

# **Journal of Contemporary Educational Research**

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## Journal of Contemporary Educational Research

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## Table of Contents

1	<b>Psycholinguistic Analysis of the Semantic Meaning of Sentences in Listening Comprehension and Its Implications</b> <i>Yuguo Chen</i>
7	<b>Teaching Strategies for Physical Education in Primary and Secondary Schools Under the Background of National Sports</b> <i>Jing Jia</i>
12	<b>Reform and Practice of Practical Teaching of Applied Undergraduate Courses Based on “Internet +”: Taking the Course “Application of Engineering Costing Software” as an Example</b> <i>Hongmei Wang, Guangzhen Hou</i>
17	<b>Analysis of the Physical Education Teaching Path in Primary and Secondary Schools Under the Guidance of Core Literacy</b> <i>Fang Hou</i>
23	<b>Discussion on the Teaching of “Metallic Mineral Processing” for Mineral Processing Engineering</b> <i>Jiushuai Deng, Hongxiang Xu</i>
28	<b>Problems and Strategies: A Study of Cross-Cultural Adaptation of Chinese Undergraduates in the Philippines</b> <i>Bing Leng</i>
36	<b>Analysis of the Factors that Affect the Values of Young College Students in the 5G Era</b> <i>Yanfei Zheng</i>
42	<b>Analysis of the Design and Development Path of the Cultural and Creative Derivatives of Marquis of Haihun Site</b> <i>Yi Fang</i>
48	<b>Applying Communicative Language Teaching in Classroom English Language Lesson Curriculum</b> <i>Jie Cui</i>
61	<b>Practical Logic and Optimization Path of the Effectiveness of Teaching Methods in Ideological and Political Theory Courses</b> <i>Yu Zhao, Yanjun Dai</i>

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*Journal of Contemporary Educational Research*

# Psycholinguistic Analysis of the Semantic Meaning of Sentences in Listening Comprehension and Its Implications

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**Abstract:** Listening comprehension is an important part in English teaching, and it is also an important research theme in second language acquisition (SLA). Through the application of psycholinguistic research results, this paper attempts to explore the process of comprehending semantic meaning of sentences in listening comprehension, thus providing solutions to improve listening skills.

**Keywords:** Listening comprehension; Semantic meaning; Listening skills

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## 1. Introduction

Sentence is a basic unit in language application. It is formed of words and/or phrases and can express a complete meaning. Listening skills enable foreign language learners to acquire language input and information, which can promote the internalization of language regularities and the development of other language skills. Listening skills have become an important measurement of learner's language proficiency and communication ability. Listening comprehension, which is the ability to perceive, store, decode, and comprehend input information, is an important aspect in the training of listening skills and an essential part of language skills. The effectiveness of listening comprehension is closely associated with sentence comprehension and word recognition. Besides that, listening comprehension is a necessary component in English examinations and also an important research theme in second language acquisition (SLA). Listening comprehension has been widely concerned in various teaching activities.

## 2. Status quo of research

In listening practice, the resources for listening materials have been greatly improved in the era of mobile networks. A large number of resources for listening materials are easily accessible to English language learners. Generally, the research methods for sentence comprehension in listening comprehension are mainly from two perspectives: theoretical research and experimental research. From the published works at home and abroad, the themes are mainly on English listening or teaching. The research on comprehending semantic meaning of sentences in listening comprehension is relatively limited. The theories put forward by scholars at home and abroad have their own emphasis and strengths. This paper attempts to explore the theoretical paths of comprehending semantic meaning of sentences in listening comprehension by using appropriate theoretical theories or models based on different levels of sentence comprehension.

### **3. Psycholinguistic analysis of sentence comprehension in listening comprehension**

Listening is a dynamic process, which involves several sensory organs. Since the comprehension of sentence occurs in the process of listening comprehension, what the auditory organs receive is a sequence of speech signals with order and meaning; thus, it involves speech recognition and comprehension. Psychologists have conducted many studies on this field from different perspectives, and many of their research results may help deepen the understanding of sentence comprehension. In order to exemplify how the appropriate research results can be applied in the comprehension process, the listening comprehension part of China's College English Test (CET4) in December 2021 is taken as an example.

In order to comprehend a spoken message, four main types of knowledge may be drawn on: phonological (the sound system); syntactic (how words are put together); semantic (word and propositional knowledge); and pragmatic (the meaning of utterances in particular situations) <sup>[1]</sup>. These four types of knowledge play a role in the overall listening process since they are considered the mental knowledge of participants in the listening process. An additional type of meaning, kinesic knowledge, is conveyed by the speaker's facial and bodily movement. This type of meaning is present only in those types of listening where the speaker is visible. This paper only deals with the listening comprehension in second language teaching activity.

#### **3.1. General analysis of the process of listening comprehension**

According to Anderson, the process of listening comprehension can be divided into three stages: perceptual processing, parsing, and utilization <sup>[2]</sup>. Perceptual processing is a process where speech signal enters the sensory memory, wherein the information of speech signal is saved for less than one second; thereafter, some of them will enter into short memory for processing after being filtered. Parsing is a process when the information stored in short memory forms meaningful preposition after restructuring and coding. The listener needs to split the continuous flow of speech. Meaning is the main clue for splitting. Utilization is a process that connects the preposition formed with the known information stored in the long memory to determine the meaning of preposition. When the newly inputted information matches the known information stored in the long memory, comprehension is generated.

With regard to the stage of perception, based on the first principle of VanPatten's input processing theory, learners will process input meaning before processing input form, learners tend to process lexical items rather than grammar items (such as grammar mark) to obtain semantic meaning, and learners prefer to process the "meaningless" form before processing the "meaningful" form <sup>[3]</sup>. Semantic knowledge refers to the knowledge of the meaning of words and the meaning of relations between words in a sentence. It also refers to the relations between the meanings of individual sentences that make up a discourse. We have already seen that semantic knowledge plays a role in syntactic processing, insofar as understanding of lexical words and the relations of the elements in the sentence (agent, patient, etc.) is also necessary for that process. In normal sentence processing, semantic considerations tend to dominate understanding, while syntax plays a minor role in confirming any problematic semantic relations where necessary <sup>[4]</sup>. For example, the first question in CET4 listening comprehension is "What was the woman's problem?", and the first sentence in the speech content is "A 22-year-old Chinese woman who suffered from a persistent cough was shocked to learn that she had a piece of chicken bone lodged in her lung." When content words such as "women," "suffer," "cough," "chicken bone," and "lung" are heard, the semantic meaning of the sentence can be comprehended, that is the mentioned event and its course, and thus the answer to this question can be decided. As to the tenses used in this sentence, the listener need not to pay much attention to them or they can even overlook them as they have no influence on the understanding of the original sentence.

### 3.2. Word recognition in the process of listening comprehension

Words place an extremely vital important role in transferring meaning. It is at the central position of speech comprehension. In listening comprehension, word recognition refers to oral words. Psycholinguists have pointed out that the processing of sentences by human beings is led by the information contained in particular words that are stored in the mental lexicon.

The phonological knowledge of words can promote lexical recognition to some extent. Phonological knowledge is needed in listening comprehension to enable message segmentation into its component sounds. We will begin with phonemes, the smallest unit of sound that can distinguish two words. For example, the words “big” and “pig” differ only in their initial sounds, /b/ and /p/, while “ship” and “sheep” differ in their vowels /ɪ/ and /i:/. /b/, /p/, /i/, and /i:/ are all phonemes. The so-called Standard or Received Pronunciation of British English has 44 phonemes, of which 24 are consonants and 20 are vowels. However, we would stress that the numbers and classes of phonemes vary among the different varieties of English <sup>[5]</sup>. In addition, there are no such English words beginning with voiced sound plus voiced sound, such as /td/ and /tl/; thus, listeners can use this phonological information to determine the boundary between phoneme and word. Furthermore, since there are many words in which the first syllable is stressed, listeners can use this phonological feature to split the flow of the spoken signal into each individual word. The aforementioned phonological knowledge can help listeners find a way to split phonological signal.

Stress, which is the application of a greater force to a syllable, occurs at the level of word and sentence. Every word of more than one syllable will have a syllable that carries the primary stress. Stress is important in speech perception at the word level. In some cases, it is the only feature distinguishing between two words, such as “import” (noun) versus “im'port” (verb) <sup>[6]</sup>. Meanwhile, in identifying content words, stress is important for comprehension. Stress patterns give a language its overall rhythm. Standard English is said to be one of those languages that tends toward a stress-timed rhythm (*i.e.*, stressed syllables tend to occur at regular intervals). In stress-timed languages like English, unstressed words tend to be spoken more quickly between the stressed words in order to maintain the overall rhythm. This differs with syllable-timed languages, in which each syllable tends to have the same duration <sup>[7]</sup>.

Recognizing and perceiving words are important tasks for listeners. The spoken information is instantaneous and fleeting, and it cannot be repeated. The process of listening is one-way dynamic process. The spoken signal itself is continuous, and it will not prompt the boundary between spoken segments and words. Listeners need to comprehend them as a sequence of separable speech units. Based on the heard information, listeners can then predict the next information. Features of spoken language, such as elision, reduction, liaison, assimilation, and contraction, may cause difficulties to listeners. Reductions are like “goodbye → g'bye” and “because → 'cause/coz/kaz/.” Contractions are like “we're,” “you're,” “they're,” “he's,” “I'll,” “I've,” “he'd,” “can't,” “don't,” and “aren't.” The common condensation in spoken American English are like “gonna = going to” and “kinda = kind of.” For liaison, it has vowel plus vowel liaison: in a sense group, vowel plus vowel liaison occurs when the word before ends with a vowel and the second word begins with a vowel. There are three conditions of supplementary sound in liaison: i phonetic system+/j/, u phonetic system+/w/, and a,e phonetic system+/r/, such as “the(j)end” and “how(w)about.” Phonetic knowledge can facilitate word recognition to some extent.

The cohort model, proposed by Marslen-Wilson *et al.*, is a model for word recognition. This model divides word recognition into two stages. In the first stage, the acoustic and phonetic information of certain words activate similar words stored in the memory. These activated words thus form a cohort <sup>[8]</sup>. Take Question 18 as an example, the word “personalities” in “What does the passage say is still needed to understand the effects of the owners' personalities on their pets?”. When words with pronunciation starting with /'pɜ:sn/ are heard, then words like persons, personal, personality, and personalities are activated. In the second stage, influenced by all the interactive influence from all possible information, *i.e.*, the context factor

formed by all the words of this sentence, the choice range of the target words can be diminished until being recognized, in which this process occurs within one second. The possible information includes sound, grammar, semantics, syntax, and so on. In the aforementioned example, the target word “personalities” can be recognized ultimately according to the heard information before the word “personalities” and acoustic information after the word “personalities.”

The interaction model, also known as the schemata theory, is a theory used by psycholinguists to interpret the psychological comprehension of the comprehension process. The schemata here refer to saving acquired knowledge of past experiences in the brain and the brain’s reflection of past experiences or active organization of them; it also involves the process of how information stored in a learner’s memory works on new information and how this new information is enriched from the learner’s knowledge base. The schemata theory holds that the brain has two ways of processing information during language comprehension: bottom-up processing model driven by language materials and top-down processing model driven by concepts <sup>[9]</sup>. Taking the second question in listening comprehension as an example, “How was the woman’s problem eventually solved?”. The bottom-up processing here is that when a listener catches certain content words like “doctors,” “perform,” “surgery,” “remove,” and “bone”, the listener will judge their pronunciation, meanings, tense, and sentence structure. At the same time, the listener will combine his/her own knowledge and life experiences into the following judgement: “What action did the doctor have?”. With the meaning of “operation” stored in the listener’s mind beforehand, the listener will be able to choose the right answer in relation to “operation.” Top-down processing is when the listener comprehends the acoustic information by utilizing the knowledge and experiences stored in his/her brain. When the language material heard by the listener coincides with a certain knowledge stored in the brain, comprehension is achieved. Word knowledge can influence the comprehension of phonemes. Under certain circumstances, it can restrain the generation of certain phonemes. On other occasions, some phonemes are continuously heard, which are probably not acoustic signals but noise. In brief, language comprises a two-level structure, in which the upper level consists of words and low-level sound. If the spelling and sound of certain words are not stored in the brain, listeners will be inhibited when hearing its sound. Taking the aforementioned example, if the spelling and sound of “surgery” do not exist in the brain, then the sound of “surgery” is likely a noise rather than an acoustic signal; in that case, its semantic meaning cannot be concluded. However, its meaning can still be concluded in consideration of other information contained in that sentence.

In contrast to the effect of top-down processing, the competition model holds that in spoken word recognition, there are two routes that race against each other: a pre-lexical route, which computes phonological information from acoustic signal; and a lexical route, in which the phonological information associated with a word becomes available when the word itself is accessed. When word-level information appears to affect a lower-level process, it is assumed that the lexical route wins the race. Simply speaking, the lexical route and acoustic route are both in processing; it depends on which route runs faster <sup>[10]</sup>. Taking the same example, “Doctors performed surgery and removed the bone.” For an individual who is already familiar with the term “surgery,” when he/she hears the acoustic signal /'sɜ:dʒəri/, he/she will immediately understand its meaning rather than having to guess it after hearing the pertinent information following that word. Therefore, the processing of information in acoustic route is quicker.

### **3.3. Comprehension of sentence in listening comprehension**

Although word recognition is crucial, language comprehension is more complex than just a simple sum of the meanings of its constituent words. Additionally, we must be sensitive to metaphors and nonliteral usage and comply with grammar rules when combining the meaning of words. By analyzing the phenomena of sentence comprehension in different methods, the serial model and parallel model are applicable to sentence

comprehension in listening comprehension.

According to the serial model, the brain's comprehension of the constrained condition of language grammar is carried out sustainably and successively in extremely high speed during the listening process <sup>[11]</sup>. The serial model describes how human brain comprehends sentence based on limited and relevant information, forms one or many representations of a sentence, and then utilizes the relevant information to parse and evaluate these representations. Taking the first sentence heard in listening comprehension – “A 22-year-old Chinese woman who suffered from a persistent cough was shocked to learn that she had a piece of chicken bone lodged in her lung” – as an example, the listener would come to know the person's age, nationality, gender, the problem suffered, the cause of the problem, and so on; naturally, the listener would be able to predict how the problem will be solved.

The parallel model emphasizes that the brain is sensitive to a wide range of information, including grammar, lexicon, context information, the speaker's knowledge, and even the speaker's general knowledge about the world <sup>[12]</sup>. This model is similar to the schemata theory. The parallel model describes how the human brain quickly evaluates every possible comprehension of a sentence using all the relevant information. Generally, people may think that the reader or listener would apply grammar knowledge and context knowledge as a whole in comprehending sentences. The second question of Part One in listening comprehension – “How was the woman's problem eventually solved?” – is taken as an example. For those who are unfamiliar with the term “surgery,” they would be able to understand its meaning after hearing the relevant information (“remove the bone”) following the term “surgery” and integrating their own indirect knowledge and life experiences (“the doctor conducted the operation”). In that way, they would be able to conclude the meaning of “surgery.” During this process, the meaning contained in the content words are particularly important; other word categories and grammar can be omitted in the course of listening. Another example is Question 14, “What does the woman think of the Indian food?”. When the listener hears, “That's not the kind of hot I mean. I'm just not a fan of sauces. That made me sweat and cry. I need something mild”, the phonological information of “not the kind of hot,” “sweat and cry,” and “mild,” along with the his/her life experiences may help him/her decide that “spicy” is the right answer.

#### **4. Implications**

The whole process of listening is a dynamic process involving many psychological activities, such as receiving, parsing, predicting, affirmation, and negation. The process is featured as synchronism, transience, and instantaneity. The research results from studies conducted by psychologists have provided useful reference and instruction for improving listening comprehension. For second language learners, particular attention should be paid to prediction, overall comprehension, generalization, and summary training; building up the background knowledge of various topics; and strengthening the acquisition of acoustic information while memorizing the spellings of words. For second language listening teaching, the listening content should be in stages or levels, more guidance should be given to increasing the input of acoustic information, and relevant knowledge should be provided before the listening practice.

#### **Disclosure statement**

The authors declare no conflict of interest.

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# Teaching Strategies for Physical Education in Primary and Secondary Schools Under the Background of National Sports

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**Abstract:** By the end of 2021, the proportion of people participating in normalized physical exercise in China has reached up to 37.2%, contributing to the transformation of competitive sports into national sports. This has significantly affected the teaching quality of physical education in primary and secondary schools. In the critical period of the “14th Five-Year Plan” construction, it is necessary to deepen the physical education work in primary and secondary schools concertedly with high-quality development goals. Taking this as the starting point, the paper outlines the basic content and main influence of national sports as well as analyzes the new demands of physical education in primary and secondary schools under the background of national sports. On this basis, several targeted teaching strategies are put forward from three aspects: teaching concept, information technology, and teaching goals.

**Keywords:** National sports; Physical education in primary and secondary schools; Teaching strategies

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## 1. Introduction

The 19th National Congress of the Communist Party of China has positioned the fundamental task of education in China as “cultivating morality and cultivating people.” This task was clarified through the Fourth Plenary Session of the 19th Central Committee, which is to carry out a comprehensive quality education based on morality, intelligence, physique, aesthetics, and labor as the core qualities. At present, education in China is in the stage of high-quality development. It is necessary to further integrate national sports from the deep theoretical level, the breadth of lifelong fitness, and the precise physical skills, in order to deepen the teaching of physical education in primary and secondary schools as well as cultivate the awareness of lifelong exercise in both primary and secondary schools. By making it habitual, students in primary and secondary schools can be nurtured into qualified successors for the construction of socialism with Chinese characteristics in the new era.

## 2. Overview of national sports

### 2.1. Basic content

“National sports,” also known as national fitness, is the antithesis of competitive sports. It refers to a type of sports in which everyone participates in. Based on the “14th Five-Year Plan for Sports Development,” national sports is a national strategy to protect people’s rights to life and health, improve national quality, and promote the transformation of the sports industry. The emphasis of national sports is on lifelong fitness,

requiring a comprehensive cultivation of the awareness, behavior, and habits of lifelong exercise within a life cycle. In specific practice, it is necessary, on the one hand, to adhere to the evolutionary law of human life, and on the other hand, to use physical education methods in different organizations to put forward scientific exercise methods, so that the subjects can improve their quality of life at both physical and psychological levels, thus promoting the realization of high-quality survival goals.

## **2.2. Main impact**

According to the “Opinions on Building a Higher-Level National Fitness Public Service System,” China is expected to increase the per capita sports area to 2.6 square meters per person in 2025. Under the premise that the infrastructure is guaranteed, national sports will have a comprehensive and far-reaching impact on the country, society, schools, families, and individuals. Taking physical education in primary and secondary schools as an example, first of all, in the practice of physical education in primary and secondary schools under the background of national sports, the concept of lifelong fitness should be introduced. The comprehensive quality physical education goal can be divided into two domains: competitive sports and national sports. In the domain of competitive sports, teaching is carried out focusing on theoretical knowledge, professional skills, and core literacy. In the domain of national sports, teaching is carried out focusing on fitness projects that primary and middle school students are interested in. Furthermore, the deepening reform of physical education should be promoted in accordance with the decomposition of teaching objectives, the expansion of the teaching scope, the construction of teaching courses, the updated teaching modes, and the improvement of teaching evaluation, so as to develop toward “high quality.”

Secondly, primary and middle school students, who are only between 6 and 15 years old, are in the stage of growth. With regard to their mentality and psychology, they require shaping at this stage. Carrying out lifelong physical education in the context of national sports allows students to integrate new ideas, projects, and methods to carry out exercise at all times, in and out of school. Not only will this guarantee healthy physical growth, but also enable better development of perceptual intuition, intellectual analysis, and rational thinking through physical exercise. Furthermore, it will help reduce, eliminate, and break bad behaviors and habits in the adolescent stage. Through this, the consequences from these habits and behaviors would have then had passed the adolescent stage, which would have been difficult for parents, teachers, and students to cope with. This lays a solid foundation for the students’ future education, work, and life.

## **3. New demands of physical education in primary and secondary schools under the background of national sports**

### **3.1. The need to cultivate lifelong exercise awareness**

Under the background of national sports, the concept of physical exercise based on lifelong fitness is emphasized. This concept has been introduced in the teaching of primary and secondary school physical education in recent years. However, the lack of in-depth research on this concept has resulted in the phenomenon where students only understand it on a surface level. The awareness of lifelong exercise has yet to be rooted at the cognitive and behavioral level of students.

National sports and competitive sports are two different types of sports. The concept of lifelong exercise includes several related concepts, including fitness awareness, fitness interest, fitness hobby, fitness behavior, and fitness habits. Moreover, when applying the lifelong fitness ideology system formed by the five main concepts, the requirements of the current “Student Sports Health Standards” must be strictly adhered to, beginning from the stage of growth in primary and secondary schools to dividing the training goals into short-term and long-term ones depending on age: adolescence, young adult, adulthood, prime age, and old age. On the other hand, it is necessary to develop and design fitness projects that are

suitable for primary and secondary school students in consideration of their physical and psychological changes. In this context, the cultivation of primary and secondary school students' lifelong exercise awareness goes beyond simple definitions and explanations. Therefore, in order to achieve high-quality teaching for physical education in primary and secondary schools in the new era, it is necessary to strengthen the cultivation of lifelong exercise awareness.

### **3.2. The need to optimize physical education curriculum**

The physical education work in primary and secondary schools under the background of national sports is made complete through curriculum setting. Some primary and secondary schools have achieved preliminarily completion of curriculum setting in this discipline. Through the refinement of practical experiences and discussion outcomes, the integration of curriculum resources and the design of teaching plans have become the focal points, and the implementation is geared toward “idea-based, technology-based, and talent-based intelligence.”

With regard to the former, the application of lifelong exercise and information technology is emphasized, while in the latter, the teaching objectives, teaching modes, teaching tools, teaching methods, teaching evaluation, and other components are listed, aiming to optimize the curriculum and improve the research and development level of teaching programs by optimizing the allocation of resources at all levels. For some primary and secondary schools, the need to optimize the curriculum is apparent; however, the design of the supporting teaching plans is below par. Hence, there is a need to further refine the optimization objects and content.

### **3.3. The need of multiple evaluations to ensure the teaching effect**

In the evaluation of the teaching effect, single-result evaluation is often used in primary and secondary school physical education. In the context of national sports, the teaching content is expanded, with different teaching items; the teaching of the entire sports program is confined to small-class teaching, and there is a shift in the focus of teaching to extracurricular teaching and students' autonomous practice. In such a context, there may be some risks due to incomplete learning, understanding, and improper operation of theories, movements, skills, safety, and other knowledge following a short learning duration prior to entering the independent exploration and practice stage. Hence, it is necessary to carry out multiple evaluations to ensure the teaching effect.

## **4. Teaching strategies for physical education in primary and secondary schools under the background of national sports**

### **4.1. Cultivate students' awareness of lifelong exercise in combination with the concept of national sports**

First of all, based on the “National Fitness Regulations,” implemented in 2009, the “Several Opinions on Accelerating the Development of the Sports Industry to Promote Sports Consumption,” proposed in 2014, the “14th Five-Year Plan for Sports Development,” issued in 2021, and other related documents, it is crucial to study and interpret these documents, sort out the macro-policy, meso-industry, and campus practice content that are related to national sports, redefine the development context of national sports for students as a whole, and establish a complete knowledge structure. Secondly, it is also necessary to promote the practice of lifelong fitness in line with the concept of national sports, construct a fitness ideological system through the combination of concepts in ideological theory, analyze and summarize the five main concepts related to national sports, so that students can understand the concept more comprehensively, and cultivate students' awareness of lifelong exercise with a clear concept and complete content.

#### **4.2. Maximize the advantages of information technology and enhance the research and development level of teaching courses**

An “online + online” model based on different information technologies has been established following the reform of physical education in primary and secondary schools through the internet. In terms of curriculum optimization, it would be beneficial to integrate the distinctive components of national sports and competitive sports as well as design fitness and bodybuilding projects that have strong adaptability. Several suggestions are proposed in this section.

- (1) Integrate the concept at a depth level, highlight the benefits of theoretical teaching, and establish new theories based on the aforementioned five main concepts.
- (2) Integrate information technology at the breadth level, and expand the promotion scope of lifelong fitness practice, such as promoting in-class and out-of-class practice.
- (3) Teachers should play the precise role of a teacher, integrate resources to create massive open online course (MOOC) videos, and release them in a timely manner with the help of technology via parent groups, class groups, DingTalk, *etc.*, so as to guide students in their learning and practice of different fitness programs.
- (4) Based on the teaching objectives, teaching modes, teaching methods, teaching tools, and teaching evaluation, the teaching design should include classroom teaching and extracurricular teaching, in addition to lifelong teaching plans. The use of information technology is recommended in the effort of building an integrated teaching model based on “school-family-community” to achieve positive outcomes from online and offline teaching.

#### **4.3. Establish a multi-evaluation plan according to the teaching objectives**

First of all, classroom teaching and extracurricular teaching should be divided in accordance with the selection of lifelong exercise projects and the setting of teaching objectives. The evaluation method is then introduced to evaluate theoretical knowledge learning, skill mastery, and several other indicators. The “online punch-in” assessment should be included outside classes to record students’ learning in real time. Through students’ self-evaluation, mutual evaluation, and teachers’ evaluation, students can be guided and corrected in a timely manner. Secondly, in terms of result evaluation, which concerns both theoretical and practical evaluations, weekly, quarterly, semester, and annual evaluations should be carried out according to the timeline and combined with process evaluation for a comprehensive evaluation. Through this, the establishment and application of the multi-evaluation plan can be realized.

### **5. Conclusion**

In the context of national sports, the demand for physical education in primary and secondary schools has changed. It is therefore necessary to deepen the work of physical education in primary and secondary schools in combination with the practical goal of high-quality teaching in the new era. Based on the analysis above, “national sports,” which is rich in content, has a significant impact on primary and secondary school sports. Under this influence, the demands of physical education in primary and secondary schools are focused on three aspects: the cultivation of lifelong exercise awareness, the optimization of physical education curriculum, and the setting of multiple evaluations to ensure the teaching effect. Therefore, it is necessary to begin from the notion of “specific needs, specific analysis, and targeted solutions” in the new era, and integrate it with the concept of national sports, while maximizing the advantages of information technology and formulating effective strategies according to the teaching objectives to promote the development of high-quality sports in primary and secondary schools.

## Disclosure statement

The author declares no conflict of interest.

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# Reform and Practice of Practical Teaching of Applied Undergraduate Courses Based on “Internet +”: Taking the Course “Application of Engineering Costing Software” as an Example

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**Abstract:** The reform of teaching methods is the core of classroom revolution. With the rapid advancement of information technology, the technical means are constantly being updated. This study takes the practical course “Engineering Costing Software Application” of engineering costing majors as an example and implements a “classroom revolution” by means of “Internet + education,” creating a new mode of teaching and forming a hybrid teaching mode based on “Internet +,” which organically integrates online teaching and physical classroom. Through practical exploration, this teaching method can stimulate students’ interest in learning; thus, it is worth promoting.

**Keywords:** Teaching reform; Internet +; Teaching method; Blended teaching

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## 1. Introduction

“Application of Engineering Costing Software” is a compulsory course in undergraduate engineering costing education. In this course, construction projects are taken as the object based on the knowledge of drawing reading, manual measurement, and pricing, and students would learn how to use the Building Information Model (BIM) for construction project measurement and pricing activities. This course is a practical course, which involves practical teaching; thus, professional training rooms, professional software, tools, and other practical conditions are often used for teaching activities. Its teaching content is theoretical but also supplemented by project practice, focusing on developing students’ hands-on and project practice abilities. This reflects the training process of developing one’s professional skills application ability.

The traditional classroom teaching mode often leads to the separation of teaching and learning between teachers and students <sup>[1]</sup>. Its areas of teaching and the time for students to practice are limited. These are not conducive to cultivating independent learning and innovation among students. The learning effect is also greatly reduced in this teaching mode, seriously limiting the improvement of teaching quality. With the rapid advancement of information technology such as the internet, mobile communication, and wireless network, a revolution has emerged in higher education classrooms. This revolution focuses on changing the face of the traditional classroom and creating a modern classroom, particularly to establish a new teaching field, a new teaching paradigm, a new learning paradigm, a new teacher-student relationship, and a new teaching environment <sup>[2]</sup>. Zheng Feng has presented the teaching practice of this classroom revolution

from multiple perspectives, discussing it in a targeted manner from the perspectives of classroom attributes, teacher-student status, and classroom vitality<sup>[3]</sup>. Liu Zhentian has analyzed the classroom revolution from the perspectives of internal performance and external conditions demanded, proposing that favorable internal and external conditions must be created to provide guarantee and support for the revolution and ensure that the development of this revolution is of high quality<sup>[4]</sup>. The classroom revolution is a systematic project, which requires the subjects, including universities, teachers, and students, to form coherent cognitions of classroom changes and take common actions for classroom reform, thus gradually changing the teaching of higher education from “teacher-centered” education to cultivating “student-centered” independent learning. This is a shift from “teacher-centered” classroom education to a “student-centered” model that embodies independent learning. Therefore, we have taken into account of the characteristics of today’s information technology prior to implementing the “classroom revolution” with the aid of “Internet + education,” creating a new model of classroom teaching, and forming a hybrid teaching model based on “Internet +.” The new model of online and offline hybrid teaching is based on “Internet +,” which organically integrates online teaching with physical classroom to achieve complementary advantages.

## **2. Existing problems in the practical teaching of the engineering costing course in Chongqing Institute of Engineering**

By analyzing the situation at home and abroad as well as the setting and implementation of the practical teaching of the engineering cost professional course in Chongqing Institute of Engineering, it is widely recognized that higher education institutions both at home and abroad emphasize on practical teaching and the cultivation of students’ skills. Chongqing Institute of Engineering, as an applied undergraduate university, pays particular attention to the aforementioned aspects. At the same time, higher education institutions at home and abroad are constantly investigating the teaching mode of practical links and carrying out reforms, from which many excellent experiences are worth learning from. However, there are still many problems in the teaching of professional courses in practice.

### **2.1. Difficulty in achieving a breakthrough in the mode and method of practical teaching of professional courses**

In order to improve the effect of practical teaching and realize the purpose of professional skills training, while coping with various practical teaching situations, there is a need to achieve a breakthrough in the mode and method of practical teaching and innovate again.

### **2.2. Single-manner reflection of practical teaching results of professional courses**

One of the main objectives of practical teaching of professional courses is to cultivate a specific professional skill. The acquirement of this professional skill and its quality are reflected in the results of the practical projects that the students have completed. From this, we can see that the form of skill development is too exclusive. Skill development should be evaluated from various aspects, and there should be more variety in the practical teaching result form.

### **2.3. Professional practice requires specific practice conditions: the fixed nature of practice conditions leads to poor flexibility in practice**

Special professional training rooms, professional software (matching encryption locks), professional training bases, *etc.* are prerequisites to carry out practical teaching. Due to the fixed nature of the practice conditions, including the location and the configuration of professional software and encryption locks, the practice lacks flexibility and tends to resist sudden changes. Hence, improving the flexibility of practical teaching and the resistance to sudden changes is a major problem that needs to be solved.

### **3. Basing on the “Internet +” online and offline hybrid teaching mode**

The reform of teaching methods is the core of classroom revolution. In order to cultivate high-quality applied talents, we must explore new paths of reform in this aspect. The development of science and technology and the constant updating of modern technology tools have provided support for the reform of teaching methods. A network classroom with big data, internet of things, artificial intelligence, and mobile internet is an important part of the classroom teaching reform [5]. With the help of the digital practical-training-platform network classroom, a rich teaching resource platform can be built, the teaching content can be updated in real time, excellent resources can be fully utilized, the students' learning situation can be grasped in real time, and the students' learning needs and habits can be accurately analyzed.

Considering the professional, practical, and comprehensive characteristics of this course, the teaching reform was carried out in response to the existing problems in the practical teaching process of the engineering costing course in our school. The course is based on actual engineering projects, with result-oriented teaching design, forming a hybrid teaching mode based on “Internet +.” The teaching of the course can be divided into three parts: pre-lesson online learning, in-class instruction and practical exercises, as well as post-lesson consolidation and feedback.

#### **3.1. Pre-lesson online learning**

The first is the analysis of the learning situation. The object of teaching is junior undergraduate students of engineering costing, who have completed the study of civil engineering drawing, computer-aided design (CAD), housing architecture, and other courses, with basic knowledge reserve for learning engineering costing software for the first time.

The second is practical teaching conditions. The practice lacks flexibility and tends to resist sudden changes due to the fixed nature of the practice location. Hence, in the practical teaching of this course, special professional training rooms, professional software (supporting encryption lock), *etc.* are needed. Through coordination with the professional software, the lecturer creates a digital practice platform based on the learning mode prior to class so that students can log into the platform using their accounts at any location. This provides flexibility to practical teaching and makes it more resistant to sudden changes.

The third is online pre-study. Using the information-based teaching platform, teachers would upload project drawings, teaching videos, drafting rules, specifications, knowledge points, task books, mind maps of key contents, and other teaching materials in advance to help students in their independent online learning, closely look into the students' participation and pre-study effect through the information-based teaching platform, and conduct random checks on the students' exercises. Process assessment rewards are given to the students, depending on the test results and the completion of independent learning. Under the teachers' supervision and with the assessment mechanism, students' learning enthusiasm and initiative have markedly improved.

#### **3.2. In-class instruction and practical exercises**

Firstly, the teacher shows the results of the last lesson and guides the students to observe and identify problems so that they can develop a learning attitude that embodies careful thinking and observation. At the same time, with the help of the information technology teaching platform, students are guided to think actively and take initiative to extract prior knowledge from their knowledge reserves. The topic of each lesson is introduced according to the logical relationship between the building blocks. The teacher composes the teaching content and difficulty levels in advance so that the students would have an overview. Subsequently, the task book is designed in a progressive manner from introductory to intensive and finally to practical difficulty. This makes it easier for students to understand, thus stimulating their enthusiasm for learning. The class is “student-centered,” with groups of 5–6 students taking part in software practice



according to the requirements of the task book. The lecturer conducts a walk-through to gauge the progress of students' practical training and mastery of key points. At the same time, students are reminded to record the problems they encounter during the practical exercises and their solutions to them. They are then guided to think in face of the problems and to improve their independent problem-solving skills through internet discussions or on teaching platforms. For key and difficult points and high-frequency error-prone points, teachers demonstrate based on the overall reflection of students to their enhance understanding. At the same time, the integration of curriculum thinking and politics into professional teaching, through the effective integration of the teaching process and specific measures, improves the effectiveness of learning. This integration is conducive to cultivating patriotism and nurturing students into new individuals of the times with both virtue and talent<sup>[6]</sup>.

### **3.3. Post-lesson consolidation and feedback**

After the lesson, students summarize the key points and complete the post-lesson assignments or exercises in the task book. With the aid of the new "ubiquitous" learning environment, such as the information technology platform, Quanlianda services, Zhulong.com, and Civil Engineering Online, further review and consolidation are done. In addition, students are encouraged to take part in subject and skill competitions to promote learning of professional knowledge and the training of operational skills. At the same time, online competitions are organized to achieve in-depth integration with the practical teaching of this professional course through online discipline competitions, which integrate the content of online competitions with practical teaching to realize professional competence training and enrich the form of practical teaching resources and teaching results. The results of online competitions are used as one of the assessment indicators of practical teaching to stimulate students' motivation to consolidate their learning after class.

In order to gain an in-depth understanding of the effectiveness of classroom reform, students' opinions and suggestions concerning the teaching of engineering costing software application are considered. Students can provide feedback through various modalities, such as the telephone, short messaging service (SMS), WeChat, and QQ. It has been proven that in addition to positive outcomes, the degree of participation is higher among students when the questionnaires are shared through the information technology platform and students submit their answers anonymously. There are several open-ended questions in the questionnaires to enable students to have a better understanding of the current teaching methods and to give them the opportunity to to evaluate the current online and offline teaching mode based on "Internet +." Through this, their opinions and suggestions on the reform measures can be taken into account, and thus make improvements in real time to develop a new teaching mode that has good teaching effects and is welcomed by students.

### **4. Conclusion**

With the advent of the information age, "Internet +" is gaining significance in education and teaching. The traditional teaching methods are hardly applicable to contemporary university students. The online and offline teaching mode based on "Internet +" guides students in the independent learning process, stimulates their interest in learning, improves their knowledge acquisition capability, increases their participation in classroom, emphasizes on their initiative, and improves their comprehensive quality and application ability. Moreover, feedback and information on students' learning can be obtained in a multi-level and multi-dimensional manner. In this way, purposeful efforts can be made to obtain excellent teaching results. This would greatly solve the existing problems in practical teaching.

At the same time, in order to adapt to the development of the times and societal changes, capable, high-quality teachers with solid foundation are needed. Along with the current needs of the society for talents,

which require the training of more high-quality applied and specialized personnel, the timely adjustment of the teaching content and the innovation of teaching methods would help stimulate students' initiative and interest for learning. With regard to this course, teachers should also keep up with the development of the times in terms of teaching methods, teaching tools, and teaching management, form collaborations with enterprises, have a good understanding of the dynamics of the industry in real time, and make contributions to the society by cultivating excellent talents who are capable of assuming roles immediately after graduation.

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# Analysis of the Physical Education Teaching Path in Primary and Secondary Schools Under the Guidance of Core Literacy

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**Abstract:** Since the 2018 National Education Conference in China, physical education has gained importance as a whole, and the development of physical literacy education and teaching has been promoted. In order to ensure high-quality physical education teaching in primary and secondary schools in the new era, it is necessary to take core literacy as the guide to further improve the level of physical education in primary and secondary schools. This article emphasizes the importance of physical education in primary and secondary schools in the new era and analyzes the need of primary and secondary schools for core literacy-oriented physical education. On this basis, targeted suggestions are proposed from three aspects: new concept, new technology, and new evaluation.

**Keywords:** Core literacy; Physical education in primary and secondary schools; Teaching path

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## 1. Introduction

In the report of the 19th National Congress of the Communist Party of China, the fundamental task of education has been positioned as “cultivating morality and cultivating people,” and in the Fourth Plenary Session of the 19th Central Committee, the general goal of comprehensive quality education has been put forward. In the cultivation of core qualities such as physical fitness, aesthetics, and labor, the aim is to cultivate successors who are suitable for the construction of socialism with Chinese characteristics in the new era. According to the “Notice on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents” (hereinafter referred to as the “Notice”), in the critical period of the “14th Five-Year Plan” construction, high-quality development and high-level education must be combined in the implementation of physical education in primary and secondary schools, and in the teaching practice, the all-round development of primary and secondary school students must be promoted under the guidance of core literacy. The section below will give a brief overview of the importance of physical education in primary and secondary schools in the new era.

## 2. Importance of physical education in primary and secondary schools in the new era

### 2.1. Analysis from the perspective of macroscopic educational tasks

From the perspective of macroscopic educational tasks, our country has formed a standard framework for physical education: “fundamental tasks → general goals → hierarchical goals.” Among them, the hierarchical goals are specific to five levels: students’ morality, intelligence, physique, aesthetics, and labor.

According to the “Notice,” the physical education subject has been included in formal examinations. It can be seen that for primary and secondary school students, physical education has become increasingly important. According to current core literacy research and the education and teaching situation, physical education is inseparable from the other four stratified goals and cannot be separated from core literacy. It can be seen that under the macro education tasks, physical education for primary and secondary school students not only includes physical literacy education, but also breaks the old content based on the physical education subject and forms new contents that are related to moral education, intellectual education, aesthetic education, and labor education. In that way, the all-round development of primary and secondary school students can be promoted through physical education.

## **2.2. Analysis from the perspective of micro teaching practice**

In the new era, physical education is not an isolated teaching activity. Instead, it must be integrated with national sports as a whole. The transmission and teaching practice of the lifelong fitness concept will be expanded on the basis of competitive sports. In this context, our country has strengthened the allocation of resources for physical education in primary and secondary schools, including teachers, venues, and equipment. With the gradual improvement of physical education infrastructure, the practice of physical education in primary and secondary schools is faced with the issue of high-quality development and high-level practice under the guidance of core literacy. Therefore, at the current stage, specific discussions should be made on the new demands concerning teaching under the guidance of core literacy based on the great value of cultivating successors of the socialist cause in the new era and national sports in physical education in primary and secondary schools.

## **3. The needs of physical education in primary and secondary schools under the guidance of core literacy**

The needs of physical education in primary and secondary schools under the guidance of core literacy include the decomposition of the general educational goal into the stratified teaching goal, the introduction of the core literacy concept, the improvement of the teaching model, the selection of teaching tools, the innovation of teaching methods, and the changes in the teaching evaluation. In the current stage, the core literacy concept has been fully accepted, the selection of teaching tools and the innovation of teaching methods have been integrated, and the overall teaching needs are focused on updating the teaching mode, improving the teaching level, and transforming the teaching evaluation. Therefore, only these three aspects are analyzed below.

### **3.1. Update the teaching mode**

Physical education is an important part of core literacy. It needs to combine the physical and psychological development stages of primary and secondary school students, follow the evolutionary laws of human life at the theoretical level, and highlight the continuity of physical education teaching. At the technical level, while emphasizing the physical literacy of primary and secondary school students, such as strength, speed, flexibility, coordination, endurance, *etc.*, they should simultaneously cultivate their morality, cognitive ability with intellectual education, and aesthetics with aesthetic education to ensure an all-round development. It can be seen that under the guidance of core literacy, the concept of physical education teaching in primary and secondary schools has changed. The original teaching mode needs to be updated accordingly. In the original teaching mode, “teaching” was the main focus, and students were always in a passive state, accepting everything that was taught. Each sports item needed to be explained and demonstrated by the teachers, and learning was carried out step-by-step. Students were “obedient,” which was not conducive to self-exploratory learning and practice. In the core literacy-oriented primary and

secondary school physical education mode, it is necessary to decompose the overall goal into hierarchical goals through the traction of the fundamental task of physical education, and then through the discussion of sports-related core literacy, the core position of students in teaching can be highlighted, while creating a new model based on “learning.”

### **3.2. Improve the teaching level**

At present, physical education in primary and secondary schools is in the stage of high-quality development and high-level practice; hence, improving the quality and efficiency of physical education has become a specific requirement in the new era. Judging from the practical experience in recent years, it is necessary to follow the path of “technological empowerment” in actual teaching in order to meet this requirement. It is also necessary to combine digital technology with physical education in primary and secondary schools in the new era, select technologies that have high adaptability, and make full use of data collection, storage, extraction, analysis, and report generation in physical education to analyze students’ learning in a comprehensive manner. This would provide a scientific basis for improving the quality and efficiency of physical education in primary and secondary schools. Furthermore, the “online + offline” teaching method has been established ever since the early stage of physical education informatization in primary and secondary schools. However, the analysis and processing of teaching data, which are necessary processes in the new era, are lacking because the level of informatization is still in the primary stage. It should be upgraded to an advanced stage of information-based teaching in consideration of the needs of improving the teaching level, so as to expand the proportion of digital technology elements.

### **3.3. Transform the teaching evaluation**

Under the guidance of core literacy, the teaching content and teaching scope of physical education in primary and secondary schools have expanded. When implemented into specific curriculum teaching, it is necessary to set suitable contents and select appropriate teaching methods according to the teaching objectives of the curriculum. In the teaching process, more attention should be paid to the traction, stimulation, training, and cultivation of students’ physical literacy. At this time, if the original single-result evaluation is used, we will inevitably fail to make objective evaluations of the core competencies in the teaching process and to effectively apply these evaluations to the development and design of the teaching plan. Therefore, under the new guidance, it is necessary to make adjustments and supplement the original evaluation with the actual curriculum setting of physical education teaching in primary and secondary schools. From the teaching research and practice of similar schools and subjects in recent years, it is necessary to transform the single-result evaluation method into a more diversified evaluation method that includes ability evaluation, which matches various core qualities in physical education teaching, as well as strengthen the transformation and application of such teaching evaluation results, so that it can play its due role and effect.

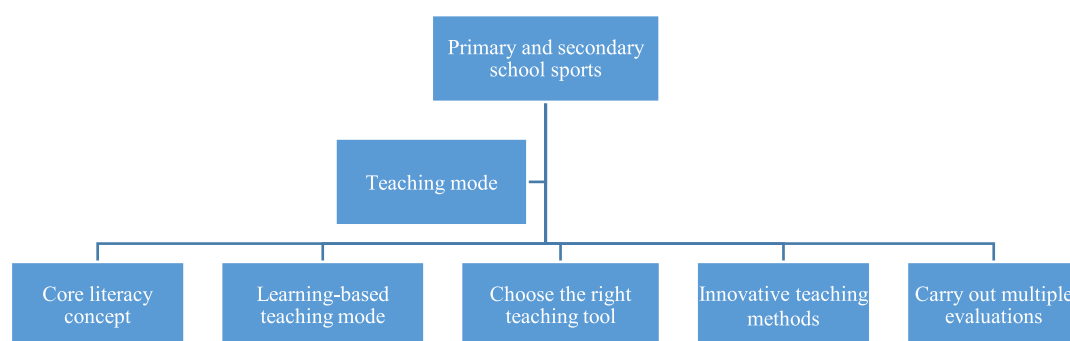
## **4. Path of physical education teaching in primary and secondary schools under the guidance of core literacy**

The needs of physical education in primary and secondary schools under the guidance of core literacy are very clear. In order to meet such needs, the concept of core literacy must be integrated at a deep theoretical level, and the updating of the teaching mode must be promoted in the direction of “ideas to give way.” The introduction and application of advanced digital technology will further promote the integration of teaching tools and teaching methods and meet the requirements of its promotion and application at the breadth level. In addition, a diversified teaching evaluation method with strong applicability and high adaptability should be created according to the actual curriculum setting. In this way, a new teaching structure (teaching mode

→ teaching technology → teaching evaluation) will be formed, and the cultivation of physical literacy among primary and secondary school students will be comprehensively promoted.

#### 4.1. Integrate the concept of core literacy to establish a new teaching mode for physical education

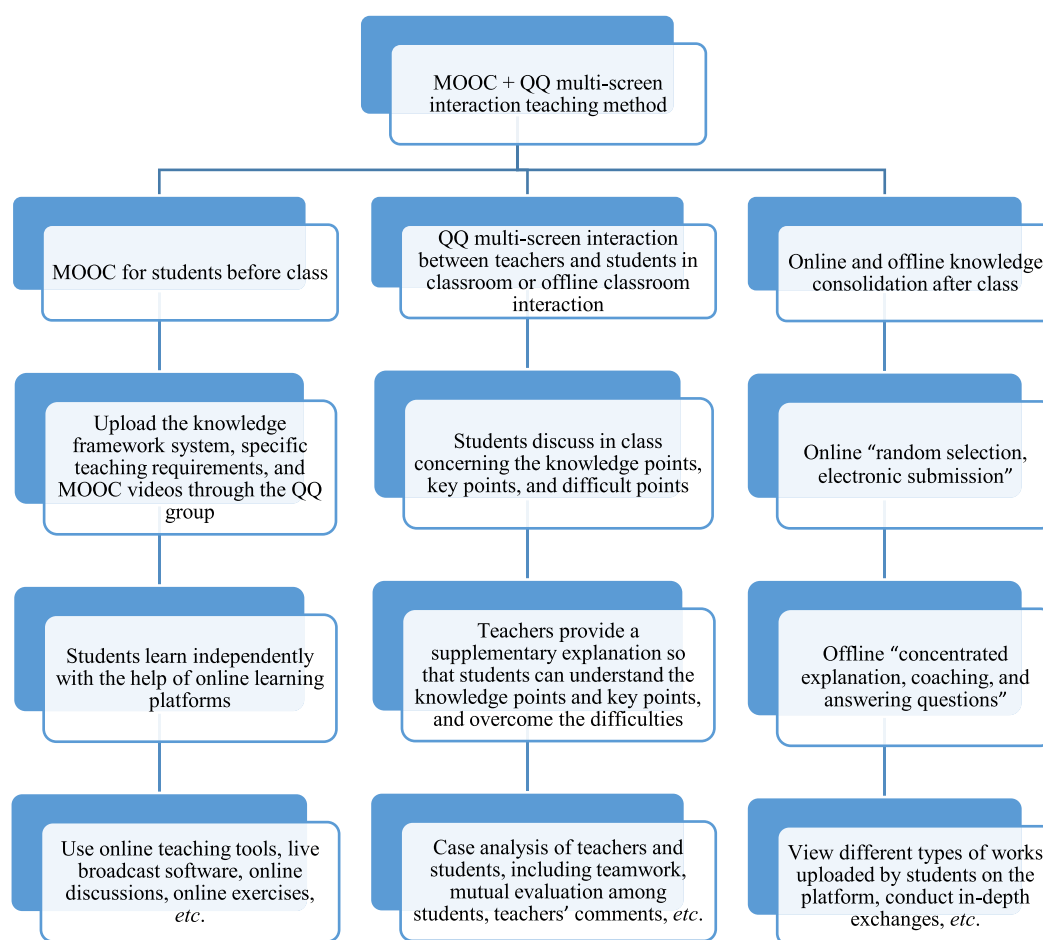
Based on the experiences in discussing and learning about core literacy, it can be said that the content of core literacy is very rich. Sorting out the core literacy-related content has been recommended. For example, highlighting the concept of core literacy, setting the general task of moral education and education, the teaching goal of comprehensive quality, and the “14th Five-Year” Sports Development Plan and other documents, putting forward physical education policies, developing the sports industry, promoting physical education practice on campus, as well as sorting out and formulating core literacy topics according to macro content, medium content, and micro content would help one to understand, analyze, and interpret the concept of core literacy as well as establish a complete knowledge base for the development of physical education in primary and secondary schools. Secondly, under the guidance of core literacy, there should be a shift from the teacher-centered concept to the student-centered concept; the roles of both the teachers and students should be changed in such a way that teachers play the role of instructors, and students, as autonomous learners, who are capable of forming exploratory learning habits. Ultimately, a teaching mode based on “learning” is established (**Figure 1**).



**Figure 1.** Schematic diagram of the teaching mode of physical education in primary and secondary schools under the guidance of core literacy

#### 4.2. Using advanced digital technology to improve the level of physical education

In recent years, through the internet and reforms in physical education in primary and secondary schools, the “online + offline” teaching method has been established. This teaching method has met the various needs of pre-class preview, classroom teaching, and after-class expansion. In the process of achieving high-quality teaching level of physical education in primary and secondary schools in the new era, an “X + physical education teaching” method has been recommended. According to the actual needs, advanced digital technology with high adaptability should be selected. For example, in middle school physical education teaching, the application of massive open online courses (MOOCs) is increasing. In this context, teachers should attempt to create a new method, “MOOC + QQ + physical education,” so that students would be able to receive the preview contents uploaded by the teachers into the QQ groups before classes. Students are encouraged to participate in online self-learning through these shared contents. On the other hand, with the help of online QQ multi-screen interaction in classroom teaching, students would be able to grasp the knowledge points, key points, and difficult points in the “online + offline” classroom interaction. This platform would help students consolidate their knowledge after class and solve various problems faced by students in the process of after-school sports learning (**Figure 2**).



**Figure 2.** Schematic representation of “MOOC + QQ + physical education”

### 4.3. Relying on the teaching curriculum and applying multiple evaluation methods

Under the guidance of core literacy, in the practice of physical education in primary and secondary schools, teachers often develop and design teaching plans with complete content and standard procedures according to the requirements of the syllabus. The plan includes teaching objectives, teaching themes, teaching content, teaching process, teaching methods, teaching evaluation, and many others. Based on the curriculum setting, it has been recommended that teachers should establish multiple evaluation methods.

- (1) According to the core literacy in the teaching objectives, the students' participation ability, learning ability, knowledge transformation ability, sports project completion ability, individual personality, sports aesthetic ability, sports awareness ability, and sports ability should be taken into account. Taking the first-level evaluation indicators, and then matching the second-level indicators and third-level indicators according to the actual curriculum content would be helpful in creating an index-based teaching evaluation system.
- (2) Combine the former as process evaluation and result evaluation, form a comprehensive evaluation method, promote the practice of multiple evaluation, and use the evaluation results in the development and design of teaching plans.

## 5. Conclusion

In a word, primary and secondary school students are the successors of the socialist construction with Chinese characteristics in the new era. Improving the level of physical education in primary and secondary schools is conducive to promoting students' all-round development, thus becoming qualified successors. From the above analysis, it can be seen that physical education teaching in primary and secondary schools

in the new era has very important practical significance, whether from the perspective of macro-level educational tasks or micro-level teaching practice. Since the needs of core literacy-oriented physical education in primary and secondary schools are concentrated in three levels (updating the education mode, improving the teaching level, and transforming the teaching evaluation), a recommendation to follow the idea of “specific needs, specific analysis, targeted solutions,” combined with the concept of core literacy, has been made. Establishing a new physical education teaching mode, using advanced digital technology to promote the overall improvement of the teaching level, and carrying out diversified teaching evaluation methods based on the curriculum setting are some strategies to promote the all-round development of primary and secondary school students.

### **Disclosure statement**

The author declares no conflict of interest.

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# Discussion on the Teaching of “Metallic Mineral Processing” for Mineral Processing Engineering

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**Abstract:** Social economic growth and the increasing demand for mineral resources have promoted the development of metallic mineral processing technology. Therefore, in order to satisfy the demands for development in mining, cultivating comprehensive mineral processing engineering professionals with strong innovative practical skills has become the top priority in current education. We have established a new course, “Metallic Mineral Processing,” for students majoring in mineral processing engineering in universities, with coal and other sources of energy as the main focus. This paper analyzes the purpose and significance of setting up this course and the exploration of the reform of the teaching mode, with the aim of improving the teaching quality and ensuring the cultivation of mineral processing engineering undergraduates.

**Keywords:** Mining engineering; Mineral processing engineering; Metallic Mineral Processing; Undergraduate students

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## 1. Introduction

With the rapid development of economy in China, as one of the important industrial countries in the world, the construction of ecological civilization has shown to be successful. Consequently, the construction of a resource-saving and environment-friendly society has put forward higher requirements for the development and utilization of mineral resources. The demand for metallic mineral resources presents an increasing trend. However, the valuable metals derived from China’s metal ores are of low grade and are difficult to recover. Therefore, in order to improve the utilization of mineral resources, the development of the entire metallic mineral industry is needed, which in turn requires a large number of professional and technical personnel with good knowledge in “Metallic Mineral Processing”<sup>[1]</sup>. In addition, coal gangue contains valuable metal elements, such as aluminum, gallium, germanium, indium, *etc.*, so improving its comprehensive utilization level is closely related to the knowledge of metal ore beneficiation and metallurgy<sup>[2]</sup>. Therefore, it is necessary to set up a new “Metallic Mineral Processing” course for students majoring in mineral processing engineering in universities, with coal and other energy sources as the main focus. How to solve the problems, coordinate the teaching of minerals processing involving two different properties (coal and metallic mineral), and stimulate students’ interest in learning are all important for improving the teaching quality and ensure the cultivation of mineral processing engineering undergraduates. In this context, the reform and exploration of the teaching of “Metallic Mineral Processing” were carried out.

## **2. “Metallic Mineral Processing” course for mineral processing engineering majors in universities with energy as their focus**

Mineral processing engineering majors in universities, with coal and energy as their focus, emphasize on building an elite education and teaching system for the energy industry. For example, the mineral processing engineering major offered by China University of Mining and Technology (Beijing) (CUMTB), founded in 1952, has a long history of development [3]. The undergraduate education is focused on developing a strong foundation of natural science and professional understanding of mineral processing engineering in the fields of coal processing, comprehensive mineral resource utilization, and deep mineral resource processing. The core courses of the major are “Mineral Processing,” “Experimental Design and Research Methods,” and “Engineering Design of Mineral Processing Plant.” Many undergraduates in similar universities are interested in the field of metallic mineral processing, and there is a certain demand for knowledge related to metal ore beneficiation. Furthermore, coal preparation and metal ore beneficiation belong to the field of mineral processing engineering, and both have common or universal processing and separation methods, such as crushing, gravity separation, magnetic separation, flotation, solid-liquid separation, *etc.*

However, these two directions have differences. Metallic mineral processing generally involves grinding, while it is less involved in coal preparation. Besides, in reality, metallic mineral processing is often the separation of polymetallic minerals. It often involves the coexistence of copper, lead, zinc, gold, silver, tin, and other metals, requiring a complex separation process, which is more complicated than the coal preparation process. It is difficult to adapt coal preparation knowledge alone to the knowledge and skill needs of the metal ore beneficiation industry [4]. Therefore, it is necessary for universities that focus on coal or energy to offer this special course, which is conducive to the expansion of students’ knowledge and the improvement of undergraduate employment rate.

We have established the “Metallic Mineral Processing” course and set a systematic syllabus for undergraduate students majoring in mineral processing engineering in CUMTB.

This course, on the basis of introducing the basic theory of mineral processing and the common processing technology of metallic minerals, systematically introduces the mineral resource status, ore types, mineral composition, mineral processing methods, technological processes, production practices of mineral processing plants, *etc.*

Through these teaching contents, students would be able to master basic theoretical knowledge, the basic methods, and the development trend of metallic mineral processing. Moreover, the reform and practice of the teaching mode in terms of teaching methods and assessment forms have been carried out.

## **3. Innovation in teaching measures**

### **3.1. Expansion of course objectives**

Compared with the traditional course objectives, the new course objectives should not only focus on the learning of professional knowledge and the cultivation of professional skills, but also familiarizing students with the cutting-edge science and technology of the major and field by presenting them in a vivid and intuitive manner, so that students would be able to correct their previous misconceptions about the major. In addition, the course objectives should also be based on the national conditions and professional status, promoting the cultivation of students’ ideological ethics and professional quality, and invoking students’ sense of mission, responsibility, and struggle spirit to further venture into the grassroots, nurture a devotion for mining, and take root in frontline work.

### **3.2. Teaching methods and means**

In the “Metallic Mineral Processing” course, offline teaching is assumed as the main teaching mode, while

online interaction is taken as the auxiliary. This teaching mode combines theoretical teaching by teachers with independent discussions among students. Besides, it is a student-centered teaching mode that encourages students to communicate and share, with constructive feedback given based on their sharing. At the same time, with the help of modern teaching resources, this teaching mode provides students a platform for independent learning with the addition of micro-lesson videos and other online learning resources. The diversified teaching methods and rich teaching resources would enhance students' recognition of the curriculum and enrich the professional knowledge content and system for students' learning.

### **3.3. Teaching content**

The course “Metallic Mineral Processing” is an innovative course for the mineral processing engineering major in CUMTB. This course aims to stimulate students' sense of mission and responsibility to further venture into the grassroots, nurture their devotion for mining, encourage students to take root in frontline work, and cultivate more high-quality professionals for the development and progress of an efficient and comprehensive utilization of mineral resource technology along with economic and social development. Therefore, it is particularly important to reform and innovate the teaching content of the course. Guided by the course objectives that are aimed at talent training, the teaching contents of each chapter (or theme) of the course include specific modules.

#### **(1) Module 1**

Module 1 includes cutting to the chase in the introduction of basic courses and professional knowledge learning by using the deeds of the older generation of beneficiation personnel or real-life cases. By using real-life cases, students would be able to understand the development history of mineral processing engineering and “metallic mineral processing” as well as the problems faced, thus stimulating their patriotism, enhancing their enthusiasm, confidence, and sense of mission for professional course learning, and improving the status of mineral processing engineering in their hearts. According to the main topic, students should be encouraged to consult materials or discuss in groups the basic knowledge required to solve technical problems in the major. In this way, students would be inspired to learn independently about the relevant professional background and professional knowledge.

#### **(2) Module 2**

In this module, frontier science and technology would be introduced, sharing the fun of scientific research, stimulating the enthusiasm of students for science and technology, illustrating the latest fields and advancements of “Metallic Mineral Processing” technology, and introducing the development process of these cutting-edge theories. Through this process, students would come to acknowledge the difficulty in scientific research and experience the fun in the process. This would also help cultivate students' professional confidence and stimulate their scientific research enthusiasm and professional pride. At the same time, the seminar contents or topics should be arranged according to relevant cutting-edge technologies and topics, so as to encourage students to consult materials independently and explore unknown areas, thus expanding their professional knowledge, continuously improving their professional cognition and professional skills, and cultivating an innovative spirit.

#### **(3) Module 3**

In this module, theoretical and seminar teaching are combined to advocate “flipped classroom,” which would help promote active interaction and collision of ideas. The following model is applied in the “Metallic Mineral Processing” course: independent discussion and learning, theoretical teaching with independent discussion, and discussion in groups. This model encourages students to exchange and share ideas as well as allows constructive feedback to be given to students based on their sharing, so as to promote the internalization of what they have learned, felt, and understood.

#### (4) Module 4

This module focuses on literature research reports and case analysis as well as solving practical problems with professional knowledge. After students are taught on the significance and methods of literature research, they are required to collect literature data based on specific topics and keywords. During this process, students would not only understand the industry dynamics and expand their professional knowledge, but also cultivate their skills in information search, problem analysis, and idea summary. Through the analysis of professional examples, such as copper mineral processing plant, iron mineral processing plant, *etc.*, students would be able to sort out what they have learned in classroom, transform this classroom knowledge into tools to solve practical production problems, and gain a deeper understanding of the industry dynamics. Through the introduction of actual production cases, targeted discussions can also be carried out to help students improve their ability to solve on-site problems.

### **4. Course assessment and evaluation system reform**

#### **4.1. Enrichment of score structure**

The traditional course assessment method is mainly based on the sum of scores from the attendance and the final examination <sup>[5]</sup>. A diversified assessment system has been proposed in the “Metallic Mineral Processing” course. The overall course assessment score consists of four parts: assessment of attendance, class participation, research reports, and final examination. The primary purpose of changing the assessment method is to encourage students to participate more in classroom, think and learn actively, fully understand what they have learned, and eventually master the basic knowledge.

#### **4.2. Combination of theoretical assessment and achievement assessment**

Theoretical assessment mainly assesses students’ ability to understand and apply metallic mineral processing professional knowledge. On the other hand, achievement assessment, such as literature research reports, examples of mineral processing, and classroom seminars, can better stimulate students’ interest in learning and cultivate their cooperative ability and problem-solving skill.

#### **4.3. New assessment methods**

In terms of the final examination assessment content, educators should focus on skill development and the combination of basic knowledge, innovation, and practice. Assessments that emphasize on memorized contents should be reduced, while subjective, comprehensive, and practical assessment contents should be increased. It is also important to assess students’ ability to comprehensively and flexibly use the knowledge they have learned to deal with problems. Based on the characteristics of this course, practical propositions are included as part of the assessment to evaluate students’ ability to solve practical engineering problems, so as to foster independent thinking and flexibility among students and ensure that the professional and technical knowledge and skills they acquire in class are closely related to the needs of social and enterprise economic development.

### **5. Conclusion**

The “Metallic Mineral Processing” course serves as an important part of the systematic professional knowledge of undergraduate students majoring in mineral processing engineering. This course is also an innovative course for mineral processing engineering majors in universities that focus on coal or energy. This course aims to improve the teaching quality and ensure the cultivation of mineral processing engineering undergraduates, while focusing on the reform and exploration of the teaching mode from the aspects of innovation of teaching measures and curriculum assessment and evaluation system reform. This course also employs the student-centered teaching model and adopts the small private online course (SPOC)

mode <sup>[6]</sup>. With the help of modern teaching resources, this course would be able to renew students' understanding of the major and its courses, enrich their professional knowledge, expand their horizons, and cultivate patriotism and an innovative spirit in students.

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The authors declare no conflict of interest.

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# Problems and Strategies: A Study of Cross-Cultural Adaptation of Chinese Undergraduates in the Philippines

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**Abstract:** Investigating the intercultural adaptation of Chinese undergraduates in the Philippines provides an effective example of bridging the gap between theories of intercultural adaptation. A questionnaire and interviews were conducted to explore the problems and challenges faced by Chinese undergraduates in the Philippines, thereby providing some first-hand information for subsequent studies on cultural adaptation. Chinese undergraduates in the Philippines faced four main challenges, namely interpersonal communication, living environment, social services, and course study. As coping strategies, four suggestions are presented, including cultural integration, life experience, bridge building, and rational docking.

**Keywords:** Cross-cultural adaptation; Chinese undergraduates in the Philippines; Problems and strategies

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## 1. Introduction

Research on intercultural adjustment in mainland China began in the 1950s, and as the number of international undergraduates from various countries continued to grow, researchers began to focus on the social and cultural adjustment problems that undergraduates encounter in foreign countries. What is cross-cultural adaptation? Cross-cultural adaptation refers to the process of adapting to foreign culture that results from successive exposure to individuals and groups <sup>[1]</sup>. Since the 1980s, researchers have begun to use empirical research to study the various scenarios that international undergraduates encounter when adapting to changes in their cultural environment <sup>[2,3]</sup>. Research on the cross-cultural adaptation of international undergraduates in China has primarily focused on developed countries. For example, Yan Kun <sup>[4]</sup> and Xiao Wenyue <sup>[5]</sup> have investigated the cultural adaptation of Chinese international undergraduates to the United States and put forward a series of practical suggestions; Huo Chunyan *et al.* <sup>[6]</sup> have proposed several coping strategies for undergraduates with regard to their adaptation ability in light of current education methods; Yao Jinan <sup>[7]</sup> have conducted a comprehensive study on Chinese international undergraduates in Japanese universities from three dimensions: psychological adaptation, socio-cultural adaptation, and academic adaptation. Recent studies have started to focus on cold countries abroad. For example, Tian Lina and Zhang Hongli <sup>[8]</sup> have investigated the life adjustment ability of Chinese undergraduates in Russia, while Pei Haiyin <sup>[9]</sup> has conducted an empirical study on their academic adjustment ability. However, only a few studies have focused on the cross-cultural adaptation of Chinese undergraduates in Southeast Asian countries. As one of the countries in Southeast Asia, the Philippines has become an emerging and strategic educational research group for international undergraduates. In the context of promoting international

communication strategy between China and the Philippines, Tagalog undergraduates have become an important talent pool for cooperation and development between the two countries. Since 1937, Tagalog has been recognized as the official language of the country and is spoken by the majority of Filipinos<sup>[10,11]</sup>; it pushes cooperation in the three pillars of security, development, and humanities to a deeper level<sup>[12]</sup>. Since then, humanities have become a new platform for the development of friendship and commonality between China and the Philippines. Many higher education institutions in China and the Philippines have responded positively to the country's call to attract more Chinese undergraduates to the country. The study of the cross-cultural exchange experiences of Chinese undergraduates in the Philippines has important practical and theoretical significance for economic construction. The cross-cultural adaptation of Chinese undergraduates in the Philippines was investigated using questionnaires and interviews, the problems and challenges were identified, and effective and constructive suggestions are proposed in this paper.

## **2. Methodology**

### **2.1. Research questions**

- (1) What challenges do Chinese undergraduates encounter in the Philippines with regard to cultural exchange?
- (2) What are the feasible measures to develop the cross-cultural adaptation skills of Chinese undergraduates in the Philippines?

### **2.2. Participants**

Fourteen Chinese undergraduates majoring in Tagalog, studying in the Philippines, were selected for the study. The average age of the undergraduates was 19.8 years, with a male to female ratio of 3:11. 64% of the undergraduates were from Beijing, Shandong, Hebei, and Liaoning, while 36% were from Sichuan, Hubei, and Hainan. Prior to studying in the Philippines, 54% had more than one week of overseas experience (in developed countries, including Europe and the United States), 90% had pre-trip training, and 81% of the undergraduates reported some understanding of the Philippine culture.

### **2.3. Questionnaire and interview**

Firstly, 14 questionnaires were distributed through Wenjuanxing, of which 11 valid questionnaires were returned. The questionnaire consisted of three sections: demographic information, social-cultural adjustment scale, and feedbacks. The socio-cultural adjustment scale was composed of 22 questions, covering six domains, including living environment, interpersonal interaction, service patterns, civic awareness, social support, and language adaptation. The third section comprised an open-ended question: "What challenges have you encountered with regard to cross-cultural adjustment in the Philippines?". All questionnaires were submitted anonymously to ensure the authenticity of the data. Secondly, three undergraduates (male to female ratio of 1:2) were randomly selected for a semi-structured interview. The interview questions were based on the results of the questionnaire with the aim of testing the findings and filling in certain gaps.

### **2.4. Data acquisition**

For the questionnaire section, all data were downloaded via Wenjuanxing. The first section concerning demographics was sorted by hand. Taking into account the rating results from the socio-cultural adjustment scale, difficulty analysis was conducted with a 5-point Likert scale, ranking from 1 (strongly disagree) to 5 (strongly agree). The difficulty factor was calculated by dividing the score by the total score. When the difficulty factor was  $\leq 0.20$ , it was considered not difficult; when the difficulty factor was  $> 0.20$  but  $\leq 0.40$ , it was considered slightly difficult; when the difficulty factor was  $> 0.4$  but  $\leq 0.6$ , it was considered

moderately difficult; when the difficulty factor was  $> 0.6$  but  $\leq 0.8$ , it was considered difficult; when the difficulty factor was  $> 0.8$  but  $\leq 1.0$ , it was considered very difficult. The third part, consisting of the open-ended question, was subjected to thematic word frequency analysis. Meaningless conjunctions and prepositions were excluded, but thematic nouns with real meanings were retained and analyzed for their frequency and proportion. For the interview part, all data were professionally transcribed and manually decoded and sorted; the results were fed back to the subjects for effective corroboration.

### 3. Results

The socio-cultural adjustment scale was analyzed. **Table 1** presents the subjects' ratings of cross-cultural adaptation in terms of living environment, interpersonal interaction, service patterns, civic awareness, social support, and language adaptation, as well as the difficulty coefficients for each domain.

**Table 1.** Summary of cross-cultural adaptation

Domain	Survey items	Full score	Score	Average score	Difficulty factor
Interpersonal interaction	Daily life communication	55	32	2.91	0.58
	Maintaining friendships	55	36	3.27	0.65
	Participation in the community	55	39	3.55	0.71
	Understanding of conversational humour	55	42	3.82	0.76
	Cultural and human understanding	55	31	2.82	0.56
	Intercultural exchange	55	32	2.91	0.58
Living environment	Climate	55	19	1.73	0.35
	Diet	55	31	2.82	0.56
	Accommodation	55	22	2.00	0.40
	Rhythm of life	55	31	2.82	0.56
	Means of transport	55	37	3.36	0.67
	Shopping	55	28	2.55	0.51
Social support	Administrative aspects	55	31	2.82	0.56
	Legal aspects	55	28	2.55	0.51
	The issue of religious activities	55	34	3.09	0.62
Service model	Restaurant and shop services	55	22	2.00	0.40
	Government and public sector services	55	29	2.64	0.53
	Related medical services	55	29	2.64	0.53
Language adaptation	English adaptation	55	17	1.55	0.31
	Tagalog adaptation	55	25	2.36	0.45
Awareness of public morals	Obeying traffic rules, <i>etc.</i>	55	12	1.09	0.22
	Adaptation of the health environment	55	26	2.36	0.47

According to **Table 1**, Chinese undergraduates in the Philippines faced moderate difficulty in adapting to their living environment in general and showed weak adaptation in interpersonal communication (0.64). The subjects were moderately adaptive in daily life communication (0.58), understanding of culture and people (0.56), and communication with different nationalities (0.58), with the most difficult adaptations being maintaining friendships (0.65), participating in club activities (0.71), and understanding of conversational humor (0.76). In their daily interpersonal interactions in the Philippines, Chinese undergraduates in the Philippines had average challenges in simple daily communication with the Filipinos. The main challenge is the difficulty in establishing and maintaining deep friendships with the Filipinos and



participating in club activities together. This is reflected in four main areas. The first is the different ways of getting along with each other. Undergraduates from China are reluctant to express their opinions, but they have a keen sense of time and work well independently, whereas Filipinos are enthusiastic by nature, but they lack a keen sense of time and prefer working in teams. As an example, in group work, Chinese undergraduates have to be pushed into participating by Filipino undergraduates; therefore, Filipino undergraduates mistakenly believe that Chinese undergraduates are lazy. Secondly, some of them still hold prejudice against China, maintaining that China is a closed market and can only produce products of low quality. Due to this prejudice, when communicating, they also involuntarily substitute such stereotypes, causing unnecessary misunderstandings on both sides. Thirdly, their social habits and common topics differ greatly. In China, people tend to use social media such as WeChat, Tencent, and Weibo, whereas Filipinos prefer using Twitter, Messenger, and Facebook to communicate, receive important notices issued by universities, and keep up to date with trending news in their country. Fourth, they are tired of coping with schoolwork and lack motivation to initiate conversations. As reported by the respondents, they are usually under pressure from schoolwork; they do not have the time and energy to gain a deeper understanding of the cultural background and personality traits of their Filipino friends.

The overall adaptation in terms of living environment was moderate (0.50), with international undergraduates being less adaptable to means of transportation (0.67); moderate in terms of food (0.56), pace of life (0.56), and shopping (0.51); and more adaptable to accommodation (0.40) and climate (0.35). According to the results from the interviews, there is a significant difference between China and the Philippines in terms of basic transport facilities, environment, and choice of transport. During peak traffic hours, traffic jams are common and tend to affect travel, causing delays in studies and everyday tasks. The Filipino university canteen does not provide Chinese food, so undergraduates often have to make their own food or eat out if they wish to eat Chinese food. Due to cultural influences, the pace of life in the Philippines is relatively slow, which is a significant contrast from the efficient and fast-paced life in China. In terms of shopping, the overall response was that there are too few options. Chinese undergraduates have complained that shopping in the Philippines is polarized, with either high-end brands or low-end products. Chinese undergraduates are more adaptable to and less affected by the climate and accommodation.

In terms of social support, the undergraduates' adaptation to administration (0.56) and law (0.51) was moderate, but their adaptation to religious activities (0.62) was weak, mainly because Chinese undergraduates do not practice religion and are somewhat lost due to their lack of understanding of religious practices and cultural taboos. In terms of service patterns, their overall adaptation was good (0.51), specifically in relation to medical services (0.53) and government public sector services (0.53); however, their adaptation to restaurant and shop services (0.40) was even stronger. During the interviews, the respondents felt that the content of the pre-trip training was somewhat limited as it only covered instructions on the process of going abroad, safety precautions, *etc.* There was a lack of guidance on social services, such as administration; moreover, the culture learnt was mainly about traditional culture, with a lack of introduction to current trends and popular culture.

Their strong language adaptation (0.39) and civic awareness (0.34) did not affect the overall intercultural adaptation experience. In terms of language, their adaptation to English (0.31) was better than that to Tagalog (0.45), mainly reflecting the fact that undergraduates often do not understand when they are taught in Tagalog. In terms of civic awareness, international undergraduates were more adaptable to traffic rules (0.22) and slightly less adaptable to a hygienic environment (0.47).

The above figures indicate that Chinese undergraduates in the Philippines are less adaptable in areas where there are significant political, economic, and cultural differences between China and the Philippines, such as interpersonal communication, living environment, and social services.

The responses to the open-ended question and interviews were decoded, categorized, and subjected to word frequency analysis, which in turn revealed the characteristics of the challenges of cross-cultural adjustment to life in the Philippines, as shown in **Table 2**.

**Table 2.** Word frequency analysis of the open-ended question on cross-cultural adaptation

Keyword	Word frequency	Ratio
Tagalog (Filipino)	9	25%
Culture	7	19%
Study	7	19%
Interpersonal	4	11%
Thinking	3	8%
Diet	2	6%
Life	2	6%
Society	1	3%
Climate	1	3%

**Table 2** shows that the most mentioned factor was Tagalog (25%), in which international undergraduates are weakly adapted to. There are communicative barriers with Tagalog as their main communication tool for both learning and living, which largely affects their cross-cultural adaptation. This study found that culture (19%), learning (19%), interpersonal (11%), and thinking (8%) were moderately weighted, indicating that Chinese undergraduates were able to cope. In terms of academic learning, the sum of the percentages of Tagalog, culture, learning, and thinking was 71%, indicating a weak adaptation. The low percentages for food (6%), living (6%), society (3%), and climate (3%) indicate good adaptation. Their cross-cultural adaptation is also challenged by course work. The interviews revealed that the challenges related to course learning related have a close association with the development of language skills and the structure of course knowledge, academic language, and learning activities. Firstly, the curriculum is different. The Philippine curriculum is arranged as an undergraduate course for local university undergraduates. It includes the society and culture of the Philippines as well as its history, literature, linguistics, and feminist studies. In China, its curriculum focuses on the development of language talents. There are significant differences between the two. Secondly, the goals of the knowledge structure are not clearly articulated. While the Chinese mainly focuses on the three elements of language, namely phonetics, vocabulary, and grammar, the Filipino side develops undergraduates' linguistic competence and analytical assessment skills. As a result, Chinese undergraduates tend to struggle with classroom activities, including discussions and after-class assignments. Again, the academic language adaptation process requires a considerable amount of time. In the Philippines, Filipino is the primary language used in classroom, with English as a secondary language. Foreign teachers' speaking speed and the use of jargon in class may make it even more difficult for international undergraduates to understand. Furthermore, the discussion learning model is difficult. The differences in cultural backgrounds and knowledge structures as well as the lack of academic terminology awareness among international undergraduates lead to collaborative learning with Filipino undergraduates with equal demands, thus making it difficult for Chinese undergraduates to cope, especially with writing.

The results of the questionnaire (**Table 1**) and the interviews (**Table 2**) were generally consistent, with slight differences in language adaptation. The difficulty in language adaptation as reflected in the questionnaire was lower than that reflected in the interviews. The reason for this is that the language adaptation reflected in the questionnaire referred to the difficulty of applying English and Tagalog together

in life, whereas in the interviews, the interviewees emphasised more on the difficulty of applying Tagalog in life and academic scenarios.

#### **4. Discussion**

The results of the questionnaires and interviews showed that Chinese undergraduates in the Philippines are generally weakly adapted to cross-cultural exchange. Specifically, Chinese undergraduates in the Philippines are strong in terms of service mode, civic awareness, and language adaptation, but weaker in terms of living environment, social support, course study, and interpersonal interaction.

First, it is difficult for the undergraduates to adapt to interpersonal interactions in terms of maintaining friendships, participating in clubs, and understanding Filipino; Chinese undergraduates in the Philippines adapt well in terms of daily communication, understanding of culture and people, as well as communication between different nationalities. The main reason for this is that there are differences in cultural, linguistic, and social habits between Chinese and Filipino undergraduates. These factors do not affect the basic life communication among Chinese undergraduates, but they pose various challenges to building and maintaining deeper friendships. In order to address these challenges, both sides should strengthen their cultural integration. On the one hand, Chinese undergraduates who are going to the Philippines should learn about the culture there and gain as much information through as many channels as possible before they arrive in the Philippines by chatting with Filipinos through the internet, so as to adapt to the communication mode in advance. After arriving in the Philippines, they should take the initiative to communicate and express themselves, rather than avoiding problems or closing themselves off. On the other hand, they should learn about and attempt to use the social media platforms that Filipinos use, so that they would be able to synchronize the information obtained. In addition, Filipino universities should educate their undergraduates about the basic national conditions of both countries, eliminating biases and misunderstandings during communication.

Second, in terms of living environment, Chinese undergraduates are more adaptable to the climate and accommodation. The year-round temperature in the Philippines ranges from 23°C to 34°C, which is comparable to the temperature in China during summer and autumn. In addition, there are no significant differences in the accommodation environment. What they find difficult to adapt to is the food habits, the pace of life, the means of transportation, and the shopping options. The reasons for this are the different cultural backgrounds of the two countries, the state of economic development, and the infrastructural development. Knowing how to resolve these uncontrollable factors in advance is an effective way to deal with them. In order to gain a quick and realistic understanding of Filipino life, undergraduates should consider taking a short trip to the Philippines before beginning their studies. In this way, the undergraduates will be able to adjust psychologically to their new environment once they arrive at their universities in the Philippines. In terms of transport, undergraduates should plan ahead and avoid travelling during peak traffic hours. In terms of food, undergraduates can cook on their own based on their own needs, and the school should also consider providing Chinese food in the canteen to make up for the shortfall. In terms of shopping, undergraduates can seek help from the locals to find a shopping center that is able to meet their demands.

Furthermore, the undergraduates are not able to adapt well to their social environment in terms of social support. Chinese undergraduates are moderately adaptable in dealing with administrative and legal issues. As university undergraduates who have not yet ventured out into the society, Chinese undergraduates have little exposure to administrative and legal matters, and they do not have a good understanding of the Filipino political and legal system. Therefore, Chinese and Filipino universities should build bridges for their undergraduates. It is important for the sending and receiving universities to improve their guidance systems and to arrange for dedicated and experienced staff to guide undergraduates through relevant issues. On the other hand, pre-departure training courses should be up to date. In addition to introducing the process of

going abroad and the “Dos and Don’ts” in the pre-departure training courses, the popular culture of the Philippines at the present times should also be introduced while taking into account of real-life scenarios, rather than limiting it to traditional culture. Moreover, an introduction to religious culture is essential; the characteristics, etiquette, and taboos should be clearly stated in the cultural adaptation sessions. In short, the training should be highly relevant, professional, and practical.

Fourth, the overall adaptability of the undergraduates to the curriculum is weak. The main reason for this is the lack of articulation in the curriculum and learning patterns between Chinese and Filipino universities. The challenges are mainly reflected in capacity building, knowledge structure, academic language, and discussion learning. Firstly, pre-departure training undergraduates are provided with curriculum resources and teaching materials on the Filipino side of the curriculum for targeted training and discussions. Furthermore, language knowledge and language skills are quickly addressed in accordance with the requirements of the Filipino curriculum. International undergraduates are trained in Tagalog through audio-visual materials to help them overcome the hurdle of academic language adaptation. It is also possible to develop comprehensive language skills in Tagalog through reading. Chinese undergraduates should also be provided with the Filipino teaching model. However, it has also been suggested that Filipino universities should adjust their curriculum design to satisfy the needs of Chinese undergraduates.

In terms of interpersonal interaction, Chinese undergraduates in the Philippines reported significant cultural differences between China and the Philippines. The latter has long been under Western colonial influence and is very different from the typical Chinese culture. The international undergraduates are more adaptable to the environment because the climatic conditions are largely comparable, but they are less adaptable to social support, mainly because of the significant differences in the political and social systems in China and the Philippines. The differences in their adaptation to course study are attributable to the differences in the education system, teaching philosophies, language skills, and religious cultures between China and the Philippines. Therefore, the cultural differences can be narrowed by strengthening cultural exchanges and promoting deeper integration through cross-cultural adaptation.

## **5. Conclusion**

This study selected Chinese undergraduates studying Tagalog in the Philippines as the research subjects and conducted an extensive analysis of their cross-cultural competence, including interpersonal interactions, living environments, social support, and academic study, through questionnaires and interviews. The results of this study indicate that Chinese undergraduates in the Philippines are having difficulty adjusting to their new culture. The differences in the political system, religious culture, language ability, and curriculum between China and the Philippines have contributed to the challenges that Chinese undergraduates face in terms of cross-cultural adaptability. Therefore, China and the Philippines should strengthen political, economic, and cultural exchanges to achieve deep cultural integration, with an aim of reducing the cultural differences between them. The limitations of this study are the small number of participants, the small number of questionnaires, and the single method of data collection. Future studies should ideally involve in-depth research that is supported by sufficient data.

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## Disclosure statement

The author declares no conflict of interest.

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# Analysis of the Factors that Affect the Values of Young College Students in the 5G Era

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**Abstract:** From the perspective of ideological and political education, this paper investigates the influence of pan-entertainment on the values of young college students in the 5G era and studies the young people in Zhejiang Province who participated in the epidemic prevention during the New Champions epidemic in 2020. The factors that affect the values of young college students in the 5G era are discussed, making full use of pan-entertainment in the 5G era to carry out ideological and political education for college students, so as to enhance the effectiveness of ideological and political education for young college students.

**Keywords:** Values; Youth; 5G era

**Online publication:** November 29, 2022

## 1. Introduction

Young college students are the impetus for a country's development and prosperity. Colleges and universities assume the role of educators with socialist core values. In order to cope with the flaws and performance of young college students' values in the 5G era, colleges and universities urgently need to adapt to the development of the times and further improve the value cultivation system for young college students, so as to create talents with correct values for the country <sup>[1]</sup>.

In order to improve and develop the values of young college students, the first step is to clarify the scientific structure of the values of young college students in the 5G era. 5G technology automatizes the world, integrates knowledge and network automation, and combines with traditional education to stimulate students' internal driving force <sup>[2]</sup>. The low-delay characteristic of 5G technology enables real-time management of devices and networking. Through the network, educators can direct the values of students in a timely and accurate manner and "purify" the network environment in a controllable manner to ensure that students develop correct values. The advent of the 5G era presents a greater challenge to educators, requiring them to adapt to the demands of the era and master certain network technologies before they can successfully shape students' values.

## 2. Examination and clarification: Key elements of young college students' values

As far as the ideological and political education for college students is concerned, we must identify the key influencing factors and constantly improve the scientific structure of young college students' values.

### 2.1. Grasping the direction of Marxist guiding ideology

"To establish a university in China, we must adhere to the Party's educational policy, the socialist

orientation of running a school, the leadership of colleges and universities, and the guidance of Marxism, as well as constantly build confidence in the road, theory, system, and culture [3].”

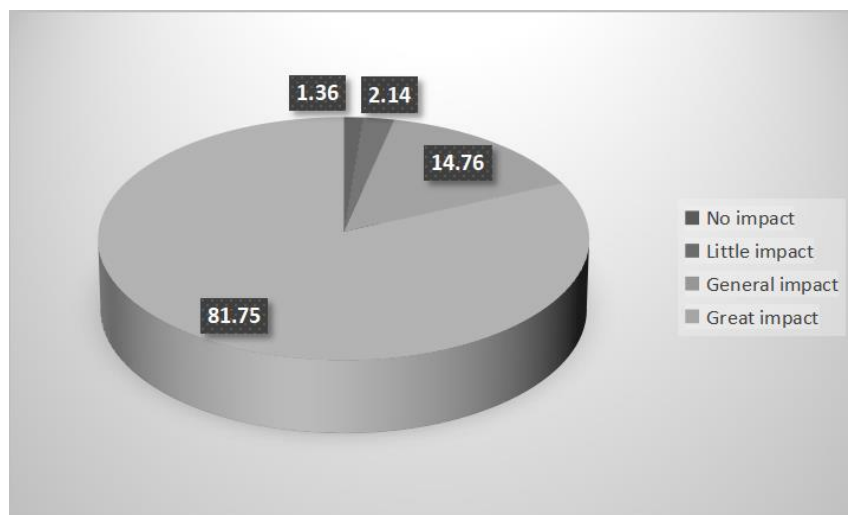
## 2.2. Value choice of collectivism and individualism

Social cultural models can be divided into collectivism and individualism. Collectivism is an ideological theory that advocates that individuals belong to the society and their interests is subordinate to the interests of the group, the nation, and the country. It is a spirit, and its highest standard is that all statements and actions are in line with the collective interests of the people. With regard to the individualism model, moral standards emphasize on individual development and require social organizations to protect individual rights [4].

## 3. Survey status: The flaws and performance of college students’ values

### 3.1. Unclear self-cognition: Network behavior characteristics increase

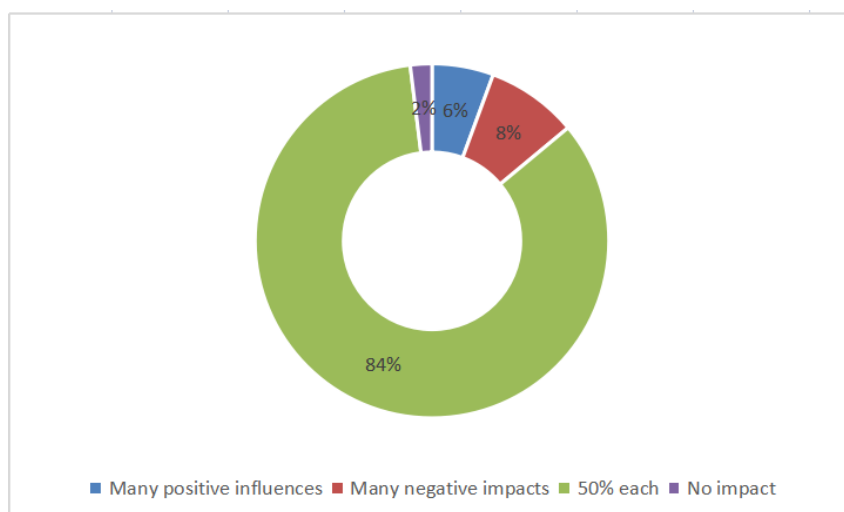
First of all, the survey results of the impact of online live broadcast on the values of young college students in the 5G era are shown in **Figure 1**.



**Figure 1.** Impact of live broadcast on the values of young college students in the 5G era

It can be seen from **Figure 1** that 81.75% of the respondents believed that live broadcast would have a great impact on the values of young college students in the 5G era; among them, 14.76% of the respondents believed that the impact was moderate; 2.14% of respondents felt that the impact was small; and only 1.36% of the respondents thought that it would have no impact.

Secondly, in terms of the impact of live broadcast on the values of young college students in the 5G era, the survey results of whether there are more positive impacts or more negative impacts are shown in **Figure 2**.



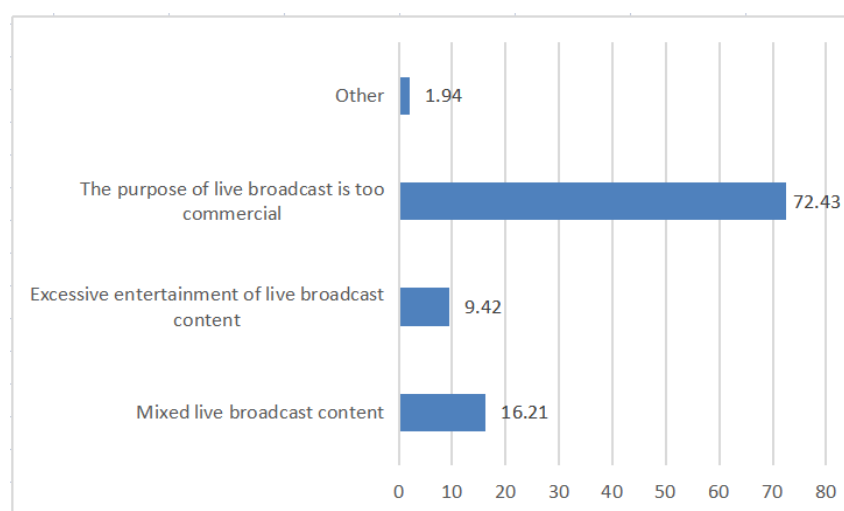
**Figure 2.** Positive and negative effects of live broadcast on the values of young college students in the 5G era

According to the survey data in **Figure 2**, 5.63% of respondents believed that the positive impact far outweighs the negative impact, but 8.53% of the respondents held the opposite attitude. As high as 84.08% believed that the negative impact was equal to the positive impact; 1.94% of respondents felt that there was no impact. From this, it can be deduced that young college students do not have a thorough understanding of the extent of the impact of online live broadcasting on their own values in the 5G era, thus suggesting that young college students are unable to make accurate judgments about good and bad information when participating in live broadcast and easily regard negative aspects as positive aspects. This, to a certain extent, confirms the necessity of investigating the impact of online live broadcast on the values of young college students and proposing countermeasures in the 5G era.

### 3.2. Increased utilitarian awareness: More speculative and exclusive activities

With the rapid development of the internet and the gradual improvement of social openness in the 5G era, cultural and ideological exchanges between countries also ushered in a climax, so did the exchange of complex values. Utilitarianism is one of them that cannot be overlooked <sup>[5]</sup>.

The question “Which of the following content do you think has the greatest negative impact on the live webcast?” is used to judge and analyze whether young college students can rationally view and participate in live webcasts in the 5G era. The survey results are shown in **Figure 3**.



**Figure 3.** Young college students' understanding of the negative impact of live broadcast in the 5G era

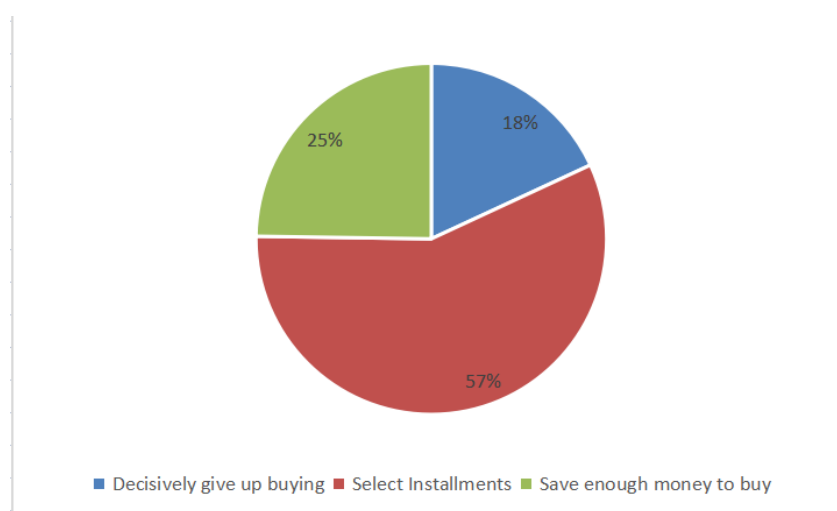


According to **Figure 3**, 72.43% of the respondents believed that the biggest factor of the negative impact of live broadcast is that the purpose of live broadcast is too commercialized; 16.21% and 9.42% of the respondents believed that the most influential factors were mixed live broadcast content and excessive entertainment of live broadcast content; other reasons accounted for 1.94%. Therefore, we should attach importance to the research and analysis of the above situation as well as minimize the negative impact of live broadcast to ensure that college students can be properly guided when participating in live broadcast.

### 3.3. Increased awareness of consumption: More speculative and exclusive activities

In view of the unique background of the times where contemporary youth live, this group has distinctive characteristics of the times in terms of consumption concept, political literacy, and personal principles.

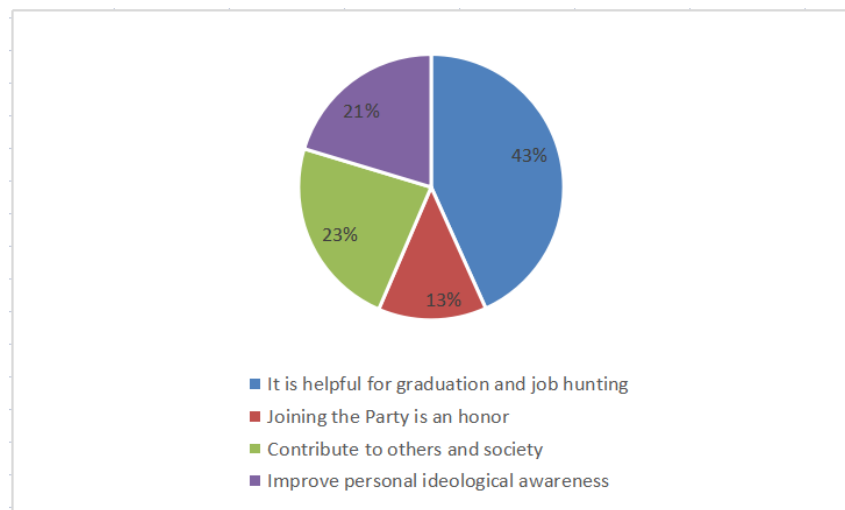
When asked, “What will you do when you want to buy more goods than you can afford?” (**Figure 4**), 18% of the respondents resolutely gave up buying, 57% chose to “pay by installments (spend and borrow),” and 25% of them chose to “save enough money to buy.” This data reflects the expansion of consumption desire among contemporary college students. It can be seen from the above two survey results that money worship distorts college students’ outlook on life and consumption, making college students regard money as the standard to measure everything, which not only has a serious impact on their own way of life, but also brings economic burden to their families.



**Figure 4.** Consumption behavior of young college students in the 5G era

### 3.4. Inadequate political literacy: Weak social awareness

When asked, “Which of the following reasons would make you choose to join the Party?” (**Figure 5**), 43.30% of the respondents chose “it is helpful for employment,” 13.22% felt that it would be an honor, 23.13% chose to “contribute to others and society,” and 20.35% chose to “improve personal ideological awareness.” From the survey results, under the influence of individualism and utilitarianism, some college students showed insufficient political literacy, lack of dedication, and a weak sense of social responsibility.



**Figure 5.** Awareness of political and social responsibility among young college students in the 5G era

#### **4. Focus on improvement: Cultivation and practice of youth values**

##### **4.1. Clarify the direction of values**

Colleges and universities should call on young people to consciously arm their minds with the latest achievements of sinicization of Marxism, while young people should enhance their theoretical confidence and road confidence. We should adhere to the principle of facing modernization, the world, and the future; constantly improve our quality and ability to adapt to the development of the times and the requirements of the cause; work hard to learn and master advanced scientific and cultural knowledge; as well as constantly shape ourselves into talents who are needed by the country.

##### **4.2. Strengthen students' internal drive**

Relevant psychological research has pointed out that people tend to repeat things that make themselves happy subconsciously. Suhomlinski said, "The whole trick of educational skills is to seize this kind of young people, which originates from the self-improvement generated by moral encouragement" [5]. When self-behavior is recognized by the society, there will be a sense of achievement. Therefore, efforts should be made to cultivate the internal drive of college students; in addition, the positive interaction between external education and self-education should be an important goal in college students' ideological and political education [6].

##### **4.3. Precision era demand**

In order to educate and guide college students to consciously cultivate correct values, educators should accurately judge the new situation, have the necessary awareness to comply with the needs of the 5G era, face new challenges and solve new problems, as well as take practical measures to meet the needs of the times, such as positive guidance method, reward and punishment incentive method, classroom teaching method, practice cultivation method, *etc.*, according to the requirements of the new era and the current educational environment. It is necessary to explore new methods, accurately grasp the needs of the era and the new needs of students, pay close attention to the new changes of the times, make full use of big data, and integrate "Internet+" into students' values education [7].

##### **4.4. Multidimensional linkage of various resources**

In the 5G era, by integrating the resources from schools, families, society, and other areas, we will be able to gather strength for collaborative education, strive to form a diverse education and training system with

flexible mechanisms and an open value system, fully form the “multidimensional linkage resonance” effect, assume the “inclusive” approach and attitude to coordinate online and offline resources, in-class and extracurricular resources, as well as on-campus and off-campus resources, and implement campus culture education, practice education, as well as science and innovation education so as to create a new all-encompassing educational force [8].

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## Disclosure statement

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# Analysis of the Design and Development Path of the Cultural and Creative Derivatives of Marquis of Haihun Site

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**Abstract:** This paper firstly analyzes the culture of Marquis of Haihun site and explores the cultural and creative derivatives, followed by the value of these cultural and creative derivatives of Marquis of Haihun site and the design and development path of the cultural and creative derivatives of Marquis of Haihun site for the reference of relevant scholars.

**Keywords:** Marquis of Haihun site; Cultural and creative derivatives; Design and development

**Online publication:** November 29, 2022

## 1. Introduction

In today's society, it is of great value to vigorously develop cultural and creative industries. The rapid development of social economy has driven the development of cultural and creative industries. The integration of cultural and creative concepts into the construction of Marquis of Haihun site, the construction of cultural and creative derivatives, and the realization of the effective dissemination of Marquis of Haihun site, all drive the economic development of Nanchang area<sup>[1]</sup>. At the same time, drawing on domestic and foreign experiences in the development of cultural and creative derivatives, it is of vital significance and value to develop derivatives that combine the specific characteristics of the Marquis of Haihun Kingdom<sup>[2]</sup>. How to transform intangible culture into tangible cultural products and integrate them into people's lives in a discreet manner is an issue worth studying. The road to disseminating culture is open to all, and as a product of the perfect combination of culture and design, there is still a long way to go in the study of its evolution and the application of its laws to the practical process of design.

## 2. Cultural overview of Marquis of Haihun site

Today, the Marquis of Haihun site is in the stage of protection and development, with a cemetery of about 46,000 square meters and a length of about 800 meters. Jiangxi Provincial Government has built a world-class national archaeological park to achieve the purpose of integrating conservation and development. On the premise of safeguarding the authenticity and integrity of the site, cultural concepts such as the Haihun elements and Yuzhang characteristics have been proposed.

The study of Marquis of Haihun site is immeasurable in its cultural value, both from an archaeological and historical point of view. The most valuable artifacts in the tomb of Marquis of Haihun were not gold coins and coins but rather bamboo tubes. Before paper was invented in the Han Dynasty, China recorded documents using wood, bamboo, bronze, and tortoise shell as carriers for writing. More than 5,000 bamboo

tubes and wooden documents have been unearthed from the tomb of Marquis of Haihun, which became an important discovery in the history of documentary archaeology in China. The Han Dynasty was a prosperous stage in the development of our culture, but there are relatively few documents recorded in history, and people remain ignorant about the rank, funeral culture, and funeral system of the Han Dynasty lords. The excavation of the tomb of Marquis of Haihun was enough to fill such historical gaps, allowing us to visualize the living scenes of the Han Dynasty lords and bringing out the living face of Han Dynasty history<sup>[3]</sup>.

The owner of the tomb, Liu He, is a historical figure of great research value. He rose from being the King of Changyi to the emperor, but eventually was deposed off his position as an emperor. Liu He became depressed until the day he passed away; his life was embodied in a series of drama. Liu He was the son of Emperor Wu of the Han Dynasty, Liu Che. Although Liu Che was not the founding emperor, he initiated many fine customs in the Han Dynasty and contributed to the development of spiritual civilization in the Han Dynasty. Unlike his father, Liu He grew up in an unrestrained environment, and his uninhibited nature made it difficult for him to endure the shackles of etiquette and rules, thus growing as a person with unrestrained character. Soon after Liu He ascended to the throne, Huo Guang decided that he was not a puppet emperor who could be controlled, so he joined hands with his supporting ministers to plan Liu He's dethronement. In the Day of Kuiyi, Emperor Liu He was dethroned on the 27th day of his reign, making him known as the "Dethroned Emperor of Han." He was the shortest-serving emperor in the history of the Western Han Dynasty. In the third year of Yuankang, Emperor Xuan of Han made Liu He the Marquis of Haihun. In April, Liu He went to Haishu County, Yuzhang County (now Xinjian District, Nanchang City, Jiangxi Province) to assume his reign. In the third year of Shenjue, Liu He died<sup>[4]</sup>.

### **3. Overview of cultural and creative derivatives**

Cultural and creative derivatives belong to the category of cultural and creative products, which may present valuable information related to culture. Cultural and creative derivatives form specific cultural products after being designed and produced. Unlike ordinary cultural products, the unique identity of cultural and creative derivatives lies in the fact that they contain the connotation, concept, and innovative value of a certain culture. The application value of cultural and creative derivatives is extremely rich, with vast knowledge and added value. Cultural and creative derivatives are transforming culture into products, injecting the connotation of culture, design concept, and characteristics of products into cultural and creative derivatives, as well as analyzing and exploring the unique cultural nature<sup>[5]</sup>. Cultural and creative derivatives have strong application value, vast knowledge, and high added value.

Under the trend of diversified culture, creativity and personalization have gained widespread attention. As a result, cultural and creative industries are born in this environment. Different countries have different cultural characteristics, and even the cultural characteristics of different regions within a country vary. It is necessary to analyze the value connotation of cultural and creative derivatives according to the unique cultural and social value. One of the major elements of cultural and creative derivatives is economy. Cultural and creative derivatives are ultimately intended to enter the market and be sold as commodities. Hence, one of the important values of creative derivatives lies in its economic value. A key factor in determining whether a creative derivative has economic value is whether it is marketed and welcomed by the public.

There are various types of cultural derivatives, all of which have their own unique advantages in terms of design, production, and sales. The characteristics of cultural derivatives in different regions also vary. Cultural and creative derivatives can be divided into the following categories: (1) content-based cultural creative derivatives, including movies, television series, animation, and others; such cultural derivatives have deep connotations and are loved by the general public; (2) creative class of cultural and creative

derivatives, which focuses on creative design, combining culture and innovation; they include traditional toys, cultural shirts, rechargeable batteries, and other daily necessities; by using these derivatives, the public would be able to get a good user experience and recognize the cultural and creative value contained in the products; (3) cultural and creative derivatives of extensible category, which includes exhibitions, cultural activities, *etc.*; cultural and creative derivative designers usually consider the spiritual and cultural needs contained in such products first rather than meeting the use needs of the public; such derivatives mainly provide cultural promotion services to the general public, and their functions and roles are fully utilized to expand the scope, which also brings richer spiritual enjoyment to the general public <sup>[6]</sup>.

#### **4. Value and development of cultural and creative derivatives of Marquis of Haihun site**

The first is the value of cultural relics dissemination. The vast majority of the cultural and creative derivatives of Marquis of Haihun site are from the cultural relics excavated from the site. These cultural relics are the source of inspiration for cultural and creative derivative designers. In addition to satisfying certain functional values, highlighting the cultural connotations in the relics are also of prime importance when designing cultural and creative products. The majority of historical relics are kept in museums, and the public needs to visit them if they want to learn about such history and culture. If the public does not have opportunities to visit due to time constraints, it will be difficult for the public to gain insights into such history and culture. The cultural creation derivatives of the site hold an important duty of cultural inheritance and transmission. Visitors can experience the cultural attributes of cultural relics during their visits to the museum and purchase certain cultural and creative derivative to further delve into the value and charm of culture from another perspective. The dissemination and transmission of cultural heritage is dependent not only on the display of cultural relics, but also on the design, production, and sales of cultural and creative derivatives, which complement each other. Hence, cultural derivatives have a significant functional value from the perspective of cultural inheritance.

The second is brand communication value. Brand culture communication value refers to the value of according more culture to a brand, establishing a brand, and generating the promotion effect of the brand. If an enterprise's brand is trusted by consumers, the enterprise may consider expanding the scope of its market and effectively implement brand strategy <sup>[7]</sup>. Brand culture is a display of people's good values and national spirit, which brings together the cultural connotation of the times and advocates the formation of healthy and upward values. For the development and design of cultural and creative derivatives of Marquis of Haihun site, it is not only necessary to strengthen the brand power through brand culture, but also make full use of the brand to promote the sales of these cultural and creative derivatives and boost the social function of the site.

The third is the value of tourism growth. With societal development and progress, the tourism industry, as a tertiary industry in China, has an influence on the development of regional economy. At this stage, many people are willing to devote their time and energy to tourism activities. Moreover, they are curious about the historical development of traditional culture. At present, Nanchang area lacks cultural resources of great weight and educational value, so constructing cultural derivatives of Marquis of Haihun site will inevitably bring great commercial value to tourism growth in Nanchang area. The management of the process from open protection to tourism should be strengthened in order to promote the sustainable development of the tourism business. Many constructions of the cultural site of Marquis of Haihun belong to the category of cultural and creative derivatives. The construction of the virtual experience hall of the Marquis of Haihun site is an outreach type of cultural and creative derivative, creating a new experience for the public <sup>[8]</sup>.

## **5. Design and development path for cultural and creative derivatives at the heritage site of Marquis of Haihun**

The planning and design of cultural and creative derivatives at the heritage site of Marquis of Haihun can be explored from multiple angles, including visual images, music videos, live performances, animation games, food, and other aspects. Cultural and creative derivatives can be designed with the unique value of Marquis of Haihun. In addition, the official can make use of new media to communicate during the publicity and promotion period by creating a WeChat public account and an official micro broadcast so as to narrow the gap with the young generation. Furthermore, current and exciting hot topics can also be brought up, so as to achieve an ideal communication effect. On the other hand, middle-aged and older people tend to obtain information from newspapers, television, and radio. Hence, traditional paper media can be used in the cultural creation of Marquis of Haihun to promote the visibility of the product, thus serving the purpose of promoting the cultural and creative derivatives at the heritage site of Marquis of Haihun.

### **5.1. Visual identity**

The concept of visual identity is applied in all areas of the market, and all industrial derivatives are required to have a unique visual identity. Visual image is a refinement to achieve the overall goal of enhancing the image of the product and a systematic image design with product design as the core. Taking the product as a carrier, the design must be able to objectively and accurately convey the spirit and concept of the product in terms of its cultural connotation, form, color, as well as the logo, graphics, and text attached to the product. The designer creates a series of designs; forms development and research concepts; uses processing techniques, production equipment, packaging, display, and marketing methods; carries out product promotion and advertising strategies for the cultural and creative products of Marquis of Haihun site to form a unified sensory image. The visual image of Marquis of Haihun site is crucial as it influences the design orientation of the entire derivative product <sup>[9]</sup>.

In the design process, designers can tap into the visual elements embedded in the heritage site. For example, the design of an animation character can be based on Liu He. Liu He's life has had its ups and downs and is highly topical as the tomb owner and the Marquis of Haihun. Designing him as an animation character will help promote the heritage site and its cultural and creative derivatives.

### **5.2. Music video**

As an art that truly reflects the emotional life of the human society, music can bring about an ennobling effect and help people enjoy music aurally. Excellent music can enhance one's aesthetic ability and purify one's heart. The chimes, stone-chimes, string and wind instruments, reed pipes, and nearly two hundred wooden figurines of music excavated from the tomb of Marquis of Haihun have provided new supporting evidence for music research. Therefore, the music derivatives from Marquis of Haihun site can begin from the Han Dynasty ritual and music system by incorporating chimes as well as string and wind instruments into the orchestration <sup>[10]</sup>. In today's society, the younger generation prefers music that is easily understood, whereas middle-aged and elderly people prefer traditional Chinese music. Therefore, when arranging scores, one can combine pop music and traditional music, while integrating the musical characteristics of Han culture. Jiangxi singers can also be invited to sing songs accompanied by traditional Han instruments in Nanchang dialect. In addition, the cooperation with cultural and creative products for promotion and publicity is also believed to be beneficial in achieving a good dissemination effect.

The image category is similar to the music category. It also plays an excellent role in heritage promotion. With the deepening of cultural exchanges between China and foreign countries, there are more diverse ways to communicate cultural and creative products to the people under the video category. Film and television production teams should consider producing a series of film and television works or documentaries based

on the historical theme of Han culture around a certain element or topic concerning the Marquis of Haihun.

### **5.3. Live performance**

The live performance category is mainly based on the culture and folk customs of Nanchang area, which integrates the commercial value of deductive art. It is also a derivative product of China's tourism industry. The most representative live performances now are "Dunhuang," "Jinggang Mountain," and "See Pingyao Again." The Marquis of Haihun site is developing toward cultural tourism, containing numerous cultural messages from the Han Dynasty.

The live performances at the Marquis of Haihun site should also include actual historical events, especially concerning Liu He's tumultuous life story. The Marquis of Haihun heritage park shall be used for field performances along with the corresponding stage scene and lighting equipment, and the performers shall keep an appropriate distance from the audience during the performances.

### **5.4. Animation games**

When it comes to cultural and creative derivatives, people tend to associate them with physical products. It is unlikely that they would think of games, which are virtual in nature. However, games do serve as an integral part of cultural and creative products. In our country, there are various types of culture-related games, which are rich in cultural elements. There are many games that are based on the spirit of culture in the real world on the market. Although games are often despised as they are thought to be addictive, causing young people to squander time in school, appropriate games reflect healthy values and carry the value of cultural transmission. The cultural advantages of Marquis of Haihun are used to design game products with Han culture elements as the theme, integrating obscure history and culture into easy games, which allow even young children to experience and gain an understanding of the historical development of Marquis of Haihun through the game. Appropriate games not only energize the brain but also allow the players to learn about traditional culture.

### **5.5. Food and beverage**

Food and beverage products are considered hot products in recent years. The eating habits and dietary characteristics of different historical and cultural backgrounds vary. In the design and development of food and beverage products derived from the Marquis of Haihun site, designers should include the dietary characteristics of Han culture and develop corresponding design plans with the dietary characteristics acceptable to modern people. For example, the distilled wine of Western Han Dynasty was served in containers such as bronze francium, and the brewing process and containers are displayed in the museum, which fully reflect the characteristics of Han Dynasty's wine culture. Combined with the characteristics of the wine culture and wine brands in Nanchang, one of which is Nanchang beer, and the other is Site wine, the wine culture of Han Dynasty can be shared with the world, and Nanchang's wine brand can be promoted as well <sup>[11]</sup>.

## **6. Conclusion**

In conclusion, studying the cultural and creative derivatives of Marquis of Haihun tomb helps to inject more historical and cultural connotations into them, enhances their spiritual value, and meets the personalized needs of consumers at different levels. The design and development of Marquis of Haihun's cultural and creative derivatives drive the development of Nanchang's cultural and creative industry, which not only improves the visibility of the site of Marquise of Haihun, but also enables the world to intuitively experience and recognize the profoundness of Han culture. In this way, China's profound history and culture can be popularized and inherited. I firmly believe that in the near future, "Marquis of Haihun" would become a



beautiful business placing for Jiangxi.

### Disclosure statement

The authors declare no conflict of interest.

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# Applying Communicative Language Teaching in Classroom English Language Lesson Curriculum

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**Abstract:** This article provides us a specific classroom English language lesson curriculum designed for CLT, attached with a brief lesson plan and some relevant teaching materials. In the introduction, this article first explains the different English teaching methods coming through the last century and the conception and burgeoning of the CLT approach in language teaching, followed by its primary principles as presented by different scholars. Thereafter, the rationales for each activity and the reasons for the choices within the lesson plan are elaborated in detail. Last but not least, the article further evaluates the strengths and weaknesses of the lesson plan, including the method used, activity types, choice of text, etc.

**Keywords:** Communicative language teaching; English language education; Curriculum design

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## 1. Introduction

There has been much debate in the realm of English language teaching about the choice of teaching method. Plenty of methods have come and go in the past century in pursuit of the “best method.” Richards <sup>[1]</sup> has clarified several distinct methods appearing at different times, including grammar translation (1800–1900), direct method (1890–1930), structural method (1930–1960), and reading method (1920–1950). In the middle of last century, in view of the rapid development of science and technology, the role of English as an international communicating tool became more apparent. People began to realize the importance of learning English with the increasing amount of cross-continental journey for trade and travel, and those precious methods that focus on grammar and vocabulary but little on communicative skills seemed to be out-of-date. Accordingly, the audiolingual method and situational method were introduced one after another. Later, with the appearance of English as specific purposes (ESA) and the demand of a communicative approach for language teaching, communicative language teaching (CLT) emerged in the late 1960s–1970s as a substitute for both the audiolingual and situational method <sup>[1]</sup>.

CLT appeared at a period when British language teaching was ready to experience a paradigmatic shift <sup>[1]</sup>. It is regarded as “a more humanistic approach” <sup>[2]</sup> as it gives priority to interactive communication in language teaching. The communicative methodology in language teaching stems from a statement that communication serves as the basic function of language. Richards and Rodgers <sup>[2]</sup> have stated that the aim of language teaching is to cultivate learners’ communicative competence <sup>[3]</sup>. Later, Canale and Swain <sup>[4]</sup> further divided communicative competence into four dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This is similar to Bachman’s <sup>[5]</sup> “communicative language ability,” but with a replacement of grammatical competence with linguistic competence and fluency being appended as the fifth dimension. Another linguistic theory concerning

communication applied in CLT is Halliday's "functions of language" <sup>[6]</sup>. In his view, linguistics is associated with the description of speech acts or texts because the function of language can only be investigated by the language in use; hence, all components of meaning should be concerned. When it comes to the tenet of CLT, a consensus has been reached in the educational world, with opinions varying slightly different from person to person. The first principle of CLT, as demonstrated by Harmer <sup>[7]</sup>, is that language is not mere grammar patterns embedded with vocabulary, but it involves language functions. The second one, as he has pointed out, is that by providing learners ample L2 exposure and opportunities to apply it in daily life, language learning will take care of itself. Similar to Harmer's first principle, Richards <sup>[1]</sup> defines CLT as a broad approach of teaching, which regard communication as the purpose instead of focusing on the grammatical system of language.

According to Howatt <sup>[8]</sup>, CLT can be divided into a "strong" and "weak" version. The strong version stresses that "language is acquired through communication," which means that the language system must be developed in addition to activating an existing knowledge of language followed by inserting new knowledge. The weak version, on the other hand, similar to Harmer's "language will take care itself" theory, highlights the necessity of providing students enough opportunities to use the language for communicative purposes. For some people, CLT represents a little more than a combination of grammatical and functional teaching. As Litterwood <sup>[9]</sup> has claimed, one of the most distinct features of CLT is that it considers language function as important as structural aspects. For other people, CLT is seen as learners using available language resources and working in pairs or groups to solve problems <sup>[10]</sup>.

To sum up, based on the aforementioned theories, CLT emphasizes interaction and communication as the fundamental function of language and that language is a linguistic system to convey meaning. Therefore, teachers should not merely focus on its linguistic characteristic, but also pay attention to the functional and communicative aspects. However, as time goes on, the enthusiasm toward CLT is gradually declining, and people are starting to view it with increasing skepticism <sup>[11]</sup>. Critics cast doubt on whether this communicative approach could be applied to all second language learners who have different communicative competence, whether it entails the complete abandonment of existing grammar-based syllabus or merely a slight amendment about it, whether it is suitable for non-native teachers, and to what extent can CLT be accepted by students who are still required to sit for grammar-based tests. The development of CLT is still underway; that is to say, researchers need to invest more time and effort in carrying out further research on the aforementioned concerns <sup>[2]</sup>.

## 2. Rationale

Geddes and White <sup>[12]</sup> have made a two-way definition of authentic discourse; one of which is language that is primarily written or spoken for a non-pedagogical purpose, within its initial context, and a real behavior of communication. From the perspective of CLT, learners need to have access to cope with authentic language of the real world, and CLT methodology has manifested an escalating trend of using authentic materials to develop listening and reading skills. In the lesson plan, the authentic listening material is the victory speech by American President Obama when he won the 2008 presidential election. It is necessary to build up students' confidence in getting exposure from authentic speech if we want them to be able to successfully apply English language in the real-world listening environment <sup>[13]</sup>, and that is the reason why this authentic material was chosen. Apart from that, this particular speech, "Obama: Victory Speech on Election Night," is a good material to be operated in class because of its specific theme, clear structure, inspiring content, and moderate difficulty level. Such an encouraging speech would attract learners to participate and master the art of public speaking at a preliminary level.

The students are divided into six groups, with each group consisting of five students. At the end of the last class, the teacher assigns two pieces of homework. The first homework stimulates the students to reflect

on two questions, “What are the important factors that contribute to a good speech?” and “In your opinion, what is the distinguishing feature of American people?”. The second homework functions to prepare the students when they encounter new words in the speech video. Each student is assigned six new words that are considered important and thus selected by the teacher. Words with high frequency in English language usage are the most useful <sup>[14]</sup>; thus, they are picked and assigned to learners first.

Based on the homework, the pre-listening stage consists of two activities. In the first activity, students are encouraged to share their opinions concerning the two questions with their group members, and each group will compile any insightful opinions from its group members. According to a study <sup>[13]</sup>, when learners carry out a listening task in class without contextualizing the text or preparing the topic by evoking their previous knowledge, their tension increases. Pre-listening provides teachers access to introducing useful schematic knowledge and relevant information that students may encounter while listening.

Students are required to use English in all classroom activities so as to practice their communicative skills and strategies. According to Richards and Rodgers <sup>[2]</sup>, an element of communication principle is that “activities that involve real communication promote learning.” In the second activity, students will introduce the vocabularies that they are responsible for to the rest of the group members, explaining primary meanings of the words and showing examples of how the words can be used in sentences or contexts. Based on Hedge’s <sup>[13]</sup> statement, making associations, learning words in groups, and searching the range of meaning serve as feasible examples of cognitive strategies for vocabulary learning. Apart from that, contrary to the traditional deductive teaching method, learning vocabulary through group discussion aims to create a learner-centered classroom for the reason that CLT requires teachers to carry out less teacher-centered classroom management <sup>[2]</sup>. It is the learner that selects what to teach and how to teach vocabulary to his or her groupmates. In response to Hedge’s <sup>[13]</sup> statement, the ultimate purpose of the pre-listening stage is to contextualize the text and supply any information that can facilitate learners to be familiar with the setting.

Following the preparation work, the third activity begins, where learners watch the speech video. Before listening to the speech, students must be prepared to look for useful presentation skills from President Obama, consider if those skills share some similarities with what they have discussed in the first activity, and pay attention to the new words that have been discussed in the previous activity. English subtitles will be provided to ensure an explicit learning process by reminding students of new vocabulary and the context where the vocabulary occurs. In the following activity, a vocabulary quiz will be conducted through a handout, on which the selected vocabulary has been removed from the sentence. Learners would have to choose one word from the box to fill in the blank, using each word once. It has been concluded in a study that inferring the meaning of a word from its context will promote the retention of that word, especially when the meaning in the context entails more careful thinking <sup>[15]</sup>. Moreover, “consciously collecting words from authentic context,” according to Hedge <sup>[13]</sup>, is one of the metacognitive strategies in vocabulary learning, which is not a direct mental process but rather indirect strategies that boost learning by conscious efforts to memorize unfamiliar vocabulary. After watching the video, in the follow-up session, students will discuss the advantages of President Obama’s presentation in groups and determine if there are any merits that correspond with what they have concluded in the previous activity. Thereafter, the teacher and the entire class will share their opinions on how to deliver a good speech.

Activity 4, “If I Were President Obama,” is a recreation based on one typical CLT activity titled “Rescue” from Klippel <sup>[16]</sup>. Prabhu <sup>[17]</sup> has classified activities into three types according to their different “gap” of information. One of them is opinion-gap activity, which includes identifying and demonstrating a personal preference, emotion, or attitude as a response for a given phenomenon. Some examples of opinion-gap activity are story completion and discussion on social issues. Nevertheless, there is no requirement to force students demonstrating right or wrong, and no expectation of the same result from different

individuals <sup>[17]</sup>. The main idea here is that learners are able to practice spoken English language through a specific activity. In this activity, supposing the students are empowered with presidential privilege, they have to formulate five new policies in the United States within 15 min. Students are allowed to lay down any policy they want as long as they have rational reasoning. Before carrying out the task, a recorder is provided to each group to record the conversation. Thereafter, each group will have to choose a representative to present the group's ideas and the reasons why those five policies have been chosen.

### **3. Evaluation**

#### **3.1. Fluency versus grammatical accuracy**

The goals of Activity 4 ("If I Were President Obama") are that in accomplishing this task, learners would focus their attention on the meanings and opinions that they are trying to convey, while thinking of the list of criteria, and they would use the language knowledge they have acquired without much thoughts about using particular structures. Each student would make his or her own contribution to the group and select appropriate words for expressing his or her views and ideas. They would attempt to negotiate opinions while discussing, absorb other people's suggestions, cross-check if they have understood the task instructions, and ask for confirmation and support. The most important thing is that they would apply communication strategies, such as paraphrasing and restructuring, when they talk to each other.

Students are required to complete the task strictly within 10 min. This rule is made because in executing a task under time pressure, people are likely to concentrate on communicating information in order to accomplish the task quickly rather than the correctness and integrity of language form <sup>[18]</sup>. In this way, students are given the opportunity to respond orally to questions raised by other group members, thus gaining plenty of speaking practice as well.

Although the negotiation of meaning in such activities provides learners the chance to develop their strategic competence and fluency, it is limited in terms of comprehensible output production and language accuracy guarantee <sup>[13]</sup>. Therefore, in order to help students to be more accurate language users, a recorder is given to each group so that the students can replay their conversations to compare their spoken language and identify any errors that may not occur in written form. It is evident that opinions vary from person to person when it comes to the role of grammar in a communicative classroom, but it has been suggested that linguistic competence serves as a basic component of communicative language ability <sup>[19]</sup>. It is a misunderstanding that the communicative approach prevents teachers and students from developing high level of accuracy in linguistic competence (grammar, vocabulary, and pronunciation). As Hedge <sup>[13]</sup> has pointed out, the big issue that deserves people's consideration is how do we improve learners' communicative language ability through classroom practice and at the same time ensure that they are using the language system correctly, accurately, and appropriately.

#### **3.2. Group discussion**

A potential disadvantage both in Activity 1 and 5 is whether students are willing to contribute to groupwork or not and how equally can they accomplish the task within a group. It goes without saying that each person has his or her own unique characteristic; thus, different learners would prefer different learning strategies. According to Hedge <sup>[13]</sup>, in ensuring group efficiency while performing a task, it entails at least one person to be active and keep the group focused on the task and one person who is focused on maintaining harmonious interpersonal relationships within the group to gain the best outcome. It is anticipated that introverted students and those who have low L2 proficiency may not participate actively in group discussions. On the contrary, fast learners are likely to build up more confidence as they attribute constructive ideas during group discussions. According to Dornyei and Ushioda <sup>[20]</sup>, the motivation of students can be weakened by negative influences in the learning process, such as specific learning-related

events and experiences, performance anxiety, public humiliation, and peer pressure. Slow learners may have difficulty in following compared to fast learners, which could lead to failures and inadequacy. Hence, in this case, learners with high L2 proficiency would become better while those with lower level of L2 proficiency may worsen. In addition, within groups, some learners may contribute less to the task since it is a groupwork. As a result, there may be a trend where these learners remain indifferent and rely on others to do more of the task <sup>[21]</sup>. In order to reduce the possibility of polarization and unequal participation, the teacher has to monitor the discussion process of each group, be aware of each learner's behavior, perceive whether the learner feels that he or she has a constructive role to the group or not, and make adjustments or intervention under appropriate circumstances.

In fact, the issue of how to select group members and maintain learner's enthusiasm is a challenge for teachers. It is tricky to solve the aforementioned issues with equality in mind because if students with similar L2 proficiency (either fast learners or slow learners) are grouped together, most learners in the high-level proficiency group would probably be eager to speak up, whereas on the other side, the outcome would be inferior for slow learners due to their low L2 proficiency. However, if the teacher mixes both fast and slow learners in a group, the former may shoulder more responsibility while the latter may contribute lesser during group discussion, which perhaps would lead to polarization and demotivation.

### **3.3. Real world communication**

As mentioned earlier, one element that is considered a principle of CLT is that "activities that involve real communication promote learning." It has been suggested that there is a distinction between L2 acquisition and the learning process <sup>[22]</sup>. From Krashen's perspective, acquisition is a fundamental process of language proficiency development. It is an unconscious progress of the second language system as a result of using the language in real conversations. On the contrary, learning is a conscious result of grammatical knowledge, accumulated by learners from explicit instruction, which essentially cannot be regarded as acquisition <sup>[22]</sup>. In this lesson, activities are designed as close as possible to real communicative situation. However, owing to the limitation of objective conditions, such as the teacher and the group members who are Chinese and the lack of exposure to L2 outside classroom, learners are unlikely to converse and discuss in a completely real communicative situation as authentic as native-speakers do. Therefore, rather than learning a language via conversational use, it is more likely that learners learn through the practice of language skills.

Nevertheless, on another side of the coin, there are different opinions. For instance, Littlewood <sup>[23]</sup> has pointed out that the acquisition of communicative competence involves both cognitive and behavioral aspects, with the former containing grammatical rules, steps for choosing vocabulary, and social regulations for speech monitoring, while the latter stressing that converting these plans into fluent performance in real situation requires a considerable amount of practice to actualize. Hence, practicing communicative skills is encouraged as a communicative approach to develop language proficiency. Moreover, since it is impossible to completely change those objective conditions to be as close as real second language environment, activities that boost learning and in which language is used for performing meaningful tasks have been accepted <sup>[24]</sup>.

As Richards and Rodgers <sup>[2]</sup> have concluded, there is no limit to the scope of practice and activity type in CLT as long as it can involve students in communication and facilitate students to meet the communicative objectives. One main activity type is social interaction activities <sup>[9]</sup>, comprising conversation and discussion, role play, dialogues, debates, and so on. Those activities in the lesson plan are designed to fulfil the task through information sharing and actual negotiation, which can be considered as appropriate social interaction activities.

### 3.4. Student-centered class and student error

Another potential disadvantage is the uncertainty about the degree to which CLT approach's outcome would be achieved in a Chinese education context. As previously mentioned, a well-acknowledged principle of CLT is transforming the teacher-centered classroom into a learner-centered one. In such a case, learners, on the one hand, have more opportunities to act on their own and thus actively absorb knowledge; on the other hand, error correction may be lacking since learners are encouraged to interact with their peers rather than the teacher <sup>[2]</sup>; additionally, students themselves may be aware of this disadvantage. Dornyei and Ushioda <sup>[20]</sup> have elucidated that teachers' behavior and attitude are directly associated with both the autocratic approach and laissez-faire approach. Similarly, Oxford <sup>[25]</sup> claims that both excessive or insufficient teacher control may have a negative influence on learners' feelings. There may be a handful of students who still prefer the spoon-feeding education approach, with teachers' authority being much higher than learners' responsibility. The reason for this is simply that they feel safer to be directly taught by a teacher. Taking Activity 1 for example, such learners are more willing to be spoon-fed with fixed answers from the teacher and prefer memorizing those skills at home and applying them in their own presentation rather than spending a significant amount of time on group discussion. Similarly, the same case may also occur when it comes to Activity 2, which involves learning vocabulary from group members.

In addition, considering the exam-oriented education background, the extent to which parents, school, and even learners themselves accept CLT remains uncertain. According to Dornyei and Ushioda <sup>[20]</sup>, a learner's "motivational autonomy" is extremely difficult to build up when the learner's own motivational objectives and preference are strongly inconsistent with the teacher's instructional objectives and methods. There are certainly some students whose aim is merely to pass examinations and who prefer the deductive teaching method, such as grammar-translation and presentation, practice, and production (PPP). The same is true for learners who consider English no more than a compulsory subject and who anticipate having no further use for it when they graduate from school.

Last but not least, the adoption of CLT also poses a threat to teachers. According to Medgyes <sup>[26]</sup>, in view of the heavy linguistic demand for knowledge and skills in teachers, non-native teachers tend to expend a significant amount of energy in the struggle of their own target language deficiency, thereby leaving little room for concern about the problems faced by students. In conclusion, implementing CLT is not only a question of whether it can be accepted by students, parents, or educational institutions, but also a huge challenge for non-native teachers, especially novice teachers. The lack of practical teaching experience may trigger anxiety, which may leave a negative impact on both teachers and learners.

## 4. Conclusion

This article offers a classroom English language lesson curriculum designed for CLT, attached with a brief lesson plan and some teaching materials. In the introduction, the article first explains the different English teaching methods arising from the last century and the conception and burgeoning of the CLT in language teaching, followed by its primary principles as presented by different scholars. Thereafter, the rationales for each activity and reasons for the choices within the lesson plan are elaborated in detail. The article further evaluates the strengths and weaknesses of the lesson plan, including the method used, activity types, choice of text, *etc.* The detailed lesson plan and relevant teaching materials are attached in the **Appendix**. The activities in the lesson plan are designed in such a way to push learners to use language creatively outside the classroom by providing meaningful tasks embedded in authentic context. Most activities are conducted in group discussion, aiming to train students' oral competence in a learner-centered manner. The aim of the lesson is to enhance learners' listening and speaking skills; therefore, priority is given to simultaneous interactive communication between students instead of grammatical accuracy. However, as mentioned in the introduction, there has been a debate on the adoption of CLT with the increasing public

awareness of critical thinking. The most controversial issue appears to be how to enable learners achieve communicative competence without sacrificing linguistic competence. Therefore, after-class practice, which guarantees the role of grammar or formal accuracy to a certain extent, is a requirement for each student.

### **Disclosure statement**

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## Appendix

### Lesson plan

*Duration: 100 min*

#### *Class profile*

A 2nd year university class, which includes 30 students majoring in English, with different learning background and L2 proficiency. Learners' characteristics vary from person to person (introverted, extraverted, active, and passive). The students have different learning strategies and learning styles.

#### *Level of learners*

The learners are generally at an intermediate level, ranging from weak-intermediate to advanced L2 proficiency.

#### *Previous learning*

Students have already mastered the four basic skills (listening, reading, writing, and speaking) of English language at an intermediate level. Students have been introduced and familiarized with different communicative strategies.

#### *Lesson aims*

- (1) To introduce certain presentation skills to students (be confident, use eye-contact and proper body language, use strength to emphasize key points, pay attention to intonation, speak at an appropriate speed, *etc.*).
- (2) To practice and familiarize with conversation strategies from previous lessons and enhance oracy.
- (3) To master frequently used vocabulary in speech and raise students' awareness of autonomous learning and responsibility in groupwork.

#### *Lesson objectives*

##### Activity 1

- (1) To raise students' awareness of autonomous learning.
- (2) To come up with some presentation skills before teacher's deductive instruction.
- (3) To practice English speaking ability (state a point and think independently).

##### Activity 2

- (1) To learn new words explicitly.
- (2) To raise students' awareness of autonomous learning.
- (3) To practice speaking ability.

##### Activity 3

- (1) To retain input while it is being processed.
- (2) To distinguish facts from opinions.
- (3) To recognize the function of word stress and intonation in sentences.

##### Activity 4

- (1) To develop speaking language skills (state an opinion, give and ask for reasons, agreeing or disagreeing, and compare different ideas).

- (2) To carry out conversation strategies in group discussion and take responsibility for controlling and maintaining discussion.
- (3) To create a spirit of teamwork (be patient, and respect and accept different opinions from others).

#### Activity 5

- (1) To be aware of key words in utterances.
- (2) To recognize grammatical relations between key elements in sentences.

Stage of the lesson	Time	Teacher activity	Student activity	Interaction (Ss–Ss or T–Ss or Ss–T)	Materials
Review	1 min	<i>Review</i> Students have been instructed to think about the questions during the last class. Quickly review as follows: “What did we talk about last class?”, “What do you think of American people?”, and “How do you deliver an attractive speech?”.	Students recall the last class and answer the questions.	Whole class	
Pre-communicative activities (pre-listening stage)	5–10 min	<i>Activity 1</i> Divide the students into six groups, with each group comprising five students. Ask the students to share their opinions within the group based on the following questions: “What do you think of American people?” and “How do you deliver an attractive speech?”.	Students share their opinions within their groups.	Individual/each group	
	5–10 min	<i>Feedback</i> Ask each group to select one representative to present in the class and write down all the key points presented by each group on the blackboard.	Each group selects one representative to present in the class.	Whole class	Blackboard
	25–30 min	<i>Activity 2</i> Ask each student to introduce the new vocabulary he or she is responsible for to the rest of the group members.	Each student introduces new vocabulary to his or her groupmates.	Individual/each group	Selection and attribution of 36 words to the students
Communicative activities (listening stage)	20 min	<i>Activity 3</i> Explain that the students will watch a video: “Obama: Victory Speech on Election Night.” Instruct the students to look for any useful presentation skills and observe how the selected vocabulary is used in the speech.	Students think of the two questions while watching the video and pay attention to the new vocabulary raised in Activity 2.	Individual	Video of Obama’s victory speech and a classroom projector

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Stage of the lesson	Time	Teacher activity	Student activity	Interaction (Ss–Ss or T–Ss or Ss–T)	Materials
Communicative activities (listening stage)	5–10 min	<i>Feedback</i> The teacher and students discuss about the merits of Obama’s speech together, and the teacher then hands out the prepared presentation skills material to each student.	Students and teacher discuss together. Students can re-read the material carefully after class.	Whole class	Non-verbal communication presentation material
Communicative activities (speaking stage)	10–15 min	<i>Activity 4</i> “If I Were President Obama” The teacher explains to the students as follows: “Suppose you are President Obama, formulate five new policies for America. You can formulate any policy you like as long as you provide sound reasons, such as how to improve the relationship between America and China when it comes to political issues.” The teacher gives each group a recorder and asks the students to record their conversation during discussion.	Each group discusses and records the policy, making a list.	Individual/group	Recorder
Grammar and vocabulary activities (linguistic stage)	10–15 min	<i>Activity 5</i> The teacher distributes the vocabulary test to the students and asks each student to complete it.	Complete the test	Individual	Vocabulary test sheet

Note: Ss–Ss, students to students; T–Ss, teacher to students; Ss–T, students to teacher.

### Vocabulary test (Teaching material 1)

Fill in the blanks using the words in the box below. You may need to change the form to the right answer. Use each word once.

parliaments	beacon	harbour	conquer	scorching	gracious	hatched	in peril	shores	cynical	unyielding
enormity	pitch in	alliance	endorsements	patriotism	apathy	temptation	mortgage	dismissed	prosperity	
setbacks	huddled around	ballot	tyranny	harness	immaturity	campaign	preacher	democracy	porch	
stretched	summon	poisoning	straight							

- (1) If there is anyone who still questions the power of our \_\_\_\_\_, tonight is your answer.
- (2) It’s the answer told by the lines that \_\_\_\_\_ around schools and churches in numbers this nation has never seen.
- (3) A \_\_\_\_\_ line or edge continues in the same direction and does not bend or curve.
- (4) If you describe someone as \_\_\_\_\_, you mean they believe that people always act selfishly.

- (5) I just received a very \_\_\_\_\_ call from Senator McCain. He fought long and hard in this \_\_\_\_\_, and he's fought even longer and harder for the country he loves.
- (6) I would not be standing here tonight without the \_\_\_\_\_ support of my best friend for the last 16 years, the rock of our family and the love of my life, our nation's next first lady, Michelle Obama.
- (7) I was never the likeliest candidate for this office. We didn't start with much money or many \_\_\_\_\_. Our campaign was not \_\_\_\_\_ in the halls of Washington.
- (8) A \_\_\_\_\_ is a sheltered area at the entrance to a building. It has a roof and sometimes has walls.
- (9) They told me about isolation and public \_\_\_\_\_.
- (10) Situated almost directly on the equator, the mountain endures \_\_\_\_\_ days and freezing nights.
- (11) We know the challenges that tomorrow will bring are the greatest of our lifetime – two wars, a planet \_\_\_\_\_, the worst financial crisis in a century.
- (12) There are mothers and fathers who will lie awake after their children fall asleep and wonder how they'll make the \_\_\_\_\_, or pay their doctor's bills, or save enough for college.
- (13) Turkey plans to \_\_\_\_\_ the waters of the Tigris and Euphrates rivers for big hydro-electric power projects.
- (14) An \_\_\_\_\_ is a group of countries or political parties that are formally united and working together because they have similar aims.
- (15) There will be \_\_\_\_\_ and false starts. There are many who won't agree with every decision or policy I make as president.
- (16) So let us \_\_\_\_\_ a new spirit of \_\_\_\_\_; of service and responsibility where each of us resolves to \_\_\_\_\_ and work harder and look after not only ourselves, but each other.
- (17) Will they be able to resist the \_\_\_\_\_ to buy?
- (18) I am disgusted by the \_\_\_\_\_ and stupidity presented in this column.
- (19) She was sentenced to twenty years' imprisonment for \_\_\_\_\_ and attempted murder.
- (20) And to all those watching tonight from beyond our \_\_\_\_\_, from \_\_\_\_\_ and palaces to those who are \_\_\_\_\_ radios in the forgotten corners of our world – our stories are singular, but our destiny is shared, and a new dawn of American leadership is at hand.
- (21) To all those who have wondered if America's \_\_\_\_\_ still burns as bright: Tonight, we proved the answer to you.
- (22) At a time when women's voices were silenced and their hopes \_\_\_\_\_, she lived to see them stand up and speak out and reach for the \_\_\_\_\_. Yes, we can.
- (23) When there was despair in the dust bowl and depression across the land, she saw a nation \_\_\_\_\_ fear itself with a New Deal, new jobs, and a new sense of common purpose. Yes, we can.
- (24) A \_\_\_\_\_ is a sheltered port where ships can take on or discharge cargo.
- (25) A \_\_\_\_\_ is a cruel, harsh, and unfair government in which a person or small group of people have power over everyone else.
- (26) His father was a builder and a church \_\_\_\_\_.
- (27) This is our time – to put our people back to work and open doors of opportunity for our kids; to restore \_\_\_\_\_ and promote the cause of peace.
- (28) Many Chinese people \_\_\_\_\_ in the War of Resistance Against Japan.
- (29) The second part goes on to generally discuss the \_\_\_\_\_ done to Northeast China during the War between Japan and Russia.

## Non-verbal communication (Teaching material 2)

Posture	<ol style="list-style-type: none"><li>(1) Stand straight but not stiff.</li><li>(2) Balance your weight evenly on both feet.</li><li>(3) Standing well allows your diaphragm to move more easily to control your breathing and voice production. You will feel better, sound better, and look better.</li></ol>
Movement and gestures	<ol style="list-style-type: none"><li>(1) Excessive movement is distracting, while no movement at all is boring and uncommunicative.</li><li>(2) Use movements and gestures to signal transcription points or to stress points of importance.</li><li>(3) Avoid meaningless gestures and repetitive movements. Do not wave your left hand about in circles or wave the pointer aimlessly. Use the pointer only when necessary, and with a firm movement. If you have a laser pointer, keep your hand close to your body when using it; do not hold it at arm's length like a gun.</li></ol>
Facial expression	<ol style="list-style-type: none"><li>(1) Match your facial expression with your message. If you claim something is interesting, look as if you find it so.</li><li>(2) Relax your facial muscles. If you look nervous, the audience will not be comfortable.</li><li>(3) Ten minutes before you start, make sure your tongue is relaxed and not raised tensely against the roof of your mouth. If you can discreetly yawn widely once or twice, this will help relax your facial and throat muscles, thus helping you to feel less tense.</li></ol>
Voice	<ol style="list-style-type: none"><li>(1) Speak a little louder than you think is necessary. Project your voice to the back of the room. Use your diaphragm to do this, not the muscles of your throat. Keep the muscles of your throat and mouth relaxed; otherwise, your voice loses resonance and power, and is less pleasant to listen to.</li><li>(2) Speak a little slower than you normally do, especially if you feel nervous. This will help you to sound and feel more confident. A useful rule-of-thumb is the larger the audience, the slower you should speak.</li><li>(3) Use your voice as a communication tool. Vary the speed by speaking more slowly during the introduction and conclusion. Use stress for important points and contrasts. A short silence can also serve to emphasize a point or transition. All these techniques greatly contribute to making a presentation interesting for the listeners.</li></ol>
Eye contact	<ol style="list-style-type: none"><li>(1) Eye contact creates a relationship between the speaker and the audience. It encourages the audience to listen and helps the speaker to relax. So, look at people.</li><li>(2) Start and end with direct eye contact, looking round the audience. During the talk, do not gaze over people's heads or out of the window. Look at your visual aids (and notes if you have them) as much as is necessary, but do not stare at them or talk to them. Look at the audience as much as you can.</li><li>(3) Do not constantly look at the same direction or even worse, at one "victim." Do not dart your eyes about quickly or sweep your gaze round like a searchlight. Focus on one person or a group for about 1–2 seconds, then look at another person or group.</li></ol>

# Practical Logic and Optimization Path of the Effectiveness of Teaching Methods in Ideological and Political Theory Courses

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**Abstract:** Since the Party Central Committee has explicitly requested the running of excellent ideological and political theory courses, the teaching methods of ideological and political theory courses have become a major topic of discussion in academic circles. A gap remains between the current teaching methods of ideological and political theory courses and those in the new era. In order to improve the nurturing effect of key courses, it is necessary to study the basic logic of its effectiveness enhancement from the perspective of practice. In the new era, it is essential to take the spirit from the series of important speeches of the Party and national leaders on ideological and political theory courses as guidance, draw on the effective teaching ideas of Comenius that reflect “fun,” “convenience,” and “thoroughness,” closely combine the teaching practice, as well as select and apply the teaching methods based on the concept of three “combinations” and two “innovations,” *i.e.*, combining students, teachers’ teaching styles, and teaching contents; and innovating and practicing the integrated teaching method of diversified integration as well as the new teaching method of media technology-integrated smart classroom.

**Keywords:** Ideological and political theory course; Teaching methods; Effectiveness; Practical logic

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## 1. Introduction

Entering a new era, the Party and the State have prioritized ideological and political theory courses in key courses as the fundamental task of establishing moral education. On the eve of Teachers’ Day in 2020, the Party and State leaders set ardent expectations for the majority of teachers, urging them to “actively explore the new era of education and teaching methods.” According to a review on the development of China’s ideological and political theory courses, teaching methods have given ideological and political theory courses a fresh impetus and improved its teaching effectiveness. However, the evaluation of students on teaching methods is relatively poor according to a survey conducted by experts <sup>[1]</sup>. Key courses play an important role and are carried out using certain methods. The important value and role of methods in reaching educational goals and achieving nurturing effects provide great significance to methodological research on effectiveness. A literature review on the performance of the poor effectiveness of teaching methods in ideological and political theory courses is conducted, followed by a cause analysis, taking the three-dimensional effectiveness evaluation theory of Comenius, “fun,” “convenience,” and “thoroughness,” as the theoretical framework for research and the new requirements for the construction of ideological and political theory courses in colleges and universities in the new era as a guide. Thereafter, strategies for improving the effectiveness of teaching methods in ideological and political theory courses are proposed to

help key courses play its purported role.

## **2. Poor effectiveness of teaching methods in ideological and political theory courses**

In educational activities, the effectiveness of a method refers to the advantage of a method that can be used by educators and that is widely recognized by educatees to achieve educational goals. According to Shen, ideological and political education methods are the links and intermediaries in the establishment of relationships in ideological and political education activities; therefore, it is an inherent requirement that effective ideological and political education methods must have multifaceted adaptability <sup>[2]</sup>. The use and effectiveness of teaching methods are directly influenced by the educators' own knowledge structures and knowledge systems. Teaching methods have adaptability to educators; the basis and principles of method selection should be based on the premise of following the law of ideological and psychological development of educatees. Teaching methods also have adaptability to educatees; methods serve the purpose, and the selection of teaching methods should be based on the purpose of education. Teaching methods have adaptability to the purpose of education; as the main channel of ideological and political education, the effectiveness of teaching methods and their connotation have the same nature. The aforementioned three "adaptabilities" can be regarded as the three criteria for evaluating the effectiveness of teaching methods in ideological and political theory courses.

### **2.1. Teaching materials are far from reality and the times and are not adapted to students**

The inadaptability of teaching methods to the object of education refers to the fact that the teaching methods are not conducive to the establishment of good communication, the relationship between educators and educatees, the stimulation of the latter's internal drive to learn, and their subjectivity. Different teaching methods require different materials as support. According to a research on the evaluation of ideological and political theory courses and teachers' teaching in 8,030 undergraduates from 52 colleges and universities in China, 26% of students felt that the "teaching cases are out of touch with students' reality." The principle means of improving the attractiveness of classroom teaching is to relate to reality. Student may feel bored if the teaching cases that are beyond their knowledge and experience; in addition, the interaction between teachers and students may also be affected. On the contrary, cases that meet the students' cognitive range and related to the discourse system of students' lives are more likely to arouse students' interest, stimulate their learning enthusiasm, and increase their participation in learning. The case teaching method is the most commonly used teaching method for teaching ideological and political theory courses. However, some teachers do not pay enough attention to current affairs, and some continue using cases from old lesson plans. As a result, the effectiveness of teaching methods is likely to be affected.

### **2.2. Connotation and operation process are not clearly understood and mastered by some teachers or adapted to teachers**

The inadaptability of teaching methods to educators refers to the inability of teachers to understand the application teaching methods in a comprehensive manner and their unskilled use. This makes it difficult to maximize the effectiveness of the teaching methods in the teaching process. Several studies have shown that some teaching methods are not used naturally or smoothly enough and there is a tendency to use teaching methods dogmatically; hence, they behave somewhat rigidly in actual teaching practice <sup>[3]</sup>. Since teachers do not fully understand the connotation of teaching methods, the phenomenon of "rigidity" is bound to appear in the implementation process, resulting in a poor teaching process. Teachers would only be able to fully master the teaching methods and optimize the effectiveness of teaching methods in the teaching practice of ideological and political theory courses if they have a clear grasp of the entire method application process.



### **2.3. Entertainment tendency weakens the teaching ideology and theoreticality and is not adapted to the purpose of teaching**

The inadaptability of teaching methods to the teaching purpose refers to the failure of teaching methods in serving the teaching purpose and achieving a reasonable teaching effect. The main purpose of ideological and political theory courses is to enhance students' knowledge and build their confidence in Marxist theory, improve their theoretical literacy, and externalize it in practice. No matter what teaching methods are used, this purpose should be met. The current teaching of ideological and political theory courses has over-relied on images, videos, and other multimedia technical means, transferring the content in textbooks to online videos, and incorporating the originally standardized and rigorous ideological and political theory course with strong entertainment color <sup>[4]</sup>. According to previous research data, ideological and political theory courses were thought to be "overly entertaining with unclear teaching objectives" in 19.7% of students. Students tend to immerse themselves in the entertainment environment as a result of the attractive and "exciting" entertainment aspect, which steals their attention from the actual teaching content and weakens the value and ideology of the content, as well as the theory behind it.

### **3. Analysis of the reasons for the poor effectiveness of teaching methods in ideological and political theory courses**

Comenius advocates that effective teaching methods should have the attributes of "fun," "convenient," and "thorough." These three attributes correspond to the three elements of classroom teaching: the educated, the educator, and the teaching goal. The reasons for the shortcomings of the teaching methods are discussed in this section.

#### **3.1. Lack of understanding of the subjectivity of the educatees and failure in meeting the psychological needs of students**

According to Comenius, the prerequisite of effective teaching is students' active willingness to learn and the manifestation of students' subjectivity. The current teaching methods are not adapted to students' problems, mainly because students' internal drive to learn has not been stimulated, the subjectivity of educatees has not been brought into play, and there is a lack of subjective initiative. In modern teaching activities, both teachers and students share a common goal. Teachers' teaching activities and students' learning activities are centered on students' growth and success. However, there are times when they are influenced by the traditional teaching concept. Hard indoctrination traces of some teachers are still evident. They strengthen the will of teachers, weaken students' subjectivity, and shelve the psychological needs of learning to some extent. According to a survey, students present a higher degree of recognition to the case teaching method because this method has a storytelling plot with a beginning and an end. It replaces the boring abstract theory indoctrination with concrete and vivid cases, which revitalize the teaching content and strengthen the classroom subject. This is particularly true in events where contemporary cases originating from social life practice are used. Theory thus becomes vivid and dynamic by entering students' world and highly integrated with practice <sup>[5]</sup>. Overall, the case teaching method enhances students' learning experience. Other than that, combining ideological and political "small classroom" with social "big classroom" to form a "big ideological and political classroom" <sup>[6]</sup> may be effective. This dynamic and open teaching method, which links theory and practice, presents real and typical problems to students, which makes it easier for students to externalize what they learn from the course into daily life practice. In that way, it can improve students' theoretical self-consciousness of using various theories to analyze and solve problems, stimulate students' interest in classroom learning, and thus achieve the teaching objectives.

### **3.2. Lack of understanding of the application and characteristics of teaching methods, and detachment from teachers' own reality**

Convenience, with regard to teaching methods, means that a method is not only simple to apply and operate, but also easier to achieve the teaching purpose. The current issue in which the teaching methods are not suitable for teachers is due to the fact that teachers do not have a clear and proficient grasp of how to use these teaching methods. Any teaching method has unique connotations, characteristics, processes, and shortcomings. In the teaching of ideological and political theory courses, teachers must really know themselves and their peers to be able to use these methods easily and achieve effective teaching effects. First, the effectiveness of teaching methods and teachers' teaching style are closely related. For ideological and political teachers, the diversity of teaching styles is objective. The psychological base factors of the effectiveness of teaching are as follows: ideological and moral cultivation, knowledge structure, way of thinking, personalities (temperament, poise, *etc.*), teaching ability; and depth, breadth, intensity, and speed of teaching <sup>[7]</sup>. Teachers often refrain from integrating their own feelings and the spirit of Marxist truth into the interpretation of each concept and case <sup>[8]</sup>. As a result, the effectiveness of teaching methods weakens. Second, different teaching methods are applied to different teaching categories. Some teaching methods focus on knowledge mapping and cultivating students' critical thinking and skills, which are more applicable to practical teaching. Other teaching methods focus on explaining knowledge and cultivating knowledge cognition, which are more applicable to knowledge-based teaching. There are also some teaching methods that are oriented to trending social issues, focusing on the theoretical explanation and guidance of important and difficult issues to improve theoretical literacy; these teaching methods are more applicable to theoretical teaching.

### **3.3. Lack of understanding of teaching objectives and unsatisfactory teaching effect**

According to Comenius, only a number of students are thoroughly equipped when they graduate; the majority are equipped with surface knowledge without receiving any real education because what they learn is as such: most of it (knowledge) merely passes through their heads and is not firmly fixed there <sup>[9]</sup>; moreover, the thoroughness of teaching is lacking. The thoroughness of teaching in ideological and political theory courses refers not only to the students' understanding of knowledge, but also the content of teaching that has been grounded in the brain and heart. Knowledge is "written into memory," integrated into thought, becomes the support of ideals and beliefs, and practiced socially. The current problem in which teaching methods do not adapt to the teaching objectives is attributed to teachers' failure in understanding the teaching objectives and their cognitive ambiguity of the value of these objectives. Ideological and political education is reflected as ideological education through knowledge education, with the goal of spreading and promoting Marxist scientific theories. It is highly theoretical and ideological, and its education process begins from the analysis and understanding of knowledge to "writing into memory," followed by practicing. Effective teaching methods are important for fixing knowledge in one's memory. In addition, there is a strong purpose to both teaching and learning, which is to pass the assessment of the course. As the most direct way to evaluate the effectiveness of teaching, the course assessment plays the role of a baton in the choice of teaching methods. The current assessment method of ideological and political theory courses, which is a biased knowledge, ideological, and theoretical assessment, is still lacking. The reason for the teaching objectives tending to be knowledge-based is the lack of clarity of the teaching objectives in Marxist education although there is some relation to the complexity of the course assessment itself. The knowledge-based orientation of the teaching objectives directly affects the choice of teaching methods.

#### **4. Suggestions for improving the effectiveness of teaching methods in ideological and political theory courses**

In view of the current teaching methods of ideological and political theory courses, the detached teaching materials from the actual courses and the students, the unclear and uncertainties in the connotation and operation process of the methods, and the one-sided pursuit of attractiveness, catering to students, entertainment tendencies, and other problems, combined with the aforementioned reasons, we recommend that ideological and political teachers establish the concept of three “combinations” and two “innovations” in the selection and use of teaching methods.

##### **4.1. Combine the characteristics of students’ thinking and professional reality to choose appropriate teaching methods**

In the information age, college students have become veritable netizens through the internet. With increasing social openness, college students tend to flaunt their individuality and open-mindedness. The acceleration of social development accentuates the intergenerational characteristics of college students, which are the characteristics of college students in the new era. Classroom teaching is a practical activity involving interaction between the subject and the object. In order to choose teaching methods not only from the perspective of educators, but also from the perspective of educatees and the teaching goals, ideological and political teachers need to pay attention to trending topics in the network. In that way, they would be able to choose cases and topics that are “hot” and “trending.” You can choose cases and topics that are “hot” and “headlines”, and choose events that happen on the university campus as materials. Such actual cases in life can make students feel close and interested, and stimulate the internal drive to learn. On the other hand, the cases and themes involved in the teaching methods are combined with students' disciplines and majors. Science and technology majors can choose cases and themes related to scientific research, military and police majors choose more cases and problems in military and police, teacher training majors focus on cases of teachers, and medical majors focus on cases and themes related to the medical world. Although some cases and themes have common applicability, they still cannot be uniform, and different institutions and different majors use the same teaching design. Only by going to the students' life field to choose the vivid cases, can we enter the students' mind world, which is the distinctive issue of “fresh and lively” and “delightful” proposed by Mao Zedong.

##### **4.2. Combine the teaching style of teachers to choose appropriate teaching methods**

The key to the value of a teaching method lies in the teacher’s ability to use the method flexibly. Since teaching methods cannot be part of the teacher’s skilled use and understanding of a problem, the majority of ideological and political teachers need to examine their own personalities, strengths in professional subjects, language characteristics, teaching skills, *etc.*, in order to determine their own teaching style based on their choice of teaching methods. Ideological and political teachers should consciously cultivate personalized teaching methods in conjunction with their own teaching style as an innovation of teaching methods. In teaching practice, some colleges and universities request their teachers to jointly explore and practice certain teaching methods. This is of positive significance from the perspective of teaching mode brand building. The teaching methods that teachers adopt for specific courses need to be based on the actual situation of the course in combination with the teacher’s own teaching style, without deliberately pursuing a team approach. In actual practice, ideological and political teachers should consider their own knowledge level, logic, and language characteristics, as well as other teaching styles in choosing appropriate teaching methods.

### **4.3. Combining teaching content with appropriate teaching methods**

In order to address the issue that teaching content and teaching methods do not match well and the methods cater to students weakening the content, the majority of teachers of ideological and political theory courses need to take the attributes of ideology in ideological and political theory courses as a major premise, clarify the relationship between content and form, and select methods that are suitable for the teaching content. Certain teaching contents require specific teaching methods to be presented and strengthened, and there are certain teaching methods that will enable the teachers to present the teaching content appropriately. Teaching methods are closely related to the teaching form; thus, any change or reform of teaching form must revolve around the reform of content. This is an objective law that teaching methods should adhere to<sup>[10]</sup>. The unity of content and form is required for teaching methods to work in the teaching process. The methods must be subordinated to and serve the specific teaching content. In the selection of teaching methods, it is necessary to take into full consideration of knowledge transmission and the sublimation of ideas, *i.e.*, the unification of intellectualization and moralization of curriculum.

### **4.4. Innovation and practice of multi-faceted integration of comprehensive teaching method**

Innovation is the Party Central Committee's requirement for the reform of ideological and political theory courses. The reform and innovation of teaching methods is the right thing to do. It is known from previous analysis that different teaching methods have different effectiveness and complementary advantages. Therefore, in response to the issue that the teaching methods of ideological and political theory courses cannot achieve "thoroughness," teachers of ideological and political theory courses need to use comprehensive teaching methods. They should actively transform the old concept of seeking the best teaching method to integrating the effectiveness of various teaching methods on the basis of in-depth research, reasonable innovation, and combining the actual teaching content, their own teaching style, and actual student learning, with the innovative practice of multi-faceted integration of various teaching methods. The integrated method is not the simultaneous use of multiple teaching methods but rather the exploration of the internal consistency of different teaching methods and the integration of multiple teaching methods. According to Shen, people's concern for the effectiveness of practical activities should not only be focused on the effectiveness of the results of practical activities, but also on the extent to which the practical activities effectively meet their needs. It should also focus on the effectiveness of the elements that constitute the practical activities and the ways and conditions of specific practical activities, which would be effective for the production of results<sup>[2]</sup>. All teaching methods have shortcomings; hence, how to build on the strengths and avoid the shortcomings is the basic principle for the selection of teaching methods. The teaching of ideological and political theory courses is different from other disciplines. In addition to its focus on knowledge, it also focuses on the ideological and theoretical reach. Effective complementarity can be achieved by avoiding the shortcomings of different teaching methods and integrating the advantages of different methods.

### **4.5. Innovative practice of new teaching methods of media technology-integrated smart classroom**

The reform and innovation of the ideological and political theory courses is a clear requirement of the Party Central Committee to improve the teachers' information technology skills and apply modern information technology to the teaching of ideological and political theory courses. On the one hand, modern media technology, which integrates graphic, text, sound, and video, can be applied to the teaching of ideological and political theory courses as it draws college students into the state of "mind flow" with full commitment and fits ideally into the way new era college students accept information, reflecting the sense of intimacy and enhancing the attractiveness. On the other hand, it helps dispel the dullness brought about by the ideological and theoretical nature of the course and enhances the "fun" in the course. In view of the tendency

of entertainment in such a context, it is necessary to dialectically analyze the teaching methods and affirm the positive effect of media technology application on classroom teaching without blindly abandoning traditional teaching methods. The advantages of traditional teaching methods are found in the clarity of the teaching content, teaching ideas, and teaching purpose, the control of the key points, and various other aspects. On the basis of traditional teaching methods, teachers must use media technology in an appropriate manner and pay attention to limiting the video options. Each lesson is designed in such a way that a short 10-minute video is chosen because the attention of college students can only last for about 10 minutes, especially in video-assisted teaching<sup>[11]</sup>. The use of new media technology is an important value point for ideological and political theory courses to “come alive.” It strengthens the endogenous gravitational force of classroom teaching and is the premise for creating a smart classroom. Taking the successful experience of traditional teaching methods and integrating the advantages of new media technology to create a new teaching method, smart classroom will become an important development trend of effective teaching methods for college ideological and political theory courses. Teachers should fully comply to the law of education and follow the teaching development, understand the advantages of new technology, new means, and new media to achieve high-quality teaching, innovate classroom teaching methods and means through new information technology, and realize the deep integration of new technology and classroom teaching.

## **5. Conclusion**

Teaching methods have the property of tools. They are the intermediaries and tools for classroom educators to educate people. As the saying goes, “If you want to do a good job, you must first make use of tools.” The mastery and understanding of “things” are the prerequisite for selecting and using “tools,” and the familiarity and proficiency of “tools” is the guarantee of “good things.” In the selection of effective teaching methods, it is not only necessary to study the applicability of the teaching content and gain familiarity with the application of the teaching methods, but also take into account of the students’ needs. These three aspects must be considered in order to ensure the maximum effectiveness of the teaching methods, especially with regard to ideological and political theory courses. Interest is the premise of the effectiveness of a teaching method, simplifying it is the key to the effectiveness of the teaching method, and the thoroughness of the teaching objective is the value of the effectiveness of the method. Ideological and political teachers must fully understand the personalities of students, integrate the actual subject specialization, their own teaching style, and the actual teaching content, take advantage of the traditional mode and new media, innovate and implement comprehensive teaching methods, adapt to the law of education, conform to the purpose of education, and reach a realm of both teaching and learning. Although this study analyzes the effectiveness of teaching methods, the research on specific methods for each ideological and political theory course is lacking, thus requiring further studies.

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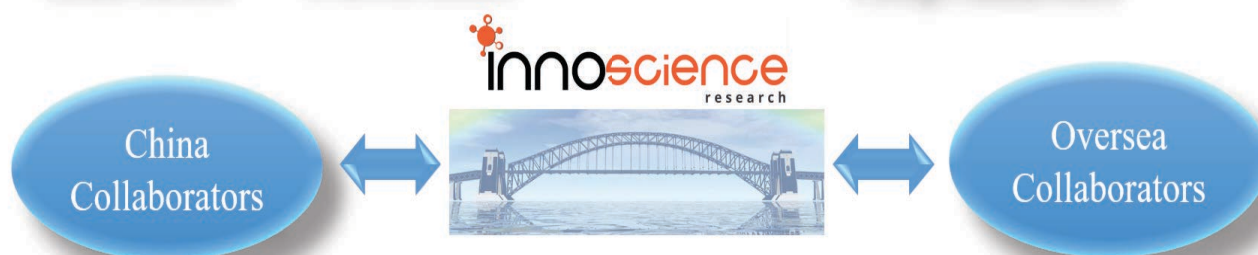
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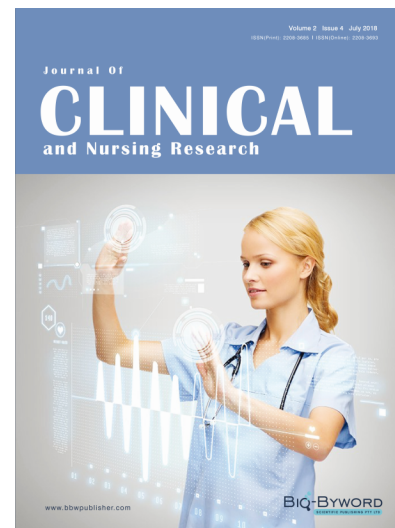
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