the needs of China-Russia trades. At the same time, every boom in Russian education has greatly promoted the rapid development of the two countries. Although China and Russia have maintained friendly relations and continued to strengthen their cooperation in various aspects, these measures did not invigorate the current situation of the Russian services in the province. There is no expected "Russian fever" as there was in the 1950s and 1980s. The recruitment of Russian majors in universities in the province continues to be low, and Russian as a foreign language for the college entrance examination and foreign language students is even lower. Taking the enrollment of Russian language major in Northeast Petroleum University as an example, there were 16 Russian students in 2015, 15 in 2016, 5 in 2017, 15 in 2018, 15 in 2019, and 21 in 2020. Russian majors accounted for less than 0.5% of the total students in school. This proportion exposes the low recognition of the Russian language by students in the cultivation of higher talents in the province.

4. Importance of strengthening personnel training and several feasible measures

The national and regional development is in need for Russian service talents, which however lags behind in providing high-quality and large-scale language services. This inevitably leads to a lack of vitality in exchanges and cooperation with Russia. The high-quality language service system includes the cultivation of language service personnel and the construction of language service institutions as well as the language

service environment, among which the core is the cultivation of Russian talents. Therefore, in order to fundamentally solve the lag, a benign ecological system of Russian language service should be established. The "Benign Ecological System of Russian Language Service" is a complete training system that includes Russian students from seeds (students) to seedling (teaching), to trees (practical training, talent exchange, and employment), and then to forest (Russian talent development system). This is not a closed loop of talent cultivation, but a virtuous spiral ecology. The adjustment of international environment and regional policy also has directional influence on language services. Therefore, the high-quality language service system should keep up with the pulse of the times as well as continue to reform and progress.

In order to build a high-quality language service system, it is essential to start from the source of students. By encouraging diversified development in high schools and making full use of the geographical advantages of the province, it is helpful to strengthen the input of Russian culture and cognition in the high school stage to build students' confidence and motivation for further learning. Second, it is also important to actively reform the teaching models, optimize the educational structure, discipline structure, and personnel training structure in such a way that they are compatible with the new development pattern, as well as promote the complementary of competitive disciplines. Since the current teaching model of "other professional major + Russian" is not practical enough [10], the teaching model of "Russian major + other professional skills" is more feasible. Considering that some Russian majors have good English basis in high school, it is also beneficial to cultivate multilingual talents. Thirdly, it is imperative to make full use of the geographical advantages of the province and constantly strengthen exchanges with Russia, especially in the fields of culture and education, to provide students with a place to apply what they have learned so that their learning is purposeful and future oriented. Finally, the employment guidance and management of Russian service talents should be taken into consideration, so as to create a scientific management, sound system, as well as a stable and reliable foreign language service environment. Relevant government departments need to establish and improve corresponding policies and regulations. It is also advisable to encourage and support Russian service agencies to form school-enterprise cooperation with universities.

At present, there are universities offering Russian courses in all regions of the country. Compared with other regions, it is important to make full use of the geographical advantages of the province and offer stable and high-quality Russian language services. Now, Heilongjiang Province has positioned itself as a window for China, thus providing opportunities for the revitalization and development of Heilongjiang Province. The Russian language and its services are good intermediaries to create "dialogue" between China and Russia as well as achieve a win-win community. Giving full play to the traditional advantage of the Russian language in the province, the Russian language service can be a "golden banner" for the province to promote its comprehensive competitive power.

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Pedagogy of "Life and Practice" and a Reflection on Contemporary Education

Chunjing Yang*

Yunnan Normal University, Kunming 650500, Yunnan Province, China

***Corresponding author:** Chunjing Yang, 947124226@qq.com

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Abstract: Professor Lan Ye's meta-research on pedagogy and education in *Return to Breakthrough – An Outline of Life and Practice Pedagogy* puts forward the problems of what pedagogy is and what education is, reflects on the problems of contemporary education, and proposes that education should return to its root, which lies in the traditional Chinese problems of education and adults as well as education and life. This paper attempts to clarify the problems raised by Professor Lan Ye and reflect about the problems of contemporary education under meta-education as well as the role and significance of the traditional Chinese educational spirit for contemporary education.

Keywords: Contemporary education; Pedagogy; Meta-pedagogy; Life and practice

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1. Introduction

One can intuitively feel that the development of science and technology, the progress of the society, and all aspects of human civilization are the achievements of modern education. People use these achievements to support the development of education. At the same time, with the rapid development of education along with science and technology, education is trapped in the torrent of science and technology, which has gradually become the impetus for science and technology and social operation. Education has become a tool of science and technology and the society; it is far away from human itself and human life noumenon. Facing the problem of people's instrumentalization brought by educational instrumentalization, contemporary educational scholars have been reflecting from all levels and angles, and they have put forward various views as well as solutions. Through the meta-study of pedagogy and education as well as considering what pedagogy is and what education is, Lan Ye, a professor from the Faculty of Education at East China Normal University, combs the origin and development of contemporary education and has proposed that contemporary education should return to the growth of people; that is, people should become people, pay attention to life and to the course of life, return to the debate of "heaven and earth personnel" in traditional education, as well as continue the spirit of traditional education and humanistic spirit. This paper examines Professor Lan Ye's new outlook on education from three aspects: contemporary education problems, returning to the foundation of traditional education and respecting life, as well as seeking breakthroughs.

2. Contemporary education problems

The research on contemporary Chinese pedagogy has been integrated into the tide of world pedagogy research. The reflection on contemporary Chinese education is in fact a reflection on contemporary world education. Professor Lan Ye is exploring the occurrence and development of Chinese education and its historical soil as well as pursuing the basis of contemporary Chinese pedagogy research.

The social upheaval in the late Qing Dynasty and early Republic of China sees the transformation and loss of the classical view of nature. At that time, the radical changes in the nature and structure of society as a whole constituted the political factors and economic foundation that the classical view of nature was gradually obscured. The Westernization Movement and the Reform Movement successively set up various new schools, introduced natural science courses from the west, imported western economic and cultural thoughts on a large scale, as well as opened up the atmosphere in education, forming a group of intellectuals different from traditional scholars. However, it also gradually alienated learners from nature and ancient knowledge, and secondary schools became practical political struggle tools, resulting in the gradual disappearance of the roots of classical natural outlook and traditional culture [1]. This is not only a traditional fracture, but also the decomposition of old and new education. With the proliferation of contemporary disciplines and the vigorous development of science and technology, education has consciously or unconsciously become a tool of contemporary science and technology as well as disciplines. The phenomena of people's instrumentalization and education instrumentalization have become increasingly prominent, giving rise to moral problems, psychological problems, and related social problems one after another.

At the beginning of the new education, many innovative educators and thinkers have put forward the educational concept at that time. Yan Fu, a renowned thinker, translated and introduced western learning as well as put forward the concept of natural law where "only the fittest can survive from natural selection." On the premise of affirming the "natural" change of heaven, he proposed a modern view of nature that is unified in physical use and integrated with Chinese as well as western ancient and modern times. He strived to reach a balance between nature and man-made, heaven and the rule of man, as well as advocated the national education of the integration of "people's wisdom," "people's strength," and "people's morality." He disregarded the imperial examination and set up a new system of independent schools with far-reaching social influence on the ideological level. His ideas were the starting points of Professor Lan Ye's reflection on the problems of contemporary pedagogy research and contemporary education. On this basis, Professor Lan Ye puts forward the idea of meta pedagogy and meta education, which is the conscious return of education to people and the spiritual return of education to traditional culture.

Yan Fu put forward the educational thought of "people's strength," "people's wisdom," and "people's morality." "People's strength" was based on the fact that most Chinese human bodies were weak at that time. In order to be powerful, one must first strengthen his or her body. In reflection on the current educational situation at that time, Yan Fu proposed the return of education to strengthen people's physical quality. The body is not only people's material foundation, but also their natural attributes. Only with good health can a person have the basic ability to study and work. A healthy body is not only the basis of social labor, but also the meta-power of hard work. Without a healthy body, it is impossible to gain knowledge, achieve intelligence, and fulfil the development of science and technology. Therefore, the emphasis on "people's strength" is of great significance. Reinforcing "people's strength" is an important step in the restoration of education. It is this step that makes people reflect on education and its essence. The essence of education is to encourage people to participate in social practice activities, which influence people's development. The human body is the basis of human beings, the natural attribute of human beings, and the symbol of human beings in the process of evolution. Therefore, the human body is not only natural and physical, but also social and intellectual. In this sense, physical education in contemporary education is

essentially an important experience of the advanced nature of contemporary education. It seems to be a return to tradition, but in fact, it is progress. In view that this regression is the resistance against the instrumentalization of education upon understanding the human body through contemporary science and technology, it is a form of deconstruction – the deviation from people in real education, especially from the natural part of people. Clearly, it also includes a part of modern sports that excessively emphasizes on competition and deviates from human nature.

From "people's strength" to "people's wisdom," the study of scientific knowledge is a part of "people's wisdom." The prosperity of a country is based on the development of science and technology. Having highly developed science and technology and advanced humanistic thought and spirit is the basic representation of contemporary social civilization. In fact, social civilization refers to system civilization, advanced culture, and advanced science and technology, which reflects the development direction of advanced productive forces. It shows the degree of "people's wisdom" and the civilization of "people's morality." The traditional morality of Confucianism contains specific elements, such as cultivation, education, governance, and peace. It is not only the guiding principle of practice, but also establishes a specific way of practice. This moral spirit based on benevolence and aiming at loyalty to the king is linked to the morality of modern civilization, so as to emphasize on love as the most important connotation of moral education. Through the reflection on Yan Fu's concept of education and based on traditional Chinese cognition, Professor Lan Ye puts forward the proposition of "life and practice," brings sports, intellectual education, moral education, and even aesthetic education back to the beginning of life, seeks to find the educational essence consistent with the "Tao" spirit, as well as explores the educational spirit of "life and practice."

3. Returning to the foundation of traditional education and respecting life

After clarifying the direction of educational regression, Professor Lan Ye clarifies the subject of educational research, the nature of educational discipline, and the interpretation of educational research methods by reviewing the history of educational research. Through this meta-educational method of educational research, Professor Ye pursues the essence of education, returns to the origin of education, answers the question of "what education is," and thus puts forward the original educational intention of "life and practice," so as to return to the spirit of traditional Chinese education as well as the reflection on "nature." Through multi-level process combing and content elaboration, Professor Lan Ye came to five conclusions on the root of traditional Chinese culture - the concept of nature and its composition.

(1) The chaotic symbiosis between man and universe as well as the harmony and interlinkage of "Tao" of heaven and man are the starting points of the natural view of the Chinese nation, which contain full vitality and represent the most basic internal relationship between man and nature.

(2) Based on the ancient Chinese civilization of agricultural production, the degree and uniqueness of the understanding of the overall mutual infiltration, process interaction, correlation, and endless growth of nature have been refined into a way of thinking for people to understand the world, showing the distinct uniqueness of national culture.

(3) On the whole, ancient Chinese civilization exudes a strong flavor rooted in nature. The deep entanglement between humanity and nature is reflected in ancient classics and secular life. "Nature" contains a dual meaning: the general term of creation and the natural law that all things must follow.

(4) The classical view of nature in ancient China is not only circulated through formal culture and the education system, but also through lifestyle and secular culture. It has become an indispensable

component in everyone's life. Despite the ups and downs of generations, the basic composition of this view of nature has been handed down for thousands of years.

(5) Up to now, ancient China has experienced more than a century and a half of dramatic changes in modern times. The traditional view of nature has gradually faded out and has been replaced or obscured by a series of new concepts and problems. In order to revitalize the traditional view of nature in the new era, it is necessary to "get rid of" and recognize it again [2].

The concept of "nature" in traditional Chinese culture is not only a philosophical concept, but also a thinking method and methodology, which provides ideas for the problems faced by contemporary education. Education is essentially to encourage people to be involved in human social activities, and the consciousness of life is the ultimate and most important practice of education. Here, Professor Lan Ye proposed that the core of traditional education is to govern the country and assist people to grow based on self-improvement. The life and practice of today's education should be "teaching heaven and earth human affairs and cultivating life consciously."

When facing the spirit and connotation of the traditional view of "nature," there will be reflections consciously and unconsciously. First, whether the traditional view of "nature" still has guiding significance for the people, especially whether the educational spirit and educational concept brought by the view of "nature" have practical value. Secondly, the problems faced by contemporary education based on scientism and modern discipline system. How to achieve a 'return' in reflection on meta-education, return to the essence of education, and return to the essence of 'life and practice'? In view of these two problems, the five generalizations of the traditional Chinese "view of nature," put forward by Professor Lan Ye, are analyzed.

The chaotic symbiosis between man and universe as well as the harmony and interlinkage of "Tao" of heaven and man are the starting points of the natural view of the Chinese nation, which contain full vitality and the most basic internal relationship between man and nature [3]. Man, heaven, and earth coexist. Man is the man in nature, nature is the nature of man; man is life, and nature is also life, which is closely related to human life and inseparable. Under the care of this view of nature, the essence of education is to emphasize the natural attribute of man and inspire people to set the principle of education in the spirit of symbiosis with nature. Meta-education carries reflection on the purpose of education. Human development does not violate the laws of nature and should not destroy the natural environment. It is important for contemporary education to pursue the symbiosis and growth of man and nature as well as establish the educational will of harmonious civilization between man and nature.

Based on the ancient Chinese civilization of agricultural production, the degree and uniqueness of the understanding of the overall mutual infiltration, process interaction, correlation, and endless growth of nature have been refined into a way of thinking for people to understand the world, showing the distinct uniqueness of national culture [4]. Human growth and education form the way of thinking and improve cognitive ability. Contemporary education takes scientism as the core, emphasizes competition and natural selection, disregards the mutual infiltration between man and nature as a whole and the relationship between all things, as well as returns to the essence of education. In fact, it is also a return to this mode of thinking. Through this return, it also further realizes the educational purpose of "life and practice."

On the whole, the ancient Chinese civilization exudes a strong flavor rooted in nature. The deep entanglement between humanity and nature is reflected in ancient classics and secular life. "Nature" has dual meaning: the general term of creation and the natural law that all things must follow. Education is the active social practice of human beings, and the purpose of education should accord with the law of human development in essence. As a part of nature, human development should also follow the natural law, which is both natural and humanistic. The growth of ancient Chinese civilization is based on nature. The Taoist

spirit, Buddhist spirit, and Confucian spirit of "unity of heaven and man" all imply the harmonious unity of man and nature. The development of human beings does not violate the laws of nature; It does not destroy the natural ecology and environment, but instead, it coexists with nature. The vitality of nature is the vitality of human beings, and the diversified symbiosis of nature is the diversified symbiosis of human beings. All things are born to conquer each other, restrict one another, and achieve together, forming a complete and harmonious ecological environment. The development is sustainable, long-term, and continuous. Secondly, man is a complete ecological environment, and human civilization is an endless ecological chain. The development and occurrence of human society should follow the law of interdependence and mutual restriction. Finally, education is carried out on this basis. Education should comply with the law of the overall occurrence and development of nature, the law of the overall development of human society, and the law of the occurrence and development of man himself. Contemporary education presents an education mode based on social division of labor and vocational needs. In essence, people become tools, which is the manifestation of the alienation of contemporary education. Through the return of the traditional humanistic spirit and the thinking of meta-education, the return of education points to the essence of "life and practice," which is the return and breakthrough of traditional nature-oriented spirit.

While recognizing the existing problems in contemporary education, the decline of the traditional spirit and education in the fusion of modern society should not be disregarded. Those views of nature congealed in the culture, system, and education are still continuing, but they have become marginal with the fusion of modern society and are rarely reflected in educational content. However, the natural view of traditional Chinese culture is internalized into the Chinese cultural genes, thus affecting the way people think. Consciously or unconsciously, this internalized cultural intuition is used to make decisions and judgments in the face of life's dilemmas and major events. Therefore, restoring the consciousness and confidence of culture is inseparable from the return of this cultural gene. Only by recognizing and returning the significance and function of the cultural gene can one establish the living water source of cultural life as well as the educational spirit and educational concept in line with the cultural gene. The educational spirit contained in the unity of heaven and man can be appreciated from the interlink of the three meanings of heaven and man: man acting according to the law of heaven's way, man's unique position among all things in heaven and earth, and the relationship between heaven and man. Taking life as the subject of practice, practice is an important way to solve the core problems in becoming adults, establishing themselves, and becoming successful. Therefore, the Chinese expression of the word "education" is to teach the world and human affairs as well as cultivate the consciousness of life [5]. This expression in the face of contemporary academic and discipline has a strict division of status quo and reality. Human beings exist as self-tools and social tools, and human's heaven, earth, personnel, things, and life are naturally realized in the tools of self and society.

Therefore, the regression and reconstruction of education need to face the objective reality of contemporary academic and disciplinary classification. In fact, as tools for self-generation and production in the social structure, human beings have existed since the beginning. However, when regarded as tools, the purpose of human beings is to teach the world and human affairs as well as cultivate the consciousness of life. Human beings are not only the starting point, but also the process and the purpose. In this sense, the reflection of contemporary education and the return of traditional education spirit can be realized.

4. Seeking breakthroughs

The development of contemporary education is inseparable from schools and classrooms. Classrooms and schools are the platforms where educational practice and progress take place. At present, disciplines are assumed as units, which would inevitably lead to the division between subject teaching and the cultivation of students' morality, personality, and spirit. It is imperative to "teach" through the curriculum of politics

and ideology, which is ostensibly the content of another discipline. The cultivation of spirit and personality, as the basis of educating people, cannot be reflected at all, thus resulting in problems.

At present, the curriculum thought and politics advocated should aim at the separation of "teaching" and "education" and seek to achieve the purpose of "educating" people while "teaching" knowledge and skills, so as to dispel the educational reality of the separation caused by discipline classification. Reflecting on the problems and current situation of contemporary education, one should return to the thinking and research of meta-education and rethink the research of education with pedagogical methods, such as knowledge learning and pedagogical knowledge, cultural acquisition and pedagogy, normative education and pedagogy, aesthetic education and pedagogy, personality development, as well as ideological education and pedagogy. It is important to reflect and study education with pedagogical methods as well as put forward the concept and reconstruction of pedagogical concepts and methods beyond discipline boundaries and barriers, which would help contemporary education return to the essence of education, return to the thinking of meta-education, and return to people who are not only the starting point of education, but also the goal of education. Man is not only the object of education, but also the subject of education. In education, the object of education is not only a tool for people, but also the realization of self-worth as well as a free and independent implementation subject. For educators, they are not only the implementers of education, but also the educated in education, realizing their self-worth and life goals in education, while facing the contradiction between educational disciplines and "educating" people. They are also facing the reflection and research of meta-pedagogy and meta-education. Therefore, the overall education view under the traditional holistic view of nature as well as the value and significance of meta-education and meta-pedagogy are presented [6].

Professor Lan Ye pointed out that the educational value of subject teaching is not equal to the moral value. The value development of discipline teaching and education is not only limited to in-depth research and development of discipline content, but also the practical process around discipline teaching. In this sense, it can be said that classroom teaching itself is life, which contains rich educational value [7]. The significance of this concept is not to put forward the idea of strengthening moral education in the process of subject education, nor to emphasize the significant roles of moral education and aesthetic education in education; rather, its significance is to put forward that life is not only the subject of education, but also the purpose of education and to regard education and educational activities as an important part of life or even life itself. With that in mind, one would then reflect on the life essence of education; that is, the meta-educational thinking of education, so as to break through the barriers between education and life as well as truly return to the educational essence of "teaching heaven, earth, people, affairs, and life consciousness" [8].

From Professor Lan Ye's reflection on the meta-education of pedagogy, she puts forward the problems of contemporary education, returns to the excellent traditional Chinese education, assumes the educational spirit and concept of modern thinkers as the starting point, puts forward the humanistic view in the view of "nature" of Chinese culture, pays attention to people, nature, and life, as well as regards the link of teaching as the link of life and practice, along with the students, teachers, managers, and system as the ecological chain of life and practice. In this sense, "life and practice" is not only for the educated, but also for teachers and managers, and even for the system.

Disclosure statement

The author declares that there is no conflict of interest.

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Analysis of the Online and Offline Hybrid Teaching of Traditional Chinese Medicine Classics

Zhaowen Li[1], Yingying Tan[2*]

[1]Graduate College, Shaanxi University of Chinese Medicine, Xianyang 712046, Shaanxi Province, China

[2]Typhoid Golden Deficient Teaching and Research Office, Shaanxi University of Chinese Medicine, Xianyang 712046, Shaanxi Province, China

***Corresponding author:** Yingying Tan, tanyy@sntcm.edu.cn

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Abstract: Distance education had sufficient technical capabilities before the novel coronavirus outbreak, but its advantages were not reflected in the normalized school running model. In the early stage of the pandemic, many students were affected and could not return to school. Many schools implemented online teaching to avoid delaying classes. After the alleviation of the pandemic, several colleges and universities taught students with a combination of online and offline methods after returning to school. The integration of online and offline teaching is conducive to the overall improvement of teaching quality in colleges and universities. This paper summarizes the shortcomings of the existing online and offline integrated education model in the teaching of traditional Chinese medicine classics in hope to further optimize the modern education system of traditional Chinese medicine courses.

Keywords: Teaching mode; Classics of TCM; Autonomous learning; Cooperative learning

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1. Introduction

As two different teaching methods, online teaching and offline teaching need to undergo two processes: mechanical integration and organic integration. At present, online teaching and offline teaching are in a stage of mechanical integration [1]. In the future, it is hoped that online and offline teaching can achieve full organic integration and help students adapt better to their university life under the pandemic. In February 2020, the *Guidelines on Organizing and Managing Online Teaching in Institutions of Higher Learning during the Epidemic Prevention and Control of the Ministry of Education Leading Group Office on Novel Coronavirus Infection Pneumonia* put forward the necessity to ensure that the quality of online learning and offline classroom teaching is essentially equivalent [2]. Based on traditional Chinese medicine courses and practical experience, this paper discusses the online-offline hybrid teaching implemented during the pandemic, in order to initiate discussions for improvement.

2. Online and offline hybrid teaching is conducive to improving teaching quality

Electronic informatization does not only bring convenience to people's lives, but also greatly improve people's work efficiency. Under this background, the traditional education mode can no longer fully meet the needs of students. Various online education platforms and software have sprung up to occupy the education market, especially during the pandemic period when traditional teaching cannot be carried out as

usual. Online and offline hybrid teaching has become the mainstream teaching means in China. In recent years, the field of e-commerce in China has developed rapidly; the success of e-commerce can be used by the educational community. It is inevitable to comply with the trend of the times and use the advantages of openness, sharing, service, flexibility, and informatization in the field of e-commerce for education [3].

In China, during the pandemic, 1,454 colleges and universities carried out online teaching, 1.03 million teachers offered 1.07 million courses online, and 17.75 million college students participated in online learning.

2.1. Pre-class preview to determine learning objectives

In the past, offline teaching was often classroom-centered, and pre-class and post-class learning were left to students to complete independently. Preview is generally for students to read before class. In this way, the effect of preview varies from person to person. Students with solid basic knowledge and rich extracurricular reading often understand the course; hence, the preview effect is good. However, for students with weak basic knowledge, preview is difficult, so many of these students do not have an option but to neglect the preview step, thus widening the gap with the former group of students. The most distressing point is that no matter how the students preview, it cannot be used as reference information for teaching. Before the outbreak, many teachers and students had recognized this problem, but the idea was left unattended because of the lack of appropriate platform technical support. However, now, teachers can provide help to students in the pre-class preview stage.

As the original text of TCM classics is far from today, there are many famous experts who had interpreted the original text and plainly, there are disputes over some interpretations. The preview of TCM classics allows students to go through some reading materials by quoting classics, quoting from others, and making oblique references. This can effectively spark students' curiosity, help them to build a knowledge system, add to their interest for the following courses, truly realize Rousseau's discovery learning, and is of great benefit to the cultivation of traditional Chinese medicine thinking. For some key and difficult points, teachers can use the platform to set reading cards or topics to follow-up with students' preview. In class, they can make full use of the feedback information to coordinate their teaching and summarize the problems encountered during the preview.

2.2. Key points of classroom learning

At present, the online platform courses only include videos recorded by teachers in advance, which cannot be separated from the traditional teaching mode. As teachers are still the main body in class, students only have the right to passively accept and act as audiences. For this reason, compared with the traditional mode of school teaching, this seemingly novel online teaching is in fact just "new wine in old wineskin," which is not a breakthrough innovation. Even the teaching effect may not be as good as school teaching. At school, teachers can discipline students who do not meet the code of conduct face-to-face. However, in online education, no one cares whether the students are sleepy or distracted. The online and offline hybrid education mode can be used instead as flipped classroom has more advantages [4]. Task-oriented learning involves teachers putting forward problems in consideration of the feedback from the pre-class preview and dividing the students in groups for discussion. In this process, both teachers and students are completely in mutual companionship and progress, thus truly achieving the common pursuit of teachers and students.

2.3. After-class review determines the effect of learning

In traditional offline teaching, the teaching process is disposable, and it is difficult to make up for the knowledge points missed by students in classroom. Unless they consult the teacher, their classmates, or

relevant literatures, some introverted students tend to give up learning the knowledge point. There is no such issue with online and offline hybrid education. In addition to learning in class at specified teaching time, students can watch videos after class for new knowledge consolidation and learning. For some difficult topics, they can watch and learn again until they understand them. Even if they still have doubts, they do not have to go to the teacher's office and ask the teacher face-to-face. Online education platforms such as DingTalk and WeChat offer students a direct establishment of private channels with the teacher, saving a lot of trouble and embarrassment.

Moreover, teachers can also further plan students' review after class by using the auxiliary function of the online platform. The learning of classic ancient prose focuses on understanding and memorizing. Online education platforms generally prepare for after-school application and check what students have learned in class anytime and anywhere by filling in the blanks, multiple choice, etc. There are also some platforms that allow teachers and students to speak freely, discuss various difficulties faced in life and learning, as well as help teachers and students progress. Teachers, as elders, can convey warm feelings by giving positive responses to students. Online education may contain more humane interest than offline education.

3. Suggestions for the new model of education

As of now, the online and offline hybrid education is still a new teaching mode, which is in the experimental stage. Therefore, there are still many deficiencies that require improvement.

3.1. Helping students develop and follow more appropriate learning plans

Modern technology allows daily planning according to the situation of each student. If students learn at home, it is inevitable that the time for studying and resting will be irregular. However, they can be interspersed with reminders having considered their sleeping patterns, personal hobbies, and curriculum arrangements, so as to have a positive impact on the improvement of students' personal health and learning efficiency. It can also be used to calculate the Ebbinghaus curve at the end of the course to remind students of an appropriate time for review. Such artificial intelligence (AI) programs can help students with their work and maintain a relatively regular life even at home.

3.2. Joining intelligent facilities to live and learn healthily

In the curriculum arrangement of ordinary universities, physical education is only arranged for junior courses. It is known that college students face the problem of insufficient physical exercise. During the pandemic period, the learning environment of most college and university students is based at home, and some communities had taken restrictive measures such as staying at home unless required to go out; in addition, the lack of sports facilities in the community also adds to this issue. Somatosensory intelligent games can be integrated into the teaching application to encourage students to participate in sports. In addition, due to the lack of face-to-face supervision by teachers, some students with weak self-control may not listen during class; instead, they engage in irrelevant activities while the course is ongoing. Integrating some somatosensory systems may help to strengthen student management.

3.3. Emphasizing on the humanistic care of teachers

The purpose of online education is to make up for the shortcomings of offline education. Education is people-oriented, and human educational activities originate from communication. In a certain sense, education is a unique human communication activity [5]. Carrying out online and offline hybrid teaching can free teachers from repeated teaching tasks and improve their teaching efficiency, but this does not mean that the requirements for teachers are less. On the contrary, it means that the requirements for teachers are

higher. Online education has changed the traditional relationship between supply and demand of teachers and students. A truly excellent teacher should not only teach what is found in textbooks, but also devote patience, love, sense of responsibility, and humanistic feelings to teaching. A good teacher should not only be a guide on the professional road of students, but also light the fog on the road of students' growth.

In this case, the mode of online teaching with mixed class and offline teaching with small class can be adopted, and class meetings can also be held regularly. Unlike the standardized and fixed procedure, people have emotions, and these emotions can be conveyed to another person. Their anxiety in the face of strange knowledge needs to be comforted by the calm tone of the elderly because positive memories are certainly more conducive to mastering knowledge.

3.4. Improving the pre-class preview

Many university teachers do not make full use of the advantages of online teaching platforms to guide students' preview. They still use the traditional preview method and do not take effective guidance on students' preview method. In fact, many college students still do not know how to preview scientifically and operate specifically. In regard to this, colleges and universities should uniformly provide teachers with training related to the "task guided" and "flipped classroom" learning models.

4. Conclusion

In his 1918 publication of *Peking University Monthly*, Yuanpei Cai explained that a university is an institution that includes the great classics and gathers all schools. *The Book of Rites* and the *Doctrine of the Mean* mentioned that "all things can grow together without harming each other, and the codes of conduct can be implemented without contradiction." It is like the human body; there is a left and right side, air comes in and goes out, and there is hardness and softness alike flesh and bones. Things that seem to work against one another often work for the other, such as idealism in philosophy, idealism and realism in literature and art, interference and laissez faire in accounting, motivation and utilitarianism in ethics, as well as optimism and pessimism in cosmology. This is the general principle of freedom of thought, and this is what makes a university great [6]. After the pandemic, online and offline hybrid teaching should be continued. With rich teaching resources on online platforms, students can achieve self-learning and understanding. The offline discussion between teachers and students can comprehensively and objectively reflect students' mastery of knowledge, promote peer pressure, stimulate students' enthusiasm, as well as assisting their learning and growth in the field of traditional Chinese medicine.

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Exploration of the Path to Improve the Innovative Quality and Ability of College and University Students

Daheng Shang*

Discipline Inspection Commission, Henan University of Science and Technology, Luoyang 471000, Henan Province, China

***Corresponding author:** Daheng Shang, jyhnnl@126.com

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Abstract: The improvement of college and university students' innovative quality and ability is necessary for colleges and universities to carry out the fundamental task of establishing moral education and cultivating innovative talents for the Party and the country. At present, there are several problems in the innovation of college and university students, including imperfect system and mechanism, incomplete integration of resources, insufficient understanding of themselves, and so on. In view of these problems, this study actively explores the path to enhance the innovative quality and ability of college and university students by improving the system and mechanism at the macro level, integrating resources to form synergy at the meso level, and motivating college and university students to engage in the process of ascending at the micro level.

Keywords: College students; Innovation; Quality and ability enhancement; Path

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1. Introduction

With the development of globalization, the competition among countries is increasingly intense. And innovation, especially the cultivation of college and university students with innovative quality and ability, is the "magic weapon" to ensure victory. Based on the actual situation of colleges and universities, this study explores the path to improve the innovative quality and ability of college and university students by means of improving the mechanism at the macro level, integrating resources at the meso level, and motivating college and university students at the micro level.

2. Current situation of the innovative quality and ability of college and university students

2.1. Mechanism

Colleges and universities have been paying great attention to innovation. There are several functional departments that have undertaken the task as pilots. However, they have not passed a sound working mechanism that unifies management and organization at the university level neither have they established a systematic system to ensure daily implementation. In addition, they have not constructed a duplex communication mode inside and outside the classroom or established an innovation cultural environment in campus from the perspective of mechanism.

2.2. Resource

The cultivation of innovation among college and university students is mainly carried out in the form of special lectures and extracurricular activities. There is a serious lack of innovation and entrepreneurship elements in the construction of the talent system. The talent cultivation system of colleges and universities is out of line with the concept of innovative education, and there is no integration of the relationship between teachers and students, between graduate students and undergraduates, as well as between on-campus and off-campus from the perspective of innovation to form a synergy.

2.3. Self-awareness

In addition to the current restrictions by colleges and universities on students' innovation, college and university students face the real society directly through new media. With the impact of various temptations, multiple value concepts, and the hardship of the innovation process itself, these students lack interest in innovation and are reluctant to try or explore.

3. The path to improve the innovative quality and ability of college and university students

In view of the problems of improving the innovative quality and ability of college and university students, it is necessary to consider the actual situation of colleges and universities. Colleges and universities should not only provide guarantee for innovation mechanism at the macro level, but also integrate various resources to create conditions and guide college and university students to put into practice what they have learned, in order to realize the virtuous cycle of combining learning with application, applying learning to application, and using what they have learned effectively.

3.1. Improving the mechanism from the macro level

3.1.1. Constructing a perfect system

The improvement of innovative quality and ability of college and university students is a systematic and fundamental process, which requires ensuring its scientific advancement from the institutional level [1]. At the school level, it is necessary to construct the system for unified leadership and organization. Each functional department and grassroots school should build the working mechanism of coordination and linkage for the specific implementation. Moreover, it is necessary to establish a system involving the personal interests of teachers, such as title evaluation, to inspire them to participate in it. At the same time, it is also suggested to have a supporting system for the development of student Party members, cadre selection, promotion and merit evaluation, etc. By means of perfecting the system, the improvement of students' innovative quality and ability would be put into practice.

3.1.2. Establishing a duplex communication mode inside and outside the classroom

In order to achieve the improvement of college and university students' innovative quality and ability, it is important to realize the organic integration of the main position in the classroom and the main channel outside the classroom. Classroom teaching is the basic theoretical source of innovation for students. College and university students are able to master basic scientific methods and theoretical contents of the field as well as understand the latest innovation frontier of the discipline through the classroom. Besides, the basic theoretical contents learned in the classroom should be combined with the actual practice and applied in laboratories, innovation centers, and the real society. Only through the practical process of solving real problems can students deeply understand the connotation of these theories and master the path as well as method of transforming theory into reality.

3.1.3. Creating an innovative cultural environment in campus

Colleges and universities should explore the organic integration and effective practice of innovation as well as campus culture construction, with innovation as the important factor of campus culture. In the construction of an innovative campus culture, it is suggested to condense the spirit, stimulate innovation, play the guiding role of campus culture, change the concept, put students first, respect students' subjective initiative and personality development, respect the law, stimulate interest, guide students to develop independent thinking and active learning, focus on practice, support innovation, as well as encourage students to be innovative and brave. At the same time, it is important to enhance the innovative environment in campus, reflect the innovative spirit of college and university students, as well as mobilize the enthusiasm of teachers and students for innovation. In addition, colleges and universities should give full play to the dual driving role of online and offline, focus on innovation in campuses, tap into innovative factors, integrate innovation into the cultural environment in campus, and create a strong innovative cultural environment through the organic integration of the first classroom and the second classroom along with modern communication media.

3.2. Integrating resources at the meso level to form a synergy

3.2.1. Relationship between teachers and students

In the process of improving the innovative quality and ability of college and university students, there is a need for both the foundation and project topics of on-campus advisors of professional disciplines as well as off-campus real-life entrepreneurs (off-campus advisors), who are concerned with the frontier orientation of the country and the real social needs. On-campus advisors focus on the cultivation and guidance of basic innovation and entrepreneurship knowledge as well as guide students through topics, lectures, tutorials, and exchanges on relevant topics and theories. Off-campus advisors are those who have experienced the process of innovation and entrepreneurship in the real world, as well as have undertaken successful innovative and entrepreneurship cases. They are able to transform ideas and relevant competitive project topics into realistic entrepreneurial products with their strong practical experience and operational skills.

3.2.2. Relationship between graduate and undergraduate students

In the process of improving the innovative quality and ability of college and university students, it is necessary to realize the seamless connection between graduate students and undergraduates, where graduate students lead undergraduates to grasp the research trends in the same field, determine the core competitiveness of existing projects, and achieve innovative breakthroughs. In the process of carrying out projects, graduate students lead undergraduates to carry out innovation and entrepreneurship with professional academic advantages as well as innovative and entrepreneurship experience, so as to avoid the low level and singularity of undergraduates' innovation and entrepreneurship. Graduate students need to guide undergraduate students to carry out projects in aspects and matters that require attention, so as to help undergraduates cultivate their awareness of independent innovation and entrepreneurship as well as the necessary skills in software operation.

3.2.3. Relationship between on-campus and off-campus

In the process of improving college students' innovative quality and ability, colleges and universities should truly implement innovation and provide their students with opportunities as well as platforms for innovation and entrepreneurship. This includes the Scientific and Technological Innovation Association, MBI (Master of Business Innovation) Scientific and Technological Innovation Club, and other student associations, so that those students with similar interests can gather together for ideological collision and action cooperation,

thus stimulating their desires and passion for innovation and entrepreneurship. Subsequently, more innovative and entrepreneurship plans can be proposed through the interaction among students with different subject backgrounds. With the guidance of teachers, the ideas of students will be more effective [2]. Outside the campus, colleges and universities can establish innovative and entrepreneurship incubation bases as well as industry-university-research cooperation bases for their students. In that way, enterprises can also be incubated at these places, and alumni resources can also be widely shared.

3.3. Motivating college and university students to engage in the process of ascending at the micro level

3.3.1. Basic cognitive stage

This stage is dominated by "necessity." In the innovation and entrepreneurship curriculum, each student is required to participate in primary innovative events organized by the college or university, visit the physical objects of the practice platform and projects, as well as learn the necessary software for enhancing one's innovative ability, such as SolidWorks and MCU programming. At the same time, colleges and universities should offer hardware and software courses as well as encourage advisors and innovative backbone students to train and guide other students. In addition, college and university students should be encouraged to participate in the design of the workshop, the actual production process in the experimental room, and the defense roadshow in the school competition, to experience the ambience of innovation competition personally.

3.3.2. Participation stage

This stage is dominated by skills. In the curriculum, students should participate in the necessary competitions at the school level. They should also be encouraged to participate in competitions of other disciplines based on their interests. Under the guidance of advisors and the person-in-charge of the innovative project, college and university students should be encouraged to participate in the operation of machine tools and the conception of project creativity, use processing tools, write project plans, attend roadshows, etc. At the same time, they should understand the cutting-edge trend of advisors and deeply participate in the research of relevant cutting-edge projects with the approval of advisors. Besides, they can be given the opportunity to lead their teams to participate in high-level events and carry out project designs, productions, tests, improvements, and roadshows. This would be a chance for them to compete with other colleges and universities in the province or even the country as they lead all processes and links of the roadshow, as well as the defense and dynamic process of the activities at the competition site.

3.3.3. Roadshow operation stage

This stage is dominated by organization and management. With their strong interest, they will gain strong professional skills through the project process along with organization and management skills through the team guidance process. As the backbone and person-in-charge of the project, it is imperative to pay attention to cutting-edge innovative technologies, grasp the research trends in the same field, focus on the "pain spots" of the market involved in the project itself, closely integrate professional knowledge with the internal logic of the project, determine their own existing project explosion points and core competition points, and then achieve innovative breakthroughs. In addition, it is important to divide the work among team members, deeply understand the advisors' scientific research topics and project experiments, become a member of the advisors' team, guide the team members to carry out conception, design, production, test, improvement, perfection, roadshow, and the actual combat of the project, as well as recruit students from other colleges and universities required by the project to complement each other's strengths. At the same time, it is

necessary to write relevant patents and publish relevant papers, so that the project can reach a certain standard in China [3]. In national competitions, colleges and universities should improve students' ability at a higher level, lead students to compete with domestic first-class universities on the same stage, cultivate students' strengths, and improve their innovative quality and ability.

4. Conclusion

Improving the innovative quality and ability of college and university students is a systematic and basic project, which is not only about the practice of strengthening moral education and cultivating people, but also the cultivation of innovative talents for the Party and the state. Therefore, it is necessary to improve the system and mechanism from a macro level; it is also imperative to integrate resources from the meso level to form a synergy; last but not least, college and university students should be encouraged to engage in the process of ascending at the micro level, so as to achieve the expected effect.

Disclosure statement

The author declares that there is no conflict of interest.

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Research on the Talent Training Mode of Early Education Specialty Under the Background of Industry-Education Integration

Lingyu Bao*

Tongliao Vocational College, Tongliao 028000, Inner Mongolia Autonomous Region, China

***Corresponding author:** Lingyu Bao, lingshi2007@126.com

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Abstract: With the continuous progress of the society and the rapid development of the industry, the talent training mode of early education has become an important commodity of education reform. Under the background of the integration of industry and education, the training direction of early education professionals needs to be adjusted and planned. The practice of industry-education integration requires the deep combination of early education specialty with early education institutions and the technical standards of the equivalent industry, so as to build a high-quality platform for the growth of early education professionals. This paper focuses on the current situation of the integration of industry and education, and then makes an in-depth analysis on several reform strategies, so as to lay a solid foundation for the training of early education talents.

Keywords: Industry-education integration; Early education specialty; Talent training mode; Reform strategies

Online publication: February 18, 2022

1. Introduction

With the help of school-enterprise cooperation and industry-education integration, it is possible to promote the practical teaching system, which is of great significance to the development of modern education and talent training. The integration of industry and education requires enterprises to participate in talent training. Therefore, colleges and universities should build a community of interests between enterprises and schools, realize mutual benefit and win-win outcomes, as well as help students to apply learned knowledge into their work ability. At present, the integration of industry and education has become an important channel for talent training in colleges and universities. This paper makes an in-depth analysis based on the industry-education integration of early education specialty.

2. Analysis on the connotation of early education

In July 2010, the State Council integrated the content of early education for children aged 0-3 into the national education reform, in hope that relevant government departments will begin paying attention to the education of infants and young children. The following year, parents were given scientific professional guidance on feeding infants, so as to achieve the purpose of comprehensive early infant development. A series of policies issued by the State highlighted the State's attention to early infant development and care. By 2016, the State put forward the two-child policy, hoping to increase the number of infants and young children with this policy in hand.

Through comprehensive analyses of infants and young children, scientists and scholars found that at the age of 0-3, which is the beginning of human growth and development, the body, mind, and psychology, begin to develop rapidly. It is precisely because of the particularity and importance of this stage that the State pays special attention to education in this age group. With the support and guidance of the State, many families have also realized the importance of early education. In this context, various types of early education institutions have been established, such as common early education institutions, early education centers, parent-child centers, parent-child clubs, and so on. Early education is of great significance to the healthy growth of infants and young children. It can significantly improve the comprehensive quality of infants and young children as well as lay a foundation for their healthy and vigorous growth.

3. The current situation of promoting industry-education integration in early education specialty in higher vocational colleges

3.1. Imperfect policy mechanism of industry-education integration

The reform of vocational education needs to assume the integration of industry and education, constantly improve the vocational education system, clarify the overall ideas and requirements of talent training, as well as affirm the importance of vocational education for social development. However, in order to realize the deep integration of industry and education, it is important to reform the current education system of the early education specialty. In the process of the integration of industry and education, the early education specialty has groped for a long time on the road of collectivization. With better comprehension about the integration of industry and education among early education majors and institutions, many practical activities involving cooperation between schools and early education institutions are carried out. Although the industry-education integration mode of early education specialty has been practiced for some time, it remains at the surface level. The more commonly used modes are the order mode or project cooperation. There are also great differences in the industry-education integration mode of early education specialty in different regions, reflecting that the policy has not formed a systematic and standardized system. There is no professional management system and evaluation as well as supervision organization. In addition, in recent years, the competitiveness of early education institutions has significantly increased, leading to reduced support for early education majors by early education enterprises.

3.2. The integration of industry and education is a mere formality, and the cooperation between schools and early education institutions is not in-depth

Enterprises aim at interests, and so do early education institutions. However, early education majors aim at talent training and school development. There are major differences in their starting points, which makes the development between schools and early education institutions easily formalized without any in-depth cooperation. The process of school-enterprise cooperation and the “interest barrier” between early education institutions and higher vocational colleges are the main reasons why the integration of industry and education faces difficulty. Early education institutions pay more attention to the training of their teachers, whereas most vocational colleges emphasize on theoretical teaching, which makes it difficult to integrate the training of early education institutions with that of vocational colleges. Therefore, the form of school-enterprise cooperative talent training should be stronger than the essence. In terms of policy, there are some differences between higher vocational colleges and early education institutions. If the benefits obtained by early education institutions are relatively small, the support for talent training of higher vocational education will gradually decrease.

4. Reform strategies of the talent training mode of early education specialty under the background of industry-education integration

4.1. Establish and improve the operation mechanism of school-enterprise cooperation

After the implementation of the two-child policy, early education is booming, and the demand for early education talents is also showing a more vigorous situation. The factor influencing the talent training quality of early education specialty is whether the talent training program is set up scientifically, which will directly affect the quality of students. Under the guidance of the concept of industry-education integration and school-enterprise cooperation, schools should form an early education steering committee consisting of educators from government departments, infant education experts, and managers from early education institutions. On the principle of mutual benefit and complementary promotion, it is then possible to truly realize resource sharing, complementary advantages, and brand characteristic development. In consideration of the differences in the number of students, schools need to timely adjust their training plan and training time, integrate school resources, social resources, and early education institutions, as well as jointly formulate a gradient talent training system. On the basis of clarifying the tripartite functions, integrate the tripartite early education resources, build a cooperative work organization, and assume the integrated development of industry and education as well as the interactive development of schools and enterprises as the wage mechanism. Under the discussion of constructing a professional steering committee and work organization, it is also important to optimize the talent training system, curriculum system, graduation design, and other contents of early education specialty, as well as standardize the post-practice and training system, so as to stimulate the enthusiasm of early education institutions for cooperation through reward, thus realizing the seamless connection between schools and the talent training of early education industry while ensuring that both, schools and enterprises can obtain benefits.

4.2. Scientific positioning of professional talent training objectives

Setting the talent training goal of early education specialty is the starting point of educational development. It acts as a guide to key issues such as specialty construction and curriculum system setting. In recent years, with the implementation of the two-child policy, the early education specialty has expanded in terms of enrollment, so as to meet the demand of the market for early education talents. On the basis of a comprehensive survey of the market, schools need to follow the law of talent training of early education specialty and the characteristics of occupation to formulate talent training objectives. This goal should not only reflect the social adaptability of the specialty, but also take into account the diversified needs of social professional posts to ensure that the trained talents can adapt to different types of posts. When investigating the cooperation between early education institutions and the university, it was found that the main needs of these enterprises for employees are as follows: first, a certain language expression ability is needed to communicate with parents and children in a friendly manner; following that, the ability to deal with problems as exemplified by solving anxiety following employment and resolving conflict with other colleagues; finally, professional teaching skills are also required, including song playing and singing skills, dancing skills, accompaniment skills, painting skills, activity design skills, etc. These should be the skills that early education professionals should have. Based on the current development trend of early education, teachers should also encourage students majoring in early education to obtain various qualification certificates, such as nursery teacher training certificate, early education guidance certificate, as well as nutrition and healthcare certificate, so as to truly apply theoretical knowledge to practical operations, thus laying the foundation for subsequent employment.

4.3. Establish a solid and practical curriculum system

In order to set up courses with professional qualification certificates in accordance with professional post qualification standards, it is necessary to ensure that the examination and courses correspond to one another; in addition, the practice links should be improved on the basis of the needs of the students and the society, so as to design diversified talent selection courses in meeting the current needs of early education enterprises in the search for compound and applied talents. Considering the skill standards of teachers in early education institutions issued by the State, practical courses should be offered, professional contents should be integrated into these courses, and rich teaching cases should be supplemented in extracurricular activities, research, and sex education, so as to improve the teaching effect. In the curriculum, schools need to ensure that the proportion of practical courses of early education specialty accounts for 60%, in order to ensure sufficient time in improving the ten basic skills of students majoring in early education, such as speaking, playing, and singing. At the same time, skills competitions, professional knowledge competitions, and early education skills competitions should be arranged to help students and teachers master the latest development of the early education industry. If necessary, family education courses should be offered.

4.4. Improve the practical teaching system inside and outside the school

Professional development is inseparable from adequate teaching resources. Teaching resources can generally be classified into two types: the teachers' strength and the teaching base. In order to ensure that students majoring in early education develop at a faster rate with more stability, schools need to provide students with early education comprehensive simulation training rooms, dance rooms, manual training rooms, toys, picture books, infant healthcare rooms, etc., so that these students will be able to carry out simulation training in these simulated early childhood education environments to consolidate their foundation of early childhood education.

In terms of the construction of the actual base, schools can sign contracts with local early education institutions and cooperate with them to build training bases in the form of listing. Visitations to early education centers in batches can be carried out to understand how teachers in early education institutions prepare lessons, teach, and organize activities. This will improve students' professional application skills in all aspects.

5. Conclusion

Through comprehensive analysis and summary of the above contents, in order to improve the talent training system of early education specialty in higher vocational colleges, it is necessary to comply with the development situation of the integration of industry and education. When formulating the talent training model, teachers also need to fully consider the balance of practical teaching and theoretical teaching, so as to ensure the in-depth development of industry-education integration, thus comprehensively improving the practical skills of early education students.

Disclosure statement

The author declares that there is no conflict of interest.

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The Application of Internet Technology in Vocational Education Informatization

Hong Yan*

Chongqing City Management College, Chongqing 401331, China

***Corresponding author:** Hong Yan, 2582642987@qq.com

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Abstract: Under the background of the new era, higher vocational colleges should improve education in line with the characteristics of social development, so as to improve education quality and promote the development of education informatization. In regard to this, teachers and teaching managers should strengthen the research on internet technology, improve the application level of internet technology, and appropriately modify the mode of teaching, so as to create favorable conditions for the application of internet technology in higher vocational education.

Keywords: Internet; Vocational education; Informatization

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1. Introduction

China has been committed to educational reform, in which education informatization is one of the key contents of the reform. It emphasizes that in the actual process, all levels of education should make full use of computer network communication, multimedia, and other channels to deeply explore the modern information technology education model. For higher vocational colleges, employment is the main goal of education. This determines the education needs of students, which include the cultivation of students who are able to meet the needs of the society and social development. With the help of the "Internet Plus Occupation Education," education informatization has become an inevitable way to train high-quality talents.

2. Significance of informatization in higher vocational education

2.1. Meets the requirements of social development

The scope of application of information technology in society is expanding day by day. As a talent training base, schools should turn their attention to the lifelong development of students. Under the background of "Internet Plus Occupation Education," schools should make full use of the characteristics of the times to improve the mode of teaching, break through traditional teaching concepts, and maximize the potential value of modern technology, so as to provide comprehensive talents for the society.

2.2. Promotes the training of practical talents

Under the background of "Internet Plus Occupation Education," the teaching of information literacy in colleges and universities can create favorable conditions for the cultivation of students' practical skills. In

the teaching process, information technology does not only enrich students' knowledge base, but also expand their vision. Therefore, in teaching related majors, the content of the teaching materials should be emphasized in a comprehensive manner.

3. Development of vocational education informatization under the background of "Internet Plus Occupation Education" and the application of internet technology in education informatization

3.1. Development of vocational education informatization under the background of "Internet Plus Occupation Education"

3.1.1. Faculty

The strength of teachers can be discussed from two aspects: teachers' teaching ideas and the utilization level of information technology. At present, in higher vocational teaching, teachers are yet to break through the traditional teaching concept and focus on teaching materials; that is on how to explain the contents of the teaching materials clearly, while disregarding the cognitive law of the recipients – the students [1]. At the same time, there are differences between the education received by teachers before entering higher vocational schools and that of the current era. The application of information technology is uncommon, so there is no effective way to improve the level of information technology. In this environment, there is an urgent need for more in-depth analysis of teachers in higher vocational education.

3.1.2. Mode of teaching

Under the background of "Internet Plus Occupation Education," the status of practical teaching is increasingly highlighted. However, in the actual teaching process, the teaching of theory and practice still faces obstacles, such as the lack of professional supervision over the cooperation between schools and social industries, and the difficulty in expanding capital channels. In this environment, the modernization of the mode of teaching has fallen into a deep dilemma, which greatly hinders the informatization of higher vocational education.

3.2. The application of internet technology in education informatization

The status of network teaching in modern education has become increasingly obvious. It is a new form of education based on computer technology, network technology, and communication technology for knowledge transmission and learning. Network education represents the effective use of advanced technology and the practicability in modern distance education [2]. It is the mainstream mode of development of modern distance education. Its advantages are discussed below.

3.2.1. Maximize the use of various resources

All kinds of educational resources span the limitations of space and distance through the network, making school education an open education that can radiate beyond the campus. Well-known schools should give full play to their disciplinary and educational resource advantages, share the best teachers and teaching achievements through the network, promote regional educational exchanges, as well as enable students in underdeveloped areas to also receive high-level education.

3.2.2. Five "any" and active learning

The application of internet technology in distance education is characterized by anyone, any time, any place, any chapter, and any available courses. The convenient and flexible five "any" of network education

directly reflects the characteristics of active learning and fully meets the basic requirements of developing modern education as well as lifelong education.

3.2.3. Two-way interaction and real-time interaction

The communication between teachers and students as well as among students themselves occurs in an all-round way through the network, shortening the psychological distance between teachers and students and increasing the opportunities as well as scope of communication between teachers and students. Through the statistical analysis of the types and number of questions raised by students using the computer, teachers can understand the doubts, difficulties, and problems encountered by the students in learning, thus enabling them to guide students more pertinently.

3.2.4. Personalized teaching

In network education, using the unique information database management technology and two-way interaction function of the computer network, the system can realize a complete system tracking record of each student's personality, learning process, and learning stage. On the other hand, the teaching and learning service system can put forward personalized learning suggestions for different students according to the recorded personal data. Network education provides a practical and effective way for personalized teaching [3].

3.2.5. Automated remote management

The functions of automatic database information management and remote interactive processing of the computer network can also be applied to the teaching management of network education. The consultation, registration, payment, course selection, inquiry, student status management, homework, and examination management of remote students can be completed by means of remote interactive network communication.

4. Problems of vocational education informatization that need to be solved in the era of "Internet Plus Occupation Education"

Under the background of "Internet Plus Occupation Education," most vocational colleges have carried out educational reform work, in which many of them have achieved success. However, from the current social development demand for talents, higher requirements have been put forward for higher vocational education teaching. There are many deficiencies in the construction and implementation of the talent training mode, teaching mode, and training system, hindering the talent training process [4]. For some vocational colleges, their teaching platforms, modes, methods, and means are not innovative enough and do not keep pace with the times, thus requiring these schools to conform to the reality, actively improve their education and teaching system, as well as build an education and teaching system in line with the requirements of the times. Only in this way can they make basic preparations for the follow-up education and teaching reform. The core goal of higher vocational education is to teach students basic knowledge, cultivate professional skills that are required for work, promote the transformation of students to become applied, practical, and skilled talents, as well as encourage them to contribute to the development of various industries in the society. However, at present, the problem of students in higher vocational colleges is that their basic skills are relatively weak. At the same time, their comprehensive quality is low, which brings resistance to the cultivation of skilled talents and puts forward many challenges to the routine education and teaching of teachers of various majors in higher vocational colleges.

In the internet era, various information technologies have come into being, prompting modern

vocational education to enter a new chapter. Under this background, higher vocational colleges, as a place for vocational talent training, have also ushered in new development opportunities. With the integration of the internet, the education and teaching concept of vocational colleges has been reformed to a great extent, and a variety of new teaching methods have been derived, including online and offline education and flipped classroom, which have improved the overall level of education as well as teaching in higher vocational colleges [5]. These new education and teaching methods completely break the indoctrination and cramming style of teaching under the previous examination-oriented education, actively promote the educational concept of the new curriculum reform, highlight the students' status as masters of the classroom, and "return" the classroom initiative to students. In classroom teaching, teachers can greatly enrich the teaching content by using various teaching methods with the help of the internet and teaching platforms. At the same time, they can also expand students' vision of acquiring knowledge, which plays an important role in improving their learning ability and professional skills, and eventually promote the education and teaching reform of higher vocational colleges.

4.1. Infrastructure

The application of information technology requires supporting equipment. At present, higher vocational education is equipped with basic multimedia equipment, but the multimedia system lacks pre-evolution construction, and the application of its operation interface has certain limitations. At the same time, more in-depth research on the internet is required. The application of information technology should not only be restricted to teachers, but also take into account the needs of students.

4.2. Construction funds

In order to promote teaching reform, financial support is required to provide material support for the implementation of relevant teaching measures. However, due to the lack of scientific management of school funds, the application of information technology is relatively slow. The development of the era of "Internet Plus Occupation Education" has put forward new requirements for vocational education informatization. It does not only need to enhance the application level of students' professional knowledge, but also to take into account of the requirements of occupation development for students. Among them, the cultivation of practical skills that mandates professional equipment requires a lot of capital investment.

4.3. Relationship between schools and the society

Under the background of "Internet Plus Occupation Education," the relationship between schools and the society is becoming increasingly intimate. Although school-enterprise cooperation has certain development foundation, in the past, cooperation is limited to fund cooperation, and it lacks technical cooperation. Therefore, it is necessary to strengthen the research on the cooperation between schools and enterprises as well as optimize the communication between schools and the society, so as to carry out vocational education in an all-round way and promote the development of teaching modernization in colleges and universities.

5. Development strategy of vocational education informatization under the background of "Internet Plus Occupation Education"

5.1. Assuming the information platform as the teaching channel

At present, the communication between students and teachers in higher vocational education is mainly through social software, such as WeChat, which carries certain limitations. In addition to that, teaching management depends on class groups, which is not conducive to the application of information technology

[6]. In regard to this, information platforms can be used as teaching channels in the teaching process. Therefore, creating a professional teaching management platform that refers to the online teaching mode will be beneficial. Assuming the information platform as a teaching channel is a convenient method for the construction and transmission of teaching resources. This will strengthen the integrated management of teaching. On this basis, it is then possible to create a school website and a good environment for vocational education. At present, the rate of resource utilization of school websites is low in view of the lack of effective guidance in the teaching process. Therefore, schools should publicize their school websites through the electronic screen to attract students' attention, so as to improve the utilization of information resources.

5.2. Optimizing school-enterprise cooperation

Industrial integration, which is the combination of production and professional teaching, the expansion of teaching space, the strengthening of technical cooperation between schools and enterprises, as well as the extension of school resource channels, can cultivate the professional quality of students. Therefore, the teaching mode of one major that corresponds to a specific industry can be adopted. On the premise that they have accumulated a certain theoretical basis, students can then enter the production line for practice, so as to promote the mutual improvement of theory and practice. At present, the utilization rate of school education is low, and the mismatch between major and employment is serious [7]. The teaching mode of industrial integration can deepen students' understanding of their major and improve the application effect of school education to a certain extent. When implementing the teaching mode of industrial integration, it is then possible to deeply analyze the school-enterprise relationship and further optimize school-enterprise cooperation. For example, schools can provide factories for enterprise use, while enterprises can provide equipment for school use. At the same time, teachers can strengthen the theoretical basis of enterprise talents, while enterprise talents can improve the practical system of teachers and students, so as to achieve a win-win situation between schools and enterprises.

5.3. Improving the internet infrastructure and expanding the scope of application of information technology

In the development process of vocational education informatization, schools tend to emphasize on the informatization of teaching resource construction but neglect the informatization of teaching resource utilization. Schools should improve the internet infrastructure and expand the scope of application of information technology. For example, a campus network can be added in the classroom for students to use. In order to promote the rational utilization of campus network resources, teachers can strengthen the teaching patrol, enrich the teaching content, and stimulate students' interest in learning. Through the campus network, students can better accept various teaching methods, such as the application of micro class, which can effectively improve the teaching quality. However, the one-to-many teaching method limits the development of micro class to a certain extent. At present, the popularity of smart device is high. Therefore, this advantage can be used to carry out one-to-one teaching in the form of micro courses. In this process, teachers can establish the theme according to the teaching content, encourage students to use smart devices to collect data within 5 to 10 minutes, and carry out classroom communication on this basis, so as to give full play to students' initiative and cultivate their information literacy.

5.4. Optimizing practical operation assessment and strengthening students' professional quality

Under the background of "Internet Plus Occupation Education," the concept of "talent" has also been given more meaning. It does not only include professional knowledge, but also communicative competence,

emotional management skills, crisis response capability, etc. In regard to that, it is possible to create a virtual situation through information technology to assess students' practical operation. In this process, targeted design can be carried out according to professional content. For example, at present, the application of virtual reality (VR) technology has been strengthened in the society. When conducting practical operation assessment, VR technology can be used to add possible problems to practice scenes, and the assessment can be conducted from two aspects (psychological quality and professional operation) to strengthen students' professional quality.

6. Innovative practice of education informatization

6.1. Coordinate the development of undergraduate colleges and universities with education informatization

For the transformation, upgrading, and development of undergraduate colleges and universities, it is necessary to constantly strengthen their comprehensive school-running strength, pay special attention to the synchronous development of education informatization, improve the internal driving force for development, and prevent education informatization from becoming a shackle that hinders the rapid development of colleges and universities. Building morality and cultivating people is the fundamental task of colleges and universities. The purpose of running a college or university in China is to provide top-level talents for the social development in China and better serve its social and economic development. It should be understood that all works in colleges and universities should be centered around the central work. The "Internet Plus" education informatization construction in colleges and universities is no exception. When designing the overall development plan and formulating long-term development goals, schools must organically combine education informatization with teaching, scientific research, and management. The construction of education informatization in colleges and universities is not the responsibility of one department or several departments, but rather, a way of thinking and technical means to digitalized and interconnect the overall work of colleges and universities. The education informatization system should not be designed in isolation. It is necessary to build an information-based campus with outstanding characteristics in line with the school's own characteristics and develop in coordination with various undertakings of the school.

6.2. Promote the construction of education informatization under the guidance of technological application

After all, the purpose of education informatization in colleges and universities is to better serve education and teaching as well as improve the quality and efficiency of education. Therefore, it is worth thinking about how to better implement the design so that the majority of teachers and students can experience the technical dividend of high technology.

(1) Build the design framework and set clear goals for campus information construction.

(2) Focus on the implementation of information construction as well as the process and effect of practice, and integrate technical means into daily teaching management.

(3) Establish and improve the evaluation mechanism of information construction, and regularly evaluate the effect of information construction through feedback.

6.3. Build an information-based classroom through teaching activities

Under the background of "Internet Plus," the use of internet in higher education has gradually formed platforms, systems, resources, and software for online teaching. In today's information society, mirroring

the traditional classroom teaching model will not fully meet the needs of contemporary college students. Teachers are required to have internet thinking, master certain multimedia and internet technologies, as well as present the syllabus to students using the internet model. The introduction of excellent teaching courseware and various forms of micro courses encourage college teachers to go beyond the limitation of the blackboard. Through internet technology, teachers can cross the constraints of time and space, communicate with students, and answer questions by using various multimedia channels, such as WeChat, QQ, and other software [6]. The application of new technologies and methods can abolish the one-way transmission dominated by traditional preaching, stimulate students' interest in learning, and improve classroom efficiency.

6.4. Promote the construction of an information-based classroom through teaching evaluation

Through campus information construction, the data of various departments can be interconnected, forming a big data model and providing a large amount of data that can be analyzed and evaluated, which is conducive to the integration of students' achievements, tracking students' learning process, and evaluating them. Another feature of education informatization is the interaction between students and teachers. Teachers can compile students' feedback on the learning effect of this course through big data and then jointly carry out discussions and exchanges, so as to better promote the common progress of both teachers and students.

6.5. Pay attention to the construction of teaching contents and resources in education informatization

With the development of the times and technological progress, the internet does not only provide educational resources, but also rich teaching materials and teaching technical means. Traditional teaching is realized through blackboard writing or transcribing blackboard contents to PowerPoint slides, which is not enough to attract students' interest in learning. Nowadays, with the continuous development of computers and animations, audios, GIFs, short videos, and even 3D virtual simulation videos can be added to the slides used for teaching. This new information-based teaching content and form attract college students, as it provides strong subjective motivation to understand the teachers' curriculum content, thus doubling the teaching effect with half the effort. Students will learn under the experience of new technologies. Teachers are encouraged to base themselves on the internet, make full use of the advantages of mobile internet, constantly build and accumulate information-based teaching contents, collect multimedia knowledge base required for certain courses, guide students to use mobile terminals to learn and consult relevant materials, make learning easier, as well as achieve the effect of integrating "fun" into teaching.

7. Conclusion

Colleges and universities are encouraged to continue to build online learning platforms. Through the development and construction of online courses, such as Mu class, classes by well-known teachers, interesting elective courses, and open class videos, those with rich optional categories, reasonable discipline structure, and meet the needs of contemporary college students should be continuously offered, so that the limitations of the classroom can be broken, students' horizon can be broadened, and the teaching quality of teachers can be improved while continuing to build a high-quality network information classroom.

Disclosure statement

The author declares that there is no conflict of interest.

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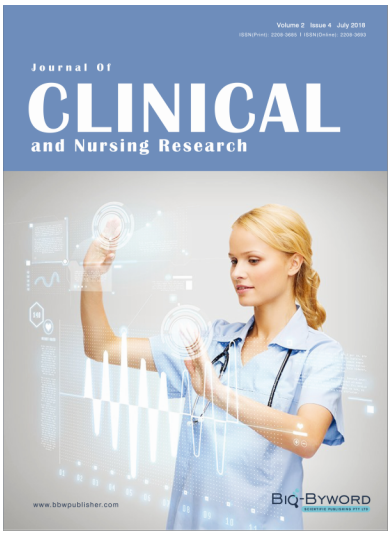
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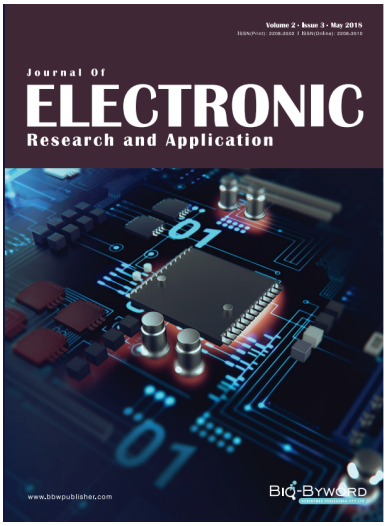
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