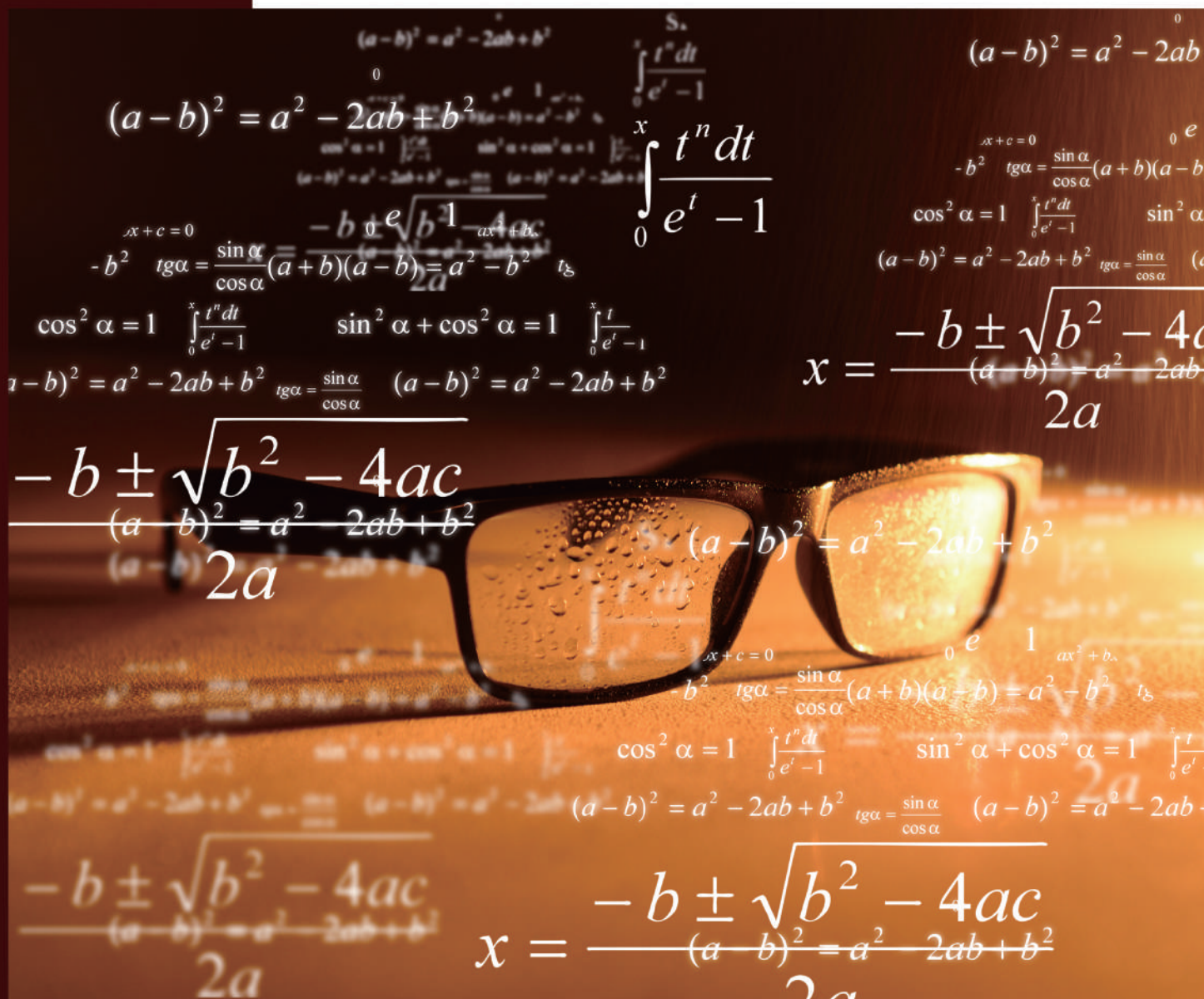


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# Journal of Educational Theory and Management

**Editor-in-Chief**

Huimin Feng, Wuhan University

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## ARTICLE

# The Development of Overseas Education in the New Era of China

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### ABSTRACT

The development of overseas education in the new era of China can be divided into four stages, each of which has different characteristics. The achievements of the development of China's overseas education are as following: first, persisting in the overall idea of "supporting study abroad, encouraging return home and freedom of coming and going"; second, the number of students of overseas education keeps rising; third, the selection of overseas education is gradually diversified. The future development trend of overseas education is shown as: the return boom is in the ascendant; the "domestic overseas education" is gradually developing; and China's international education ushers in the climax.

## 1. The Development of Overseas Education in the New Era

### 1.1 The Recovery Period of Overseas Education 1978-1988

#### 1.1.1 Overview of Overseas Education

The Third Plenary Session of the tenth Central Committee of the Communist Party of China marked the arrival of the new era in China, at which the resolution on "the restoration of Comrade Deng Xiaoping's post" was adopted. Deng Xiaoping proposed that we should do well in education and science and technology, and think that education and science and technology are the breakthrough of development and opening up. After the Third Plenary Session of the tenth Central Committee, he repeatedly mentioned that to rapidly improve China's

higher education, "we must absorb the world's advanced things and make foreign things serve China." To send overseas students out, invite people to give lectures"<sup>[1]</sup>. After listening to the report on the work of Tsinghua University, Deng Xiaoping made an instruction to expand the sending of overseas students: "we are in favor of the increase of the number of overseas students. We should send thousands of students. On the one hand, we should strive to improve our university level. On the other hand, we should send people out to study. This is one of the important ways to speed up the cultivation of talented personnel and improve the level of education of our country."<sup>[2]</sup>

Deng Xiaoping's decision on sending overseas students was not only influenced by his early experience of studying abroad, but also came from his correct judgment of the situation of domestic and abroad. He realized that talented personnel is indispensable for the construction of our

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country, and that to make progress in science and technology, we must achieve foreign exchange and opening up in education. Although at that time China was waiting for prosperity and the state's foreign exchange reserves were very limited, he thought it was worthwhile to send overseas students sponsored by the government.

In December 1978, the first 52 visiting scholars sponsored by the government arrived in the United States, becoming the first batch of overseas students after China's opening up and development, opening up the development of overseas education in the new era.

After the recovery of overseas education, China's overseas education basically shows a steady growth trend at this stage. For example, in 1979, there were 1277 people sent by the government to study abroad. In 1980, there were 1862 people sent by the government to study abroad. In 1981, the number exceeded 2000, reaching 2925. By 1985, the number of people sent by the government to study abroad had exceeded 3000, reaching 3246<sup>[3]</sup>.

Overseas education sent by employers was also an important way in this stage, which showed a more rapid growth trend. In 1987, the number of overseas students sent by the government was 3707, and the number of overseas students sent by the employers was 6569; in 1988, the number of overseas students sent by the government was 3786, and the number of overseas students sent by the employers to study abroad was 3535; in 1990, the number of overseas students sent by the government was 2792, and the number of overseas students sent by the employers was 5500<sup>[4]</sup>.

At the same time, studying abroad at one's own expense gradually developed. "*Provisional regulations on the work of students studying abroad*" clearly put forward that studying abroad at one's own expense is a channel for training talented personal for national construction and should be supported. For those who study abroad at their own expense, they should be treated as if they were sent abroad by the government, treated equally in politics, and cared for and cherished. Before 1978, the number of people studying abroad at their own expense was almost zero. After 1979, more than 1000 students applied to study at their own expense every year.

In December 1984, "*the Interim Provisions on studying abroad at one's own expense*" issued by the State Council stipulated that any individual citizen who has obtained foreign exchange subsidy or foreign scholarship through proper and legal procedures and has successfully obtained the admission permit can study abroad at one's own expense, regardless of the limitation of education background, age and working years. In the late 1980s, the upsurge of studying abroad at one's own expense kept

developing. According to the annual report "*New Open Doors Data*" published by the International Education Association in 1988, China became the country with the largest number of overseas students in the world in 1987, with a total of 42481.

In the process of the continuous development of overseas education, the scale of overseas study expanded rapidly. At the same time, there are problems such as the late return of overseas students sent by the government, the blindness of sending overseas students, and the chaos of the market for overseas study. These problems lead to the deficit of overseas study, imbalance of age, imbalance of discipline distribution, and the decline of the quality of overseas students. In front of these problems, Chinese government adjusted the policy of overseas education in time, formulated relevant laws and regulations, and ensured the steady development of overseas education.

### 1.1.2 Overseas Education Policy and Organization

In view of the situation that all wastes are waiting for prosperity in the early stage of China's development and opening-up, therefore, in the period of China's overseas education recovery, the national policy of overseas education is to "open more channels and send more students". The overseas education was sponsored by the government. After returning to China, the students will be uniformly distributed by the government. In principle, graduate students and advanced students need to return to the original units.

In order to encourage the development of overseas education, in the early stage, the policy of studying abroad was relatively loose. On January 1, 1981, seven departments, including the Ministry of education and the Ministry of foreign affairs, approved and transmitted "*the request for instructions on studying abroad at one's own expense*" and "*the Interim Provisions on studying abroad at one's own expense*", recognizing that studying abroad at one's own expense is a legal way to go abroad. In July of the same year, the State Council approved and transmitted "*the notice on the report of the working conference on the management of overseas students*" issued by the Ministry of education and other six departments, pointing out that the policy of sending overseas students by the government is still "strive to send more students", but at the same time, it requires "highlight the key points, make overall arrangements and ensure the quality", and for the first time, it clearly proposes that employers can also send overseas students, so as to diversified the Channel of dispatching. On December 13, 1986, the State Council approved the Circular of the State Education Commission "*on the In-*

terim Provisions on the work of overseas students”, which stipulated that the policy of China’s overseas study work at that time was “dispatch as needed, guarantee the quality and integrate study with application”.

With the continuous development of overseas education, in the middle and late 1980s, because of the problems of overseas education, China adjusted the policy of studying abroad in time, and strengthened the construction of policies and regulations of overseas education. On August 21, 1987, the State Education Commission and the Ministry of Public Security jointly issued “the notice on the prohibition of organizations and individuals at home and abroad from enrolling students studying abroad at their own expense in China without authorization”, stipulating that those who meet the requirements of the state should be supported. However, “no organization or individual at home or abroad is allowed to undertake the business of ‘contacting and arranging to study abroad at their own expense’ in China”<sup>[5]</sup>. Relevant domestic organizations may establish non-profit and service-oriented overseas education consulting institutions to provide overseas study consulting services to Chinese citizens. On December 30th of the same year, the notice “on further implementing the work of the central government’s personnel studying abroad” emphasized that the principle of “less and better” should be adhered to for public students studying abroad. The overseas students sent by government should not be excessively concentrated in some countries, and declared that the students studying abroad sent by government have the obligation to return to China on schedule.

In consideration of those problems in overseas education, the policy of overseas education in China was tightened. While continuing to implement the policy of “dispatch as needed, guarantee the quality and integrate study with application”, the principle of “learning from other country according needs, less and better, fixed person and orientation, striving for quality and return” is emphasized.

Since 1991, the government set limitation to the number of visiting scholars sent by government and adopt the method of “limit application, expert evaluation and excellent admission”. As for studying abroad at one’s own expense, the State Education Commission stipulates that after five years of graduation of undergraduate or graduate students, one can apply for studying abroad at one’s own expense only with the consent of the unit they belong to and the approval of the Education Commission of the local province, autonomous region or municipality directly under the central government. On January 25, 1990, the State Education Commission issued the notice “on the supplementary provisions on self-funded study abroad for the personnel with college degree or above”, to carry

out qualification examination to the ones who is studying abroad at one’s own expense with college degree or above, and collect the higher education training fee from them”<sup>[6]</sup>.

In order to help and manage overseas education better, China established Service Overseas Student Service Center on April 1, 1989. The Department of overseas education was set up by the State Education Commission, which is mainly responsible for the related services of overseas education, returning after study and studying in China, as well as international exchange and cooperation in education.

In terms of international education in China, China held a working conference on international students, from January 8th to 19th, 1979. This is the second National Conference on international education in China since the founding of the People’s Republic of China. The meeting decided on the policy of receiving international students from China: adhere to the standards, select the best students, create conditions and gradually increase.

### 1.1.3 Characteristics of the Development of Overseas Education

#### (1) High Age of Overseas Students

After the development and opening up, six of the first 52 Chinese students studying in the United States were women. They were all teaching and research backbones. They were all sent abroad as visiting scholars. The average age was 41 years old. It can be seen that the average age of overseas students in the recovery period of overseas education in China is relatively high.

After 1979, the average age of overseas students in China gradually declined. For example, in 1980, most of the overseas students were graduate students and research scholars. In 1981, most of them were university teachers, scientific and technological personnel. In 1982, they were young and middle-aged backbone teachers and discipline leaders for short-term study, and they were properly selected to study for doctoral and master’s degrees. The age of the overseas students gradually declined. In the 1980s, most of the overseas students went abroad to study for master’s or doctor’s degrees. But, by the early 1990s, some senior high school graduates began to study for undergraduate courses<sup>[7]</sup>.

#### (2) Natural Sciences and Applied Disciplines Were Popular

At that time, the policy of sending overseas students was: learning from other country according needs, less and better. Overseas education was mainly focused on Natural Science and gave priority to emerging science and technology disciplines and marginal disciplines. Among

the first 52 people to the United States, 29 of them were major in science, 18 in engineering, 2 in medicine and 1 in agriculture. It can be seen that at that time, the importance on science rather than literature was emphasized. Through the plan for the discipline arrangement of overseas students at that time, we can see the limitations of that era. It was parochial to separate the humanities from the natural sciences and despise the humanities, which even affected the overall cognition of our society to the humanities.

After 1979, natural sciences and applied disciplines were still popular, taking the overseas students in 1981 as an example, of the 3416 students studying abroad, 3076 were majoring in natural science, accounting for 90%, while only 186 of them were majoring in social science, accounting for 5.4%, and 154 others, accounting for 4.6%.

### (3) Sending by Government Is the Main Mode of Overseas Education

During the development period of overseas education in China, there are mainly three modes of overseas education: sending by government, sending by employers and self funded overseas study. Among them, the national government sent 2800 people to study abroad on average every year, and totally 37253 people from 1979 to 1991<sup>[8]</sup>. From 1978 to 1984, the total number of people who went abroad at their own expense was about 7000; from 1985 to 1988, the number was 16000; in 1989, the total number of people who obtained visas at their own expense was 7898; in 1990, the total number of people who went abroad at their own expense was 18000<sup>[9]</sup>. From the data above, it can be seen that at this stage, the main mode of overseas education was sending by government, and at the same time, studying abroad at one's own expense began to develop.

## 1.2 The Stable Period of the Development of Overseas Education 1992-1999

### 1.2.1 Overview of Overseas Education

After a brief adjustment in the early 1990s, China's overseas education entered a relatively stable period. Although at the end of the last stage, there were many overseas students failed to return as scheduled, and many people began to question the effect of overseas education, but the Chinese government decided to continue to develop the overseas education. In 1992, Deng Xiaoping's "South tour speech" not only set off a new upsurge of China's development and opening up, but also pointed out the direction for the adjustment of overseas education. In the same year, China put forward the 12 words policy of overseas education: "supporting study abroad, encouraging return home and freedom of coming and going". This policy had

a wide influence on the development of overseas education, promoted the development of overseas education, encouraged citizens to study abroad and receive education, and also expressed the hope of overseas students returning to China as soon as possible and making contributions to the motherland. Under the situation of deepening development and expanding opening-up, China's overseas education was further improved according to the guiding ideology of establishing a socialist market economy system, and gradually developed in the direction of socialization and legalization, with "trans century talents" and "top talents" as the development goals of this stage of overseas education.

The continuous development of overseas education is not only benefited from the determination and policy support of China's in-depth development and opening-up, but also assisted by the international situation and the talent and economic strategies of foreign countries. In the 1990s, the international situation was stable. Many countries adhered to the strategy of peaceful development, which provided a stable international environment for overseas education. At the same time, the developed countries, represented by the United States, are competing for excellent talents in the international talent market, and they also see the economic benefits of overseas education. They regarded overseas education as a "smokeless market" for economic growth. Under the stimulation of economic interests, many countries began to hold the banner of education internationalization and implemented free overseas education policy, which further promoted the development of China's overseas education.

After a short period of adjustment in the last stage, the total number of all kinds of overseas students in China increased, there was 6540 overseas students in 1992, 10742 in 1993, 19071 in 1994, 20381 in 1995, 20900 in 1996, and 22410 in 1997. In 1998, there were 17622 students studying abroad<sup>[10]</sup>.

### 1.2.2 Overseas Education Policy and Organization

Sticking on the general policy of "supporting study abroad, encouraging return home and freedom of coming and going", the management system of students' selection of overseas education supported by government has implemented a series of development, which is based on "learning from other country according needs, less and better, fixed person and orientation, striving for quality and return".

The selection also abandoned the method of sending candidates recommended by the unit, and changed to the policy of selecting the best through the national exam-



ination, and implementing individual application, expert review, equal competition, selecting the best, signed dispatch, liquidated damages under the macro guidance of the government plan.

The issuance of “*the notice on issues related to studying abroad at one’s own expense*” clarified the rights and obligations of students studying abroad. The notice also stipulated that students at or above the college level with public funds and personnel with college degree or above (including direct or non-direct relatives of Returned Overseas Chinese, etc.) can apply for studying abroad at one’s own expense after serving in China for a certain period of time or paying for higher education and training fees<sup>[11]</sup>.

This limited the number of people who choose to study abroad at their own expense, to a certain extent, and avoided brain drain and student’s detention abroad. In addition, in order to further support self-funded overseas education, China opened an intermediary market for self-funded overseas education for the first time, which is an “educational service agency”<sup>[12]</sup>, in order to help more self funded overseas students to choose and apply foreign universities, and at the same time, to implement certain early warning and supervision on the self funded overseas education agency market.

In terms of the policy of returning to China, the policy system of encouraging returning to China is also constantly improving in the continuous development. In 1992, the State Council issued “*the notice on issues related to overseas students*”, which deal with the extension and replacement of overseas students’ passports. Since then, the work of overseas education in China has changed from passive to active, showing a new situation. China’s policy “encouraging overseas students to serve the country in various forms”, and has launched “Chunhui” and other plans to attract returned personnel, which has achieved remarkable results.

In 1995, the establishment of China Scholarship Fund regulated the enrollment, selection and management system of overseas students and those who came to China, and gradually put overseas education in China on the track of legalization. The establishment of China Scholarship Fund further standardized the management of overseas students funded by the government. The establishment of this institution changed the state-funded overseas education into fund support, adopted the common practice of “contract dispatch, liquidated damages” in other countries, and managed overseas education by legal means.

### 1.2.3 Characteristics of the Development of Overseas Education

(1) The Rate of Overseas Students Sending by Govern-

ment Descended

The number of overseas students sending by government was 2489 in 1992, 2938 in 1993, 2071 in 1994, 2154 in 1995, 1905 in 1996, 2110 in 1997 and 2639 in 1998, In 1999, the number of overseas students sending by government was 2661, and in 2000, the number of students sent by the government was 2808<sup>[13]</sup>.

**Table 1.** Number of overseas students funded by government and by their own expense in 1992-2000

Year	Total number of overseas students	Students funded by government	Students funded by their own expense	Rate of students funded by their own expense
1992	6540	2489	4051	61.94
1993	10742	2938	7804	72.64
1994	19071	2071	17000	89.14
1995	20381	2154	18227	89.43
1996	20900	1905	18995	90.88
1997	22410	2110	20300	90.58
1998	17622	2639	14983	85.02
1999	23749	2661	21088	88.97
2000	38989	2808	36181	92.79

Although the number of overseas students funded by government in China is steadily increasing, the proportion of them in all overseas students is greatly reduced, which shows that a large part of the students in this stage of China’s overseas education are going abroad at their own expense. In 1981, 93% of all kinds of overseas students were sent by the government (including those sent by science institutes and provincial and municipal ministries). By the year 2000, the proportion of government-sponsored overseas students had dropped to 7.2%<sup>[14]</sup>.

(2) The Selection of Major Meets the Needs of Country

From the perspective of the major selection of students sent by the government, in this stage, the government gave a lot of support to the national key disciplines and disciplines that are urgently needed in the construction and development, with science, agriculture, medicine, industry and other categories as the main fields, as well as humanities and social sciences. The former accounts for 85% and the latter accounts for 15%, among which the applied engineering is about 40% and the agronomy is about 20%<sup>[15]</sup>. At this stage, the structure and proportion of overseas students’ major selection are in line with the actual needs of China’s economic construction at the end of the last century, which is conducive to the development of China’s national economy and the optimization of the economic structure.

(3) Importing Countries Are Concentrated in European and American

From the perspective of the regions sent by the government to study abroad, the proportion of students went to America, Western Europe and Oceania was about 50%, that of central and Eastern Europe was about 20%, that of Asia was about 15%, and that of Latin America and Africa was about 15%<sup>[16]</sup>. The main purpose of studying abroad was to learn advanced science and technology and management experience of foreign countries. In this respect, America and Western Europe were the most representative countries. Therefore, it was advisable to take these regions as the main sending places.

### 1.3 The Outbreak Stage of Overseas Education 2000-2011

#### 1.3.1 Overview of Overseas Education

Since the beginning of the new century, China's overseas education has developed vigorously, and the internationalization of China's higher education entered a stage of explosive growth. Under the promotion of the project of "National construction of high level university graduate programs supported by government", China adhered to the overall idea of "supporting study abroad, encouraging return home and freedom of coming and going". China's overseas education at this stage put forward the goal of "three first-class", aiming to select first-class students, send them to first-class schools, learn from first-class tutors, and strive to cultivate high-level and creative talents. This goal mean the shift of the focus and the promotion overseas education.

At this stage, the vigorous development of China's overseas education could not be separated from the safe international situation and the promotion of China's international status. On December 11, 2001, China formally joined the world trade organization, marking that China's market-oriented development was officially in line with the world market economy and participated in world competition. At the same time of economic integration with the world, China's education was also gradually integrated with the world market. After China's accession to the WTO, there was a significant increase in overseas education. The United States, the United Kingdom and other countries further relaxed the conditions for accepting students abroad, and the visa pass rate reached the highest in history, generally more than 80%.

Under the stimulation of the above factors, many people regard overseas education as a necessary means to improve their competitiveness, and the number of Chinese overseas students increased explosively. In 2000, there were 39000 people studying abroad in China, 84000 in 2001, 125000 in 2002, 117300 in 2003, 114700 in 2004,

118500 in 2005, 133800 in 2006, 144000 in 2007, 179800 in 2008<sup>[17]</sup>, 229000 in 2009, 282700 in 2010 and 339700 in 2011. According to the statistics of UNESCO in 2006, the number of overseas students from China accounts for 14% of the global total. China has become the largest source of international students. In 2010, China surpassed India to become the country with the largest number of students studying in the United States.

With the increase of the number of students studying abroad in China, especially the number of students studying at their own expense, the huge market for overseas education led to the large-scale expansion and development of intermediary institutions for studying abroad. In 1999, China issued "*the detailed rules for the implementation of the regulations on the administration of the intermediary service for studying abroad at one's own expense (for Trial Implementation)*". However, there were still many problems in the study abroad market, and at this stage, there was no further legal policy to regulate the intermediary market for studying abroad. Although most of the agents for overseas education played an important role in promoting the overseas education in China, there were many problems in the service quality of the market, such as the lack of legal qualifications of some agencies, the poor qualifications of the overseas colleges and universities that recommend students to enter, the distribution of false advertisements by the agencies, the forgery of application materials for applicants, and arbitrary charges. These behaviors had a very bad impact on the market of overseas education in China, and even cause economic and time losses to the students who study abroad at their own expense.

#### 1.3.2 Overseas Education Policy and Organization

At this stage, China further relaxed the restrictions on overseas education at one's own expense, and canceled the "higher education training fee" and personnel qualification review of personnel applying for studying abroad at one's own expense.

In order to further attract overseas students and scarce talents coming back to China, China has issued and established a series of policies and fund support to attract overseas high-level talents to return to China, including "*the opinions on encouraging overseas high-level talents to return to China*" issued in 2000, "*the administrative measures for overseas students' entrepreneurship park*" implemented in 2001, and "*One million talents project in the new century*" established in 2002. In the same year, "*the National Science Fund for Distinguished Young Scholars*" was established by the National Natural Science Foundation of China. In 2003, the department of returned

overseas students was established, and in 2007, “several opinions on Further Strengthening the work of attracting excellent overseas talents” and plans such as “Yangtze River scholars” were adopted.

Since 2003, in order to solve the illegal phenomenon of some intermediaries for overseas education and the false propaganda and illegal enrollment of foreign institutions in China, the Ministry of education set up an early warning system for studying abroad, and regulatory information network for overseas education, published the list of projects for cooperation between the self funded study abroad intermediary service institutions and foreign colleges and universities recorded by the provincial and municipal education departments, and gave a notice of early warning of the intermediaries of foreign recruitment agencies, illegal colleges and universities. From 2003 to 2011, the Ministry of Education issued 50 overseas study warnings, which effectively protected the rights and interests of self funded overseas students and standardized the market of overseas study education in China.

In addition, at this stage, China also established websites such as “China study abroad website” and “National study abroad network”, and established the magazine of “Shenzhou scholars”; established the Research Institute of studying abroad, and established the professional journal “study on studying abroad”, which further improved and standardized overseas education, and provided support and help for the vast number of overseas students.

### 1.3.3 Characteristics of the Development of Overseas Education

#### (1) Explosive Growth in the Number of Overseas Students

After China’s accession to the WTO in 2001, the number of Chinese overseas students has increased dramatically. In 2000, the number of Chinese students studying abroad was 39000, while in the year of China’s accession to the WTO, the number of Chinese students studying abroad jumped to 84000, increased by 115.38%. In 2011, the number of Chinese students studying abroad was 339700, accounting for 14% of the number of overseas students in the world in that year, eight times of the number of people studying abroad in 2000, close to 340000 of the total number of people studying abroad from 1978 to 2000.

#### (2) Overseas Education at One’S Own Expense Becomes the Absolute Main Force

From 2001 to 2011, the total number of Chinese overseas students was 1.9113 million, overseas education at one’s own expense accounting for 91.3% of the total, reaching 1.7457 million. From the 1980s to the end of the 1990s, only a few thousand Chinese went abroad to study

in one year, and most of them were public funded students. After entering the 21st century, the number of students sent by government to study abroad has only increased slightly, while the number of students studying abroad at their own expense has increased significantly. From 2000 to 2011, the total number of overseas students in China was 19113000, and the number of self funded students accounted for 91.3%, reaching 1745700. Since 2001, the proportion of students studying at their own expense has reached 90.48%, in 2002, 93.63% and in 2003, 93.00%.

**Table 2.** The Number of Overseas Students Sent by Government and at One’s Own Expense 2000-2011<sup>[18]</sup>

Year	Total number of overseas students	Overseas students sent by government	Overseas students sent by employs	Overseas students at one’s own expense	The rate of overseas students at one’s own expense
2000	39000	3000	4000	32000	82.05%
2001	84000	3000	5000	76000	90.48%
2002	125000	3500	4500	117000	93.60%
2003	117300	3500	4600	109200	93.00%
2004	114700	3500	6900	104300	90.93%
2005	118500	4000	8000	106500	89.87%
2006	134000	5600	7700	120700	90.07%
2007	144000	8900	6100	129000	89.58%
2008	179800	11400	6800	161600	89.88%
2009	229300	12000	7200	210100	91.63%
2010	284700	12000	12700	260000	91.32%
2011	339700	12800	12100	314800	92.67%

#### (3) Popularization of Overseas Education

According to the survey on the social needs and training quality of Chinese university graduates conducted by Mycos, since 2009, more than 85% of the cost of overseas education of students after graduation comes from their parents. Related to this survey, the proportion of working class families who study abroad at their own expense is increasing. In the second half of 2009, only 2% came from ordinary working class families, while in 2010, about 34% came from ordinary working class families<sup>[19]</sup>.

#### (4) Young Age of Overseas Students

The number of Chinese overseas students increased from 860 in 1978 to 118000 in 2000, 118600 in 2004 and 144500 in 2007. However, the proportion of overseas students in the total number of college students, graduate students and full-time teachers decreased from 1.87% in 2000, 0.55% in 2004 and 0.51% in 2007.

According to the statistics of the U.S. Department of homeland security, only 65 middle school students in China came to the United States with private passports in the 2005-2006 academic year, and 6725 Chinese went

to the United States to study in the 2010-2011 academic year. The number of overseas students going out to middle school has increased 100 times in five years<sup>[20]</sup>. In addition to the United States, there are many Chinese students pouring into secondary schools in Canada, European countries and Australia.

### 1.4 The Rational Stage of Overseas Education 2012-2019

#### 1.4.1 Overview of Overseas Education

In order to summarize the development status and characteristics of China's overseas education and promote the development of overseas education, in 2012, the Chinese Academy of Social Sciences and Center for China & Globalization began to publish "China's Study Abroad" year by year, summarizing various indicators of China's overseas education, providing help for parents and overseas students to make rational choices, and objectively analyzing the achievements and shortcomings of China's overseas education. It is the compass for the development of overseas education in China. Under the summary and guidance of "China's Study Abroad", China's overseas education has entered a rational development stage. At this stage, one of the major characteristics of China's overseas education is diversification, which is not only reflected in the diversification of destinations and majors, but also in the diversification of ways of studying abroad.

According to China's Study Abroad (2017), as of 2016, China is still the most important source country of overseas students in the United States, Canada, Australia, Japan, South Korea, the United Kingdom and other countries. In this stage, the number of Chinese students studying abroad is increasing. In 2012, the total number of all kinds of students studying abroad was 399600, 413900 in 2013, 459800 in 2014, 523700 in 2015, 544500 in 2016 and 608400 in 2017<sup>[21]</sup>.

With the tightening of work and immigration policies in the UK and the US, the number of Chinese students studying in the UK and the US has declined and the growth rate has declined. At the same time in 2016-2017, China received 442773 international students, which increased by 11.4%<sup>[22]</sup>, becoming one of the main growth poles of receiving international students of higher education in the world in recent three years.

#### 1.4.2 Overseas Education Policy and Organization

At the National Conference on overseas education held in December 2014, general secretary Xi Jinping made important instructions, emphasizing that the work of over-

seas education should adapt to the general trend of national development and the overall situation of Party and state work, plan overseas education of studying abroad and coming to China as a whole, make comprehensive use of two kinds of resources of overseas education, cultivate more talents, and strive to create a new situation in overseas education, so as to realize "Two centenary goals". Striving for the goal and realizing the Chinese dream, and make new and greater contributions to the great rejuvenation of the Chinese nation<sup>[23]</sup>. On the basis of the general principle of "supporting study abroad, encouraging return home and freedom of coming and going", general secretary Xi Jinping added "producing a marked effect", which instructed the overseas students to make contributions to the China dream, and regard both local talents and returnees as equally important.

At this stage, the safety of overseas students has become the focus of the organization and management of overseas education. The "Zhang Yingying incident" brought the safety of overseas students to the public's vision. The younger age of overseas students in China has deepened the importance of safety issues. According to the data of the Consular Department of the Ministry of foreign affairs, "the number of consular protection and assistance cases handled by Chinese embassies and consular centers abroad of the Ministry of foreign affairs has accelerated, the total number of cases has increased from 36800 in 2012 to more than 100000 in 2016, and the number of overseas students involved has also increased from 932 in 2014 to 6185 in 2015"<sup>[24]</sup>.

#### 1.4.3 Characteristics of the Development of Overseas Education

**Table 3.** The number of overseas students sent by government and at one's own expense 2012-2018<sup>[25]</sup>

Year	Total number of overseas students	Overseas students sent by government	Overseas students sent by employs	Overseas students at one's own expense	The rate of overseas students at one's own expense
2012	399600	15300	9800	374500	93.71%
2013	413900	16300	13300	384300	92.84%
2014	459800	21300	15500	423000	91.99%
2015	523700	25900	16000	481800	91.99%
2016	544500	30000	16300	498200	91.49%
2017	608400	31200	35900	541300	88.97%
2018	662100	30200	35600	596300	90.06%

#### (1) The Growth Rate of Overseas Education Slows Down

Due to the changes in the international situation, the

quality of overseas education, the security of studying abroad, and the influence of the rapid development of international schools and Sino foreign cooperation schools, domestic parents and students studying abroad have begun to treat overseas education rationally, and the growth rate of overseas education in China has slowed down at this stage. According to China's Study Abroad (2016), the number of Chinese overseas students increased at an average annual growth rate of 18.9% from 2000 to 2012. However, the growth rate slowed down after 2013. In 2014, the number of overseas students increased by 11.1%, in 2015, by 13%, and in 2016, by 3.97%, about 9 percentage points lower than that in 2015.

### (2) Diversified Destinations for Overseas Education

Throughout the whole stage of the situation of overseas education, it presents a new situation different from the previous years: the election of Trump as president of the United States and Brexit and other events have a strong impact on the two traditional destinations of overseas study, leading to the decline of the growth rate of the number of overseas students in the United Kingdom and the United States. At this stage, while continuing choosing to the United States, Britain, Australia, Japan, South Korea, Canada, New Zealand, Singapore, France, Russia and other countries, Chinese students are paying more and more attention to Malaysia, Spain, Italy, the Netherlands, Ireland, Poland, India, Argentina, medium-sized developed countries and emerging developed countries, which are gradually becoming a new trend of overseas education destinations. According to *China's Study Abroad* (2017), school reputation and application success rate are the two issues that Chinese overseas students are most concerned about when making choices, followed by the location of the school.

### (3) Diversified Major Selection

At this stage, overseas students also show a diversified tendency in their major selection, including engineering science, engineering technology, computer and information science, mathematics and statistics, social science, business administration, foreign language and literature, education, and business administration. It can be seen that in terms of major selection, Chinese overseas students no longer attached importance to science rather than literature, but tend to diversify according to their interests.

## 2. Achievements in the Development of Overseas Education

### 2.1 Stick to the Policy of "Supporting Study Abroad, Encouraging Return Home and Freedom of Coming and Going"

In October 1980, "the report on the working conference

on the management of overseas students" made clear the policy of "highlighting the key points, take into consideration both needs of the state and the interests of the collectives, try to send more on the premise of ensuring quality, and maintain a relatively stable number of dispatched in recent years".

In December 1986, "the Interim Provisions on the work of overseas students" put forward the policy of "dispatch as needed, guarantee the quality and integrate study with application".

In August 1992, "the notice on issues related to overseas students" clearly stated that "supporting study abroad, encouraging return home and freedom of coming and going" was the general policy of China's overseas education work. Since then, this policy has become the overall policy of the development of overseas education in China.

In October 21st, 2013, when Xi Jinping delivered a speech at the 100th anniversary celebration conference of the association of European and American students, he put forward the policy of "supporting study abroad, encouraging return home and freedom of coming and going, and producing a marked effect", highlighting "producing a marked effect". The above policy proposed by Xi Jinping is more than the previous "supporting study abroad, encouraging return home and freedom of coming and going", which was put forward in the decision of the CPC Central Committee "on the issue of establishing a socialist market economic system" in the third Plenary Session of the 14th CPC Central Committee, which was held in November 1993. For the work of studying abroad. The new policy highlights the key points of overseas education and add the touch for overseas education.

### 2.2 The Number of Overseas Students Keeps Rising

From 1978 to 2017, the total number of Chinese overseas students reached 5.1311 million.

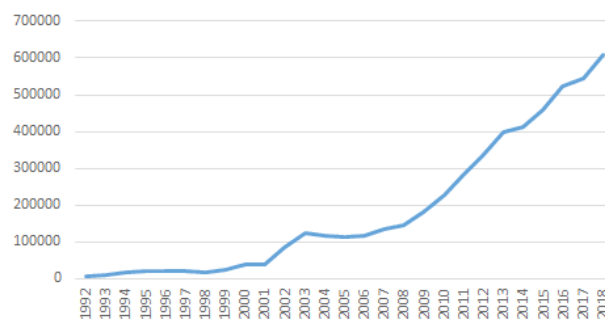


Figure 1. Line chart of the number of Chinese overseas students 1978-2018<sup>[26]</sup>

### 2.3 The Choice of Overseas Education Is Gradually Diversified

The diversified trend of the development of overseas education in China is not only reflected in the diversification of destination, but also in the diversification of majors and ways of overseas education.

In the early stage of the development of China's overseas education, the destination of studying abroad was the United States. In the 1980s and 1990s, the destinations of Chinese students studying abroad were the United States, Canada, Britain, France, Germany and other developed countries in Europe and America as well as Japan. After entering the new century, the choice of China's overseas study destination has gradually diversified. According to the statistics of the Ministry of education's overseas education service center in 2005, China's overseas students are widely distributed in all continents, of which 32.1% choose America, 27.9% choose Europe, 25.2% choose Asia, 14.2% choose Oceania<sup>[27]</sup>.

Since the 21st century, the major of overseas students has changed from science and engineering to economic management and humanities. In 2005, a survey of returnees in China showed that 46% of them majored in science and engineering, 27% in economics or business administration, 12% in law or other humanities, 9% in medical and health, and 6% in other majors<sup>[28]</sup>. According to the 2017 *China's Study Abroad*, the proportion of Chinese overseas students choosing engineering science, engineering technology, computer and information science, mathematics and statistics, and social science declined, while the number of students choosing foreign language, literature, education, and business administration majors kept growing<sup>[29]</sup>.

At the beginning of the development of overseas education in China, overseas education sent by government and employs were the only ways. Since the beginning of studying abroad at one's own expense, the number of people studying increased dramatically. In the 21st century, with the development of education globalization, many international schools have been opened in China, the way of "domestic overseas education" started to grow.

## 3. The Development Trend of Overseas Education

### 3.1 The Return Boom Is on the Rise

With the development of overseas education in China, the number of students studying abroad is increasing, but the phenomenon of "deficit" is gradually emerging. After entering the rational stage of the development of overseas

education, the upsurge of returning home is in the ascendant.

Due to the increasingly fierce competition for international talents and the relatively backward situation of China's higher education, the "high output" and "low input" of Chinese international students have resulted. The phenomenon of "deficit" in overseas education in China was manifested in the following aspects: the number of studying abroad was larger than that of studying in China, and the proportion of international students in Colleges and universities was relatively low; a large number of high-quality students studying science and engineering stay abroad, while most of the international students come to China mainly focus on arts, and the quality is relatively low.

From 1978 to 1996, the total number of overseas students in China was about 270000, with a total return rate of 33%. Among them, the return rate of overseas students sent by the government was 84%, the return rate of overseas students sent by employs was 56%, and the return rate of self funded students is 3%. In 2000, the total return rate of Chinese overseas students was less than 38%. In 2006, the return rate of Chinese overseas students was 31%. In 2008, the return rate was only 28%. We can see the seriousness of the "deficit" phenomenon of overseas education in China. However, this phenomenon has changed after entering the rational stage of the development of overseas education. The return rate reached 79.33% in 2014 and 78.11% in 2015. The proportion of people going abroad / returning home in this year dropped from 3.15:1 in 2006 to 1.28:1 in 2015.

In 2016, there were 4325000 returned students in China, the rate was more than 80%. It can be seen that although the number gap still exists, the gap between the number of returnees and the number of students studying abroad has slowed down, and the upsurge of returning students is in the ascendant.

### 3.2 The Gradually Development of "Domestic Overseas Education"

With the development of education globalization, the rapid development of international schools and Sino foreign cooperation schools has provided a new direction for the development of overseas education in China. Therefore, through studying in international schools, receiving national education and increasing access to world-famous schools, it has become a new way of "domestic overseas education". By the end of 2017, there were about 550 English international schools in China, making it one of the countries with the largest number of international schools in the world.

China’s international schools first appeared in the middle of the 20th century, which was founded mainly to solve the problem of school attendance for the children of embassy staffs. In 1995, the Chinese government allowed foreign-funded institutions and foreign personnel to run their own schools, so a large number of international schools emerged in this period, including Jingxi international school, Beijing Shunyi International School, Yaozhong international school, Harrow international school, etc. In principle, these international schools can only accept the children of foreigners living in China, Hong Kong, Macao and Taiwan personnel at the beginning of construction. However, with the development of international schools, the desire of parents and students for international education, and a series of problems caused by the phenomenon of studying abroad at a younger age, international schools have gradually become one of the choices of Chinese parents and students. At first, these national schools only recruit foreign students or students with foreign green cards, then gradually liberalized the enrollment policy and started to recruit Chinese students, pushing “domestic overseas education” to a climax.

### 3.3 The Climax of International Students Coming to China

**Table 4.** The number of international students coming to China 1999-2018<sup>[30]</sup>

Year	Number
1999	29179
2000	52150
2001	44463
2002	85829
2003	77715
2004	110842
2005	141087
2006	162659
2007	159503
2008	223499
2010	256090
2011	292611
2012	328330
2013	356499
2014	377054
2015	397635
2016	442773
2017	489200
2018	492185

Due to the late development of overseas education in China, the number of international students coming to China is still far lower than that of students go abroad. As the policy of The Belt and Road Initiative continues to grow, the number of international students coming to China has grown. A large proportion of them come from Korea, Laos, Thailand, Pakistan, Indonesia, India and African countries. According to the 2017 China overseas education development report, in 2016, the number of international students coming to China reached 443000, an increase of 11.3% compared with 2015 and 299% compared with 111000 in 2004.

This is not only a chance for Chinese culture and Chinese to go world wild, but also a support for “The Belt and Road Initiative”, and it can further promote China’s economic development and international influence.

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## ARTICLE

# A Contrastive Study of Anaphora in English and Chinese

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### ABSTRACT

Recently, there has been growing interest in the study on cohesion of texts, particularly in the aspect of anaphoric reference. The problem under discussion is within the scope of similar and different usages of anaphors in English and Chinese. Although much work has been done, more studies need to be conducted to ascertain the convincingness of the theories. This essay will demonstrate language materials in real situation in English text and its Chinese translations to prove, explain and enrich the theories about the distinction of English and Chinese anaphora. The thesis for this essay is the contrastive study of anaphora between English and Chinese texts that is the dissimilarities of anaphora in these two language texts and discuss the reasons that caused these differences. And for arguments, four cases of Hans Andersen's fairy tales and their Chinese translations and one example from New Oxford Dictionary are selected for the purpose. For methodology, quality analysis is employed. But in general, it is to compare and to contrast in the light of Halliday's theory on cohesion. The way adopted is to compare broad wise, which means to list similarities and dissimilarities of things needed to be contrast -- anaphora in English and Chinese texts, and then conducts further analysis on them with the theoretical framework. In aspect of detailed analysis, the author adopts the way of illustration, combining language phenomenon listed above with arguments.

## 1. Introduction

The founder of Systemic-Functional Grammar, M.A.K. Halliday and Ruqaiya Hasan (1976) discuss five types of cohesion in their *Cohesion in English*. Among these devices, reference is the one that most frequently used. According to Halliday and Hasan (1976:), only endophoric references function as cohesion and most of them belong to anaphors. The purpose of this paper is to find some specific examples in English texts and their Chinese translated versions to prove some theories which relate to the similarities and differences

between English and Chinese anaphora. For example, in English there are reflexive pronouns and relative pronouns but not in Chinese. Thus, when translates these pronouns, differences occur. In addition, when mention other people's words, the thing just happened and source language, the use of demonstrative anaphora in English and Chinese texts is also distinct. Furthermore, when use adjective and adverb as comparative anaphora, dissimilarity exists between English and Chinese texts. The methods used in this paper were known as qualitative analysis and case study. Those were to collect concrete texts in real language materials—English and Chinese versions of Hans Anders-

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en's Fairy Tales, and then analyzed them. Results showed that since English and Chinese belonged to two different language families and each of them owned its unique culture, and differences did exist on anaphoric references used in English and Chinese texts. In summing up, it may be stated that the thesis deepens the theories and is beneficial to the practice, such as EFL teaching, writing and Chinese-English translation.

## 2. Literature Review

### 2.1. Background and Research on Anaphora

Since the beginning of the 20<sup>th</sup> century, different theories and schools continuously boomed, such as structuralism, generative grammar, case grammar, Prague School, London School and Systemic-Functional Grammar. Among these schools, Systemic-Functional Grammar is different from others, for it focusing on the study of text, particularly for its founders, Halliday and Hasan who made outstanding contribution in this aspect (Zhang Delu, F26). Inspired by the Chinese grammarian, Wang Li etc. (Hu Zhuanglin, 1996), English grammarian Halliday firstly put forward the concept of cohesion in 1962. With his wife, he enriched the classification of cohesion and divided it into reference, substitution, ellipsis, conjunction and lexical cohesion five types in their co-written book *Cohesion in English* ((1976)). This book has been regarded worldwide as the breakthrough in text analyzing (Hu Zhuanglin, 1996). In their later work *Language, Context and Text* (1985), Hasan broadened the area of cohesion and divided it into structural cohesion and non-structural ones (Zhang Delu, F31). Meanwhile, in China, linguist Hu Zhanglin published one professional book(1994) and wrote several papers(Hu Zhanglin, 1993;1996) to advice multi-level models for text cohesion and coherence, and discussed phonological system's cohesive function in English text (Zhang Delu, F32).

Anaphora, this word originates from ancient Greek, which means referring up. Cater (1987) defines anaphora as one special conglutinative relation. He claims that if two language items owned conglutinative relation, then one's meaning is itself ambiguity or non-integrity. Only through the meaning of another language item(antecedent) can this one's concept be understood (Lei Furong, Zhang Shun Yao, 2008). Sag and Hankamer sorted anaphora into surface anaphora and deep anaphora (Ariel, 1990; 58). They defined the anaphora which is controlled by syntactic elements as surface anaphora, i.e. the referring item in surface anaphora must be realized in language, or in other words, the anaphora and the antecedence must keep agreement in aspects of personal, gender, and number. On the other hand, they classified the ones which could not

be settled within the syntactic scope and controlled by context and pragmatic elements as deep anaphora (Feng Zongying, Shao Zhihong, 2004).

The earliest systematic studies on anaphora belong to the field of formal grammar, especially the generative school (Xu Yulong, 2004). These studies are mainly carried out on the syntactic level and try to illustrate reference on the base of co-restrictive relations among each language item (Wangjun, 2007). Formal Grammar's study on anaphora began from Chomsky (1981), one important content was his binding theory (Jiang Wangi, 2006). Horn (1984), Levison (1987) and Huangxan (1991,2000) studied anaphora from the point of pragmatics. Most of them thought anaphora was a matter of semantics or pragmatics and it was too rigid to make rules on syntactics only when conducted text study (Lei Furong, Zhang Shun Yao, 2008). The first person conducted systematic studies on anaphora from the cognitive angle was Chafe (1976), who believed different reference vocabularies linked closely with referent's activity conditions in brain. Later, Prince (1981), Gundel (1993), Ariel (1990) and Langaeker(1987) put forward their own theories about anaphoric studies from cognitive point of view( Lei Furong, Zhang Shun Yao, 2008), especially Ariel, who suggested that there was an accessibility marking scale for referents. Accessibility is a cognitive-psychological concept, which usually means the easy or difficult degree of picking up one language or memory unit in brain's memory system when one is speaking (Lei Furong, Zhang Shun Yao, 2008). The reason why some people appreciate Chinese scholar Xu Yulong (2004) was that he initially advanced to start the study of anaphora from the text-topic (Jiang Wangqi, 2006).

However, although many scholars studied texts from different angles, such as the generative school, pragmatics, cognitive point or text-topic, the most acceptable and authoritative theories on text, cohesion, reference and anaphora root in Systemic-Functional Grammar.

### 2.2 Systemic-Functional School's Theory of Anaphora

#### 2.2.1. Definition of Anaphora

As Halliday and Hasan (1976) mentioned, "the word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. A text is best regarded as a semantic unit: a unit not of form but of meaning." The same is the cohesion. "It refers to relations of meaning that exit within the text... It occurs where the interpretation of some element in the discourse is dependent on that of another" (Halliday and Hasan 4). According to them (1976), cohesion could be

itemized as grammatical cohesion (reference, substitution, and ellipsis), lexical ones (lexical) and conjunctions which are on the borderline of the previous two. Following table is the detailed classification of Halliday’s one type cohesion-reference:

**Table1.** Classification of Reference

Reference			
[situational] Exophora	[textual] Endophora		
	[to preceding text] Anaphora	[to following text] Anaphora	

(Halliday and Hasan 33)

Situational reference: “referring to a thing as identified in the context of situation. Textual reference: referring to a thing as identified in the surrounding text” (Halliday and Hasan 32).

Anaphor: “the thing the reference presupposing appears in the text ahead” (Zhuyongsheng, Zhenglixin and Miaoxingwei, 16).

Cataphora: “the use of a word or phrase that refers to or stands for a later word of phrase”(New Oxford Dictionary).

### 2.2.2 The Classification of Reference Including Anaphora

Based on the division of Halliday and Hasan (1976), reference is sorted into three kinds: personal reference, demonstrative reference and comparative reference.

#### 2.2.2.1 Personal Reference

“Personal reference is reference by means of function in the speech situation, through the category of person” (Table 2).

(Halliday and Hasan 37)

**Table 2.** Personal reference

Semantic category	Existential		Possessive	
	Head			Modifier
Class	noun(pronoun)		determiner	
Person:				
speaker(only)	I	me	Mine	My
addressee(s),with/ without other person(s)	You		Yours	Your
speaker and other person(s)	We	us	Ours	Our
Other person, male	He	him	His	His
Other person, female	She	her	Hers	Her
Other person; objects	They	them	Theirs	Their
object; passage of text	It		[its]	Its
generalized person	One			one’s

(Halliday and Hasan 38)

The traditionally recognized categories are first person, second person and third person, and only the third person has the function of cohesion, moreover; the third person pronouns mainly function as anaphors (Zhu Yongsheng, Zheng lixin and Miao Xingwei, 20). For example:

“[1] John has moved to a new house.

[2] He had it built last year.

[3] His wife must be delighted with it.

[4] I don’t know it was his.”

(Halliday and Hasan 55)

For ‘he’, ‘his’ and ‘his’ in second, third and last sentence all refer to ‘John’ in the first sentence and they all together compose anaphors, work as cohesion in the text. More examples are:

“[5] [The Queen said:] ‘Curtsey while you’re thinking what to say. It saves time.’ Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it.”

(Halliday and Hasan 52)

In first two sentences, ‘it’ refers to the fact that ‘Curtsey while you’re thinking what to say,’ this is a typical example of extended reference of it. In this sentence, the referent the reference item referring to extends from subjects or persons to phenomenon in question, grammatically the form of reference item broadens from one word, phrase or clause to a sentence. In the last sentence, ‘this’ refers to the whole process above, that is ‘Curtsey while you’re thinking what to say. It saves time’. This is the text reference usage of anaphor this.

#### 2.2.2.2 Demonstrative Reference

“Demonstrative reference is reference by means of location, on a scale of proximity” (Table 3).

(Halliday and Hasan 37)

**Table 3.** Demonstrative reference

Semantic category	Selective		Non-selective
	Modifier/Head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity: near far neutral	this these that those	here[now] there then	The

(Halliday and Hasan 38)

#### (1) This and That

The most frequently used demonstrative references are this, that and their plural forms. Following are examples of them:

[6] a. There seems to have been a great deal of sheer carelessness.

-This is what I can't understand.

b. There seems to have been a great deal of sheer carelessness.

-Yes, that's what I can't understand.

(Halliday and Hasan 60)

This case perfectly displays the difference between this and that in usage. Generally speaking, this refers to things the speaker himself says while that refers to words the person who communicating with the speaker utters. Other dissimilarities are:

[7] a. We went to the opera last night. That was our first outing for months.

b. We're going to the opera tonight. This'll be our first outing for months.

(Halliday and Hasan 60)

From these instances, it's easier to observe: That usually associates with the referent belong to the past, however; this often together with the present or future tense. More illustration:

[8] They broke a Chinese vase.

(i) That was valuable.

(ii) That was careless.

(Halliday and Hasan 66)

This example contrasts the distinctive use of that and fully explains its another referential function, i.e., refers to a fact. The 'that' in the second sentence refers to the object—'Chinese vase', but in the third sentence, 'that' refers to the event, 'they broke a Chinese vase'. Further explanations:

[9] a. 'Give your evidence,' said the King; 'and don't be nervous, or I'll have you executed on the spot.'

This did not seem to encourage the witness at all.

b. 'But what did the Dormouse say?' one of the jury asked.

'That I can't remember,' said the Hatter.

(Halliday and Hasan 67)

All of them are examples of extended reference of this and that. In sentence a, 'this' refers to King's command and the might-be result. In sentence b, 'that' refers to the answer of the Dormouse.

#### (2) Demonstrative Adverbs

Apart from this, that and their plural forms, there are still some other demonstrative references, such as here, there, now and then. For example:

<sup>[10]</sup> 'Of course it would be all the better,' said Alice:

'but it wouldn't be all the better his being punished.'

'You're wrong there, at any rate,' said the Queen.

(Halliday and Hasan 75)

Here and there regularly parallel with this and that in referring, and usually work in the extended reference. In the case above, 'there' means in that respect, the whole

sentence 'You're wrong there.' could be understood as the Queen thinks Alice's thinking 'but it wouldn't be all the better his being punished.' is wrong. Other examples about demonstrative adverbs are:

[11] In my young days we took these things more seriously.

We had different ideas then.

In the second sentence, 'then' refers to 'young days' mentioned in the first sentence.

(3) The

Halliday and Hasan(1976) say, for the article the, only when it functions as anaphoric reference, it is cohesive. Detailed explanation is:

[12] Last year we went to Devon for a holiday. The holiday we had there was the best we've ever had.

(Halliday and Hasan 73)

At the beginning of the second sentence, 'the' refers to the holiday we spent in Devon last year.

#### 2.2.2.3 Comparative Reference

"Comparative reference is indirect reference by means of identity or similarity" (Table 4).

**Table 4**

		Identity	Same equal identical, identically
	General (deictic)	Similarity	such similar, so similarly likewise
		Difference	Other different else, differently otherwise
<b>Comparison</b>			
		numerative	More fewer less further additional; so-as-equally-+quantifier, eg.: so many
	Particular (non-deictic)		
		Epithet	comparative adjectives and adverbs, eg: better; so-as-more-less-equally-+comparative adjectives and adverbs, eg: equally good

(Halliday and Hasan 37)

The general comparative reference focused on similarities and dissimilarities of objects, without touching upon any feature or character. On the other hand, particular comparative reference discusses quantity or quality of the object, besides, it happens within the sentence structure, thus, particular reference is not cohesive (Zhuyongsheng, Zhenglixin and Miaoxingwei, 26). For instance:

[13] a. Jennings is here to see you.-I was expecting someone different.

b. They've given us special places in the front row. Would you prefer the other seats?

(Halliday and Hasan 79)

In sentence a, ‘someone different’ means comparing with the ‘Jennings’, I looked for some different. In sentence b, “other seats” illustrates contrasting with ‘front row’, you may like other seats.

[14] Gerald Middleton was a man of mildly but persistently depressive temperament. Such men are not at their best at breakfast.

(Halliday and Hasan 79)

In this case, ‘such men’ points to the men who like ‘a man of mildly but persistently depressive temperament’.

[15] a. ‘Everybody says “Come in!” here,’ thought Alice, as she went slowly after the Gryphon: ‘I never was so ordered about in all my life, never!’

(Halliday and Hasan 79)

‘So’ in the second sentence refers to the action and behavior of Alice described in front sentences.

On the point of difference of anaphora between English and Chinese texts, Qian Haiying and Wanglei (2005) said that English mostly uses pronouns liking “he” to function as anaphora while Chinese frequently adopts words of zero form to complete that job.

They also mentioned one example:

Mary visited the Great Wall and she was very excited.

玛丽参观了长城，感到很高兴。

For this example, in English sentence, personal pronoun “she” is used to refer to Mary in the front while in its translation, there is an invisible but esthetic psychologically subject of “感到很高兴” which points to the previous “玛丽”.

From this example people may realize that there are distinctions of anaphora between English and Chinese texts. More comprehension and notice of these differences will help us better do some practical work. Next, the author will present detailed explanations of English and Chinese anaphora’s distinctions.

### 3. A Contrastive Analysis of Anaphora Between Chinese and English

#### 3.1 Anaphora in Personal Reference

##### 3.1.1 The Classification of Personal Anaphora

The classification of English personal anaphora is mentioned above:

**Table 5.** Personal Anaphora

Semantic category	Existential	Possessive	
Grammatical function	Head		Modifier
Class	noun(pronoun)	Determiner	

Person:				
speaker(only)	I	Me	Mine	My
addressee(s), with/without other person(s)	You		Yours	Your
speaker and other person(s)	We	Us	Ours	Our
Other person, male	He	Him	His	His
Other person, female	She	Her	Hers	Her
Other person; objects	They	Them	Theirs	Their
object; passage of text	It		[its]	Its
generalized person	One			One’s

(Halliday and Hasan 38)

And, the Chinese personal anaphora could be classified into three kinds (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 28):

第一人称：我，我们

第二人称：你，你们

第三人称：他，她，它，他们，她们，它们

(Zhuyongsheng, Zhenglixin and Miaoxingwei, 28)

##### 3.1.2 Relativ Pronouns in English but Chinese

One of the distinctions between English and Chinese is that English has relativ pronouns. Thus, on many occasions, personal pronouns in Chinese texts could be expressed with relativ pronouns in corresponding English texts, for examples:

[16a] Many years ago there lived an Emperor who was so uncommonly fond of gay new clothes that he spent all his money on finery.

(L.W.Kingsland, 107)

[16b] 许多年以前有一位皇帝，他非常喜欢穿好看的新衣服。他为了要穿得漂亮，把所有的钱都花到衣服上去了。

(Net.1)

[17a] The dog that sits there has a pair of eyes each as big as a millstone, but don’t let that worry you.

(L.W.Kingsland, 2)

[17b] 不过那坐着一只狗，它的眼睛有水车轮那么大。可是你不要去理它。Linhua.

(“Antushengtonghua.”1994.http://www.tianyabook.com/antusheng/antu161.html)

In these examples, the anaphora in Chinese sentence is realized through personal pronouns, “他”and “它”, while in English sentence, the anaphoric reference is completed with relativ pronouns “who” and “that”, which make the English sentence into subordinative compound. In this case, the expression of English is more concise than that of Chinese. However, the angle of this illustration is more from formalism rather than from System-

ic-Functional Grammar.

### 3.2. Anaphora in Demonstrative Reference

#### 3.2.1 The Classification of Demonstrative Anaphora

The sort of English demonstrative anaphora is illustrated previously

**Table 6.** Demonstrative Anaphora

Semantic category	Selective		Non-selective
	Modifier/Head	Adjunct	Modifier
Grammatical function	Modifier/Head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity: near far neutral	this these that those	here[now] there then	The

(Halliday and Hasan 38)

The itemization of Chinese demonstrative anaphora by Wangli is quite similar with that of Halliday and Hasan:

		单数:	这, 这个
	近指的:		
		复数:	这些
指示代词:			
		单数:	那, 那个
	远指的;		
		复数:	那些

(Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 30)

#### 3.2.2 “This”, “that” and “这”, “那” in Mentioning Others’ Words

In Chinese text, “这” is used to refer to others’ words, but in same situation, in

English often “that” is often used (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). For example:

[18a] Just put him down on my apron and he’ll do you no harm. And then you can take as much gold as you like from the chest!

‘That doesn’t sound so bad!’ said the soldier.

(L.W.Kingsland, 2)

[18b] 你只消把它放在我的围裙上, 它就不会伤害你了。你从那个箱子里能够取出多少金子来, 就取出多少来吧。

“这倒很不坏,” 兵士说。

(Net.1)

In Chinese sentence, “这” was adopted to point to the words said by the witch; however, in English sentence, “that” is used to do the same function.

#### 3.2.3 “This”, “That” and “这”, “那” in Mentioning the Thing Just Happened

In Chinese texts, “这” is used to mention the affair just occurred while in English, “that” is adopted (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). For illustrations:

[19a] He was living a life of pleasure now, going to plays, riding in the royal gardens, and giving a great deal of money to the poor- and that was noble of him. He knew well enough from the old days how wretched it can be not to own a penny!

(L.W.Kingsland, 5)

[19b] 他现在生活得很愉快, 常常到戏院去看戏, 到国王的花园里去逛逛, 送许多钱给穷苦的人们。这是一种良好的行为, 因为他自己早已体会到, 没有钱是多么可怕的事! (Net.1)

In case of [19a], that refers to what the soldier did in the past, while in its Chinese translation [19b], the indicator is “这”. In instance [20]:

[20a] But when he saw that a cross had been drawn on the gate where the soldier lived, he took a piece of chalk, too, and marked crosses on all the gates throughout the whole town. And that was a clever thing to do, for now the lady-in-waiting would certainly not be able to find the right gate when there were crosses on all of them.

(L.W.Kingsland, 7)

[20b] 不过当他看见兵士住的那幢房子的门上画着一个十字的时候, 他也取一支粉笔来, 在城里所有的门上都画了一个十字。这件事做得很聪明, 因为所有的门上都有了十字, 那个老宫女就找不到正确的地方了。

(Net.1)

In this example, “that” in [20a] point to what the dog did after he saw the lady-in-waiting made a cross on the soldier’s door, but in its Chinese translation [20b], the reference is “这”.

#### 3.2.4 “This”, “That” and “这”, “那” in Referring to the Source Language:

When the speaker points to what is claimed in the preceding part of text, Chinese often choose “这”, while English people pick up “that” (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). For instance,

[21a] ‘What’s this!’ thought the Emperor. ‘I don’t see a thing! This is really awful! Am I stupid? Am I not fit to be Emperor? That would be the most shocking thing that could happen to me!’

(L.W.Kingsland, 111)

[21b] “这是怎么回事呢?” 皇帝心里想。“我什么也看见! 这真是荒唐! 难道我是一个愚蠢的人吗?”

难道我不配做皇帝吗? 这真是我从来没有碰见过的一件最可怕的事情。”

(Net.1)

In case of [21a], “that” refers to what the Emperor thought in the preceding sentences: Am I stupid? Am I not fit to be Emperor? However; in its corresponding Chinese translation[21b], “这” is as translated.

### 3.2.5. The Article “the” and Zero Anaphora (零式回指)

The biggest difference between English and Chinese is English has article “the” (Huzhuanglin, 1994). Halliday and Hasan (1976) thought “the” is a brief form of “that”, but “the” is different from “that”, “the” can only function as article. In referring system, the subject article “the” referring to is special and distinguished. Since in Chinese there is no article “the”, “zero anaphora” is often adopted in expressing the corresponding meaning.

When expresses one certain thing, English must use the particular determiner before the noun while Chinese, if the certainty of the referring item is assured in context, use “零式回指 (zero anaphora)”. That is, there is no particular determiner to modify. Therefore, Chinese usually repeat the original vocabulary to realize the reference under this situation (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 34). Like:

[22a] ‘Hi, you cobbler’s boy! There’s no need to be in such a hurry,’ the soldier said to him. ‘There won’t be anything doing before I get there! Just run along to where I live and fetch me my tinder-box, and I’ll give you a shilling! But you must make good use of your legs!’ the cobbler’s boy was anxious to have his shilling and scurried off after the tinder-box. He gave it to the soldier-and now we shall hear what happened!

(L.W.Kingsland, 9)

[22b] “喂, 你这个鞋匠的小鬼! 你不要这么急呀!” 兵士对他说。“在我没有到场以前, 没有什么好看的呀。不过, 假如你跑到我住的那个地方去, 把我的打火匣取来, 我可以给你四块钱。但是你得使劲地跑一下才行。”这个鞋匠的学徒很想得到那四块钱, 所以提起脚就跑, 把那个打火匣取来, 交给兵士, 同时一唔, 我们马上就可以知道事情起了什么变化。

(Net.1)

In example [22b], second repeating “鞋匠的学徒” particularly refers to the first “鞋匠的小鬼” however; This specialty is presented through the article “the”(以此类推) before cobbler’s boy in English text. Further illustration:

[23a] Round the fields and meadows there were vast woods, and in the midst of the woods were deep lakes.

(L.W.Kingsland, 214)

[23b] 田野和牧场的周围有些大森林, 森林里有些很深的池塘。

(Net.1)

In this case, the second “森林” in Chinese sentence specially refers to the first woods around the fields and meadows, while in English, this particularity is expressed through article “the” before woods.

### 3.3 Anaphora in Comparative Reference

#### 3.3.1 Chinese and English Comparative Anaphora

For Chinese and English comparative anaphora, both of them share one similarity that they own the same basic concept. and moreover, they mainly express the comparative meaning through adjective and adverb. On the other hand, for the aspect of dissimilarity, besides vocabulary and syntax, English also expresses comparative meaning through adjective and adverb’s formal transformation, especially for particular comparisons. But in Chinese, this comparison is usually illustrated through vocabulary and syntax.

#### 3.3.2 English General Comparative Anaphora

Table 7

	Identity	Same equal identical, identically
General (deictic)	Similarity	such similar, so similarly likewise
	Difference	Other different else, differently otherwise
Comparison		
	Numerative	More fewer less further additional; so-as-equally-+quantifier, e.g.: so many

(Halliday and Hasan 37)

#### 3.3.3 General Comparison-Adjective

The often used adjective in Chinese are: “同样的”, “相同的”, “同等的”, “其他/它的”, “不同的” “别的”... For instance:

[24a] She had always been quiet and thoughtful, but now she became even more so!

(L.W.Kingsland,87)

[24b] 她一直就是一个沉静和深思的孩子, 现在她变得更是这样了。

(Net.1)

In case [24b], 这样了 is adopted as the comparative anaphoric reference to refer to the mermaid’s characters: quiet and thoughtful, also in its English original text, the adjective so is used.

### 3.3.4 General Comparison-Adverb

For general comparison, the Chinese frequently uses adverbs are: “同样”, “同等”, “一样”, “不同”, “不然”... For example:

[25a] What she thought especially wonderful and beautiful was that up on earth the flowers had a sweet scent, for that they did not have on the bottom of the sea, and the woods were green and the fish you could see there among the branches could sing so loudly and beautifully it was a joy to hear them-grandmother called the little birds fish, for otherwise they would not have been able to understand her, for they had never seen a bird.

(L.W.Kingsland,79)

[25b] 特别使她感到美好的一件事情是：地上的花儿能散发出香气来，而海底上的花儿却不能；地上的森林是绿色的，而且人们所看到的在树枝间游来游去的鱼儿会唱得那么清脆和好听，叫人感到愉快。老祖母所说的“鱼儿”事实上就是小鸟，但是假如她不这样讲的话，小公主就听不懂她的故事了，因为她还从来没有看到过一只小鸟。

(Net.1)

In this example, otherwise refers to the way the grandmother explained birds to their granddaughters, the same is in its Chinese translation, “不这样” is used.

## 4. Findings and Discussion

### 4.1 Findings

#### 4.1.1 Relativ Pronouns

From the author's opinions, actually, Zhug Yongsheng analyzed personal reference from the angle of formalism rather than that of Systemic-Functional Grammar, which is: the relative pronouns that lead attributive clause function as reference and they belong to typical surface anaphora. Thus, relative pronouns like who and which work as cohesion, especially for anaphora that could instead of who and which to lead a subordinate clause. However, in Chinese, reference is usually realized by notional word, then, when translates English relative pronouns into Chinese, the corresponding words are Chinese personal pronouns. This distinction is particularly obvious in the translation of English attributive clauses into Chinese.

#### 4.1.2. “This”, “That” and “这”, “那”

From the point of the author, in fact, English anaphora, both “this” and “that” could be translated as “这” in Chinese. Since the definition and explanation of the words “this” and “that” have something in common. According

to the item in New Oxford Dictionary:

This: referring to a specific thing or situation that just mentioned.

That: referring to a specific thing previously mentioned, known or understood.

From the definitions, it is easy to observe that both “this” and “that” could be used to point to the thing just or previously mentioned. In addition, Chinese “这” includes more function than “那”. Generally speaking, “那” could only appear before verbs. One example from dictionary may illustrate this point better:

The company was transformed and Ward had played a vital role in bringing this about.

公司已经转型，沃德在这里面起到了重要的作用。

In the English sentence, if it coordinates with the principle of Zhu Yongsheng: “In Chinese texts, “这” is used to mention the affair just occurred while in English, that is adopted”(Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). But above is the case that violates the principle. Thus, the author expresses her doubts on this aspect.

#### 4.1.3 The Article “the”

The definition of article “the” in New Oxford Dictionary is: used for talking about a person or thing that is already known or that has already been mentioned. Through this, it is not difficult to know that article “the” usually work as anaphora and modifier before the noun that has been mentioned in order to stress its specialty. However, there is no such a word in Chinese. In English-Chinese translation, sometimes only the noun after article “the” need to be translated. Since article “the” could be understood as the brief form of “that” and “this”, so, Chinese translation of English article plus noun may be as “这 / “这个” + 名词”.

The author believes that, no matter article “the” in English or zero anaphora in Chinese is a way to specially refer to the referring item just mentioned and avoids ambiguity. At first, the author thinks that for Chinese, the way of repeating the original vocabulary owns some shortages especially on the occasion that the original vocabulary is a collective noun. Under this occasion, the anaphoric function may not be that accurate. May the author give a previous example:

Round the fields and meadows there were vast woods, and in the midst of the woods were deep lakes.

田野和牧场的周围有些大森林，森林里有些很深的池塘。

If these two sentences are to be contrasted, it seems that Chinese particularity is not as strong as that of English. In Chinese sentence, the second “森林” may be a little blur in referring to “大森林” in front, if it is changed into “这



些森林” may be better.

But after considering the teacher's comments on this opinion, English is a kind of language that pays attention to hypotaxis while Chinese attaches importance to parataxis. Thus putting “这些” ahead of “森林” is unnecessary. The author thinks this is a good inquiry into the difference between these two languages.

#### 4.1.4 Comparative Anaphora

After the author's observant on comparative anaphors, the frequently used ones belong to extended reference or text reference. Thus, the referring item the anaphora refers to is not one clear thing or object, but one way, one process or one fact. Therefore, when translates English anaphora into Chinese, people had better not only translate the meaning of the word itself, but also the general summary of the previous text. Then, the cohesion would be more complete.

Secondly, the comparative anaphoras in English text usually are some vocabularies with positive or negative meaning. But since most comparative anaphoras are extended or text reference, when translate them, no matter they stand for the meaning that are similar or dissimilar with that of the text ahead, it had better to use the anaphora with positive meaning to point to the front text, only when these anaphoras express the meaning that opposite to the previous text, some denial words are added in front of them.

This point may be illustrated in the examples the author presents before:

She had always been quiet and thoughtful, but now she became even more so!

(L.W.Kingsland, 87)

她一直就是一个沉静和深思的孩子，现在她变得更

是这样了。

(Net.1)

What she thought especially wonderful and beautiful was that up on earth the flowers had a sweet scent, for that they did not have on the bottom of the sea, and the woods were green and the fish you could see there among the branches could sing so loudly and beautifully it was a joy to hear them-grandmother called the little birds fish, for otherwise they would not have been able to understand her, for they had never seen a bird.

(L.W.Kingsland, 79)

特别使她感到美好的一件事情是：地上的花儿能散发出香气来，而海底上的花儿却不能；地上的森林是绿色的，而且人们所看到的在树枝间游来游去的鱼儿会唱得那么清脆和好听，叫人感到愉快。老祖母所说的“鱼儿”事实上就是小鸟，但是假如她不这样讲的话，小公主就听不懂她的故事了，因为她还从来没有看到

过一只小鸟。

(Net.1)

Thirdly, after the teacher's enlightenments, the author thinks that English prefers to express comparison through devices while Chinese likes by meaning. This may make some contribution to the development of machine translation.

#### 4.2. Discussion: The Reasons Leading to These Phenomena

From the author's point of view, the main reason causes these dissimilarities on anaphora between English and Chinese is that English and Chinese belongs to two different language systems. For English, it belongs to Indo-European languages which attach great importance to sentence structure, logic and regulation. Something that established by the people through long social practice are its ways of expression and grammar. For example, the usage of English vocabulary is stricter, such as: this is often used as cataphora or refers to what follows in the passage while that usually functions as anaphora or summarizes what is said above. Furthermore, English has its own grammar phenomenon-article the.

On the other hand, Chinese belongs to Sino-Tibetan, the express of meaning is more essential than regulation. For things that accepted in common practice concerned more about culture and customs. For instance, in Chinese, the distinction between 这 and 那 is not as clear as that of this and that in English. Most of the time, only when use correspondingly with 这 does 那 appear. This may be led by people's habits.

#### 5. Conclusion

To summarize, in this essay, the author analyzes three kinds of anaphora -- personal reference, demonstrative reference and comparative reference in English and Chinese texts of Han's Andersen's Fairy Tales to conclude her own findings.

(1) In English relative pronouns are found to work as cohesion devices, but when they are translated into Chinese, personal pronouns are adopted.

(2) Both “this” and “that” could be used to notice something just mentioned, while in Chinese, “这” is more often used than “那”.

(3) To point to something specially, English has the unique language phenomenon, the article the, but Chinese doesn't. Chinese repeats the word twice to outstand its specialty. This is a good example while illustrate that English is subject-oriented language while Chinese is topic-oriented language.

(4) Since most comparative anaphors are extended reference, the corresponding Chinese translation need add something to the meaning of the anaphora itself to complete the cohesion. This is mainly because English and Chinese belong to two different language systems, and one is restricted by structure and grammar while another attaches more importance to the expression of meaning and habits in using.

However, most of these studies mentioned above are from the aspect of surface anaphora. The author considers that even for Halliday and Hasan's theories on cohesion were only a few steps further from those of structuralism. Halliday and Hasan broadened the scope of cohesion from inner-sentence to between sentences, but, just as Halliday himself mentioned that cohesion is a concept of semantics, and the coherence in meaning is more important than that on form; thus, the study of cohesion connected with register, situation, context, mutual knowledge or pragmatics gradually gained people's attention in recent years. This is also where other scholars' criticism to Halliday and what he himself admitted should be given more concerns. Apart from text-topic, we look forward to more theories and studies on cohesion, reference and anaphora from the point of semantics, from the area of whole text and from the meaning of more aboard. Text cohesion needs more works on it.

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ARTICLE

# The Application of HTP Projection Test in the Psychological Survey of Tibetan and Han College Students

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ABSTRACT

The projective test is not only helpful to find the potential psychological crisis, but also to overcome the language barrier and make up for the deficiency of the questionnaire test to a certain extent. In this study, 403 college students (205 Tibetan students and 198 Han students) from a national college were selected to test their mental health with Symptom Checklist-90 (SCL-90) and House-Tree-Person test (HTP). By comparing the results of questionnaire test and drawing projection test, it is found that SCL-90 and HTP test are significantly related to the positive screening results of four factors: Somatization, Depression, Anxiety and Phobic Anxiety. Both HTP test and SCL-90 test results show that the scores of Somatization, Depression, Anxiety and Phobic Anxiety of Tibetan and Han college students were significantly different; the scores of Anxiety and Phobic Anxiety of different gender college students were significantly different. Using HTP test as a supplementary test of questionnaire test can effectively improve the accuracy of screening.

## 1. Introduction

In recent years, with people's attention to mental health, college students in China are required to carry out mental health survey after enrollment. First of all, mental health survey can screen out students who may have mental problems and provide direction for the next

intervention of the school. Secondly, mental health survey can play a role in the publicity and popularization of mental health knowledge, so that students can understand the importance of mental health. Thirdly, we can establish mental files for college students through mental health survey, so as to fully understand the mental health status of college students, and carry out targeted education and

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counseling based on this<sup>[1]</sup>.

At present, the mental health survey of college students in China mostly uses questionnaire tests, such as UPI, 16PF and SCL-90, which are the most commonly used tests at present. Although the scores and analysis of these tests are relatively mature and objective, there are still problems such as students deliberately covering up and randomly answering. Some students may also be unable to fully understand the meaning of the question in a short period of time, the computer operation is not skilled, and the emotional tension affects the psychological state of the test and then interferes with the test results, which is very common among Tibetan college students. Through observation, the author found that the same psychological test, Tibetan college students completed the test time is about 1.5 times as long as Han college students. In the follow-up psychological interview, some Tibetan students told the teacher that the reason for the wrong answer was that they did not understand the meaning of the question. Tibetan students' mother tongue is Tibetan, so it is really difficult for them to complete the psychological test in a short time. In order to solve this problem, this study uses the combination of questionnaire test and HTP test to investigate the mental health of college students. HTP test method is simple, easy to implement, novel, easy to understand, and students are also very cooperative in the test<sup>[2]</sup>.

## 2. Research Objects and Methods

### 2.1 Research Objects

A total of 403 valid questionnaires (198 of Han nationality, 205 of Tibetan nationality, 177 of boys and 226 of girls) were collected from 420 college students randomly. The subjects were aged between 16-23 years old.

### 2.2 Research Methods

#### 2.2.1 Test Method

in order to test the screening effect of HTP test, the most widely used Symptom Checklist-90 (SCL-90) in college psychological survey was selected as the control test to test the subjects in groups. HTP test was scored according to The Manual of Painting Psychoanalysis and Psychotherapy (Second Edition)<sup>[1]</sup>, and SCL-90 test was scored and counted by computer.

#### 2.2.2 Test Implementation

Specific steps: HTP test first. After the completion of the painting test, the SCL-90 questionnaire will be issued for testing.

Notes: (1) In order to avoid mutual influence during the

test, the subjects should sit separately to avoid seeing other people's questionnaires; (2) Provide the subjects with pencils of the same model and a piece of A4 paper (if the subjects want the second one, the first one should be handed in, recorded and filed; 3) Keep the classroom quiet, the cell phone silent, and the test time is not disturbed at will.

Instruction: "Please lay A4 paper horizontally and draw houses, trees and people on it. To include these three things, other things can be added at will. The time is 12 minutes. Please raise your hand for help."<sup>[1,3]</sup>

### 2.2.3 Classification and Coding

Classification: Through literature search and data search, the painting features corresponding to 9 factors in the SCL-90 test are sorted out, and the classification items and coding standards are determined according to the existing feature interpretation system. (Table 1)

**Table 1.** Painting Characteristics and Corresponding Psychological Symptom Factors

Factor	Painting features <sup>[1-6]</sup>
<b>SOM</b>	The picture is too small, the eyebrows are sparse, the ears are small, the neck is long and thin, the organ is protruding, the trunk is blackened, etc
<b>O-C</b>	In the middle of the drawing paper, the lines are repeatedly sketched, the picture is in a straight line, too symmetrical, the description is meticulous, the cobblestone road, the branches are clear, the hair is described in detail, etc
<b>INT</b>	There are many sharp points, sharp corners on the roof, blackened windows, no doors and windows, high threshold, very high windows, fences or ditches, single line trunk, single line branches, small figures, abstract figures, missing facial features, etc
<b>DEP</b>	The picture is too small, under the paper, with light lines, too separate picture, monotonous composition, shadow, small house, blackened doors and windows, closed doors and windows, sagging branches, dead trees, fallen leaves, etc
<b>ANX</b>	The picture is too large, too many short lines, the picture is messy, blackened, highlighted, shadowed, scratched, the roof is too large, thick smoke, disordered tree crown, the body of the character is blackened, the hair is thick and blackened, the emphasis is applied to some place, etc
<b>HOS</b>	The picture is too large, above the paper, simple, with many sharp points, top view, sharp roof, fence, sharp Branch, figure on the back, big head, emphasis on face, raised eyebrows, big nose, sharp nose, etc
<b>PHOB</b>	At the bottom of the paper, trembling lines, light strokes, emphasizing the baseline, no baseline of the house, multiple locks of doors and windows, small figures, fuzzy faces, etc
<b>PAR</b>	Window lock, quadrangle crown, palm crown, huge crown ratio, trunk of electric pole, short trunk, too large figure, straight eyebrows, big ears, no ears, thick short neck, upright body, etc
<b>PSY</b>	The picture is not harmonious, the picture has no sense of distance and proximity, lacks the theme, too heavy or too light pen strength, the whole is monotonous, the lines are disordered, the house perspective, no roof, clothes perspective, viscera painting, etc

Coding: 0,1 score is used, binary variable index is used for coding. If there are painting features that are consistent

with the coding items in the painting, 1 score will be given, otherwise 0 score will be given. The coding personnel are all college students with relevant training, and the raters are professional teachers with relevant psychological qualification certificates or teachers trained in professional painting psychological analysis.

### 3. Results

#### 3.1 Correlation between HTP Test and SCL-90 Scores

It can be seen from table 2 that there are 9 different factors in the SCL-90 of Somatization, Obsessive-Compulsive, Interpersonal Sensitivity, Depression, Anxiety, Hostility, Phobic Anxiety, Paranoid Ideation and Psychoticism, all of which have significant positive correlation. HTP test results and SCL-90 there was significant cor-

relation among the four factors of the scale, which were obsessive-compulsive factor ( $r = 0.177, p < 0.05$ ), depression factor ( $r = 0.119, p < 0.05$ ), hostility factor ( $r = 0.233, p < 0.05$ ) and psychotic factor ( $r = 0.205, p < 0.05$ ).

#### 3.2 Comparison of the Average Scores of HTP Test and SCL-90 Test between Tibetan and Han College Students

From Table 3 above, it can be seen that HTP test and SCL-90 test results show that Tibetan and Han college students have significant differences in scores on four factors (Somatization, Depression, Anxiety, Phobic Anxiety). In addition, SCL-90 test results show that college students of different nationalities have significant differences in scores on two factors of Obsessive-Compulsive and Hostility,  $p < 0.05$ .

**Table 2.** Correlation between HTP Test and SCL-90 Test Scores of College Students

Variable	HTP	SOM	O-C	INT	DEP	ANX	HOS	PHOB	PAR	PSY
HTP	1									
SOM	0.049	1								
O-C	0.177*	0.662**	1							
INT	0.039	0.642**	0.757**	1						
DEP	0.119*	0.694**	0.770**	0.818**	1					
ANX	0.029	0.726**	0.774**	0.771**	0.818**	1				
HOS	0.233*	0.625**	0.612**	0.625**	0.650**	0.690**	1			
PHOB	0.083	0.552**	0.634**	0.671**	0.695**	0.720**	0.471**	1		
PAR	0.032	0.658**	0.680**	0.782**	0.773**	0.741**	0.692**	0.570**	1	
PSY	0.205*	0.663**	0.716**	0.745**	0.771**	0.791**	0.656**	0.632**	0.734**	1

Notes: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ ; SOM: Somatization, O-C: Obsessive-Compulsive, INT: Interpersonal Sensitivity, DEP: Depression, ANX: Anxiety, HOS: Hostility, PHOB: Phobic Anxiety, PAR: Paranoid Ideation, PSY: Psychoticism.

**Table 3.** Comparison of Average Scores of HTP Test and SCL-90 test between Tibetan and Han College Students

Factor	HTP test				SCL-90 test			
	Tibetan college Students(n=205)	Han College Students(n=198)	t	P	Tibetan College Students (n=205)	Han College Students (n=198)	t	P
SOM	11.65±7.37	8.56±3.66	5.357	0.000	1.62±0.49	1.5±0.41	2.652	0.008
O-C	7.36±2.16	7.15±2.08	0.969	0.333	1.98±0.52	1.88±0.52	2.085	0.038
INT	10.41±3.53	10.89±3.55	-1.344	0.180	1.85±0.53	1.75±0.57	1.734	0.084
DEP	11.36±4.21	12.63±4.3	-2.996	0.003	1.66±0.5	1.54±0.5	2.531	0.012
ANX	10.77±6.77	8.16±3.66	4.833	0.000	1.71±0.53	1.59±0.45	2.446	0.015
HOS	9.67±3.47	10.25±3.5	-1.668	0.096	1.66±0.54	1.51±0.51	2.768	0.006
PHOB	8.38±7.01	6.34±2.73	3.878	0.000	1.69±0.61	1.44±0.53	4.405	0.000
PAR	5.99±2.23	6.22±2.19	-1.074	0.284	1.61±0.46	1.53±0.44	1.673	0.095
PSY	5.18±1.9	5.19±2.03	-0.033	0.974	1.58±0.44	1.52±0.41	1.509	0.132

**Table 4.** Comparison of the Average Scores of Each Factor between HTP Test and SCL-90 Test for College Students of Different Genders

Factor	HTP test				SCL-90 test			
	male(n=177)	female(n=226)	t	P	male(n=177)	female(n=226)	t	P
<b>SOM</b>	10.83±7.64	9.58±4.35	1.940	0.053	1.55±0.5	1.58±0.42	-0.656	0.512
<b>Q-C</b>	7.27±2.18	7.25±2.07	0.083	0.934	1.84±0.53	2±0.5	-3.160	<b>0.002</b>
<b>INT</b>	10.82±3.33	10.51±3.7	0.888	0.375	1.72±0.56	1.86±0.53	-2.545	<b>0.011</b>
<b>DEP</b>	12.44±4.06	11.62±4.45	1.910	0.057	1.52±0.51	1.67±0.49	-2.951	<b>0.003</b>
<b>ANX</b>	10.89±7.07	8.39±3.82	4.235	<b>0.000</b>	1.54±0.49	1.73±0.48	-3.966	<b>0.000</b>
<b>HOS</b>	9.92±3.53	9.98±3.47	-0.162	0.871	1.59±0.58	1.58±0.48	0.096	0.924
<b>PHOB</b>	9.3±7.2	5.87±2.68	6.015	<b>0.000</b>	1.37±0.44	1.73±0.63	-6.877	<b>0.000</b>
<b>PAR</b>	6.19±2.28	6.03±2.17	0.725	0.469	1.55±0.5	1.59±0.41	-0.864	0.388
<b>PSY</b>	5.63±2.1	4.83±1.77	4.152	<b>0.000</b>	1.51±0.45	1.58±0.41	-1.594	0.112

### 2.2 Comparison of the Average Scores of HTP Test and SCL-90 Test between College Students of Different Genders

It can be seen from table 4 above that HTP test and SCL-90 test results show that there are significant differences in scores of students of different genders on Anxiety and Phobic Anxiety; SCL-90 test results show that there are significant differences in scores of students of different genders on Obsessive-Compulsive, Interpersonal Sensitivity and Depression,  $P < 0.05$ ; in addition, HTP test results show that there is a significant difference in Psychoticism scores between male and female college students.

## 4. Discussion

(1) By comparing the data and consulting the data, this study found that when carrying out psychological census for college students, some problems need to be paid attention to: 1) In the painting, if there are houses without doors and windows, moon, stars, dead trees, fallen leaves, rain and snow, lightning and hail, it is more likely to be related to depression. 2) The picture is too small, the picture is located in the lower left corner of the paper, and large area of blackening is often related to inner weakness and anxiety. 3) The picture is too rough, too simple, doors and windows are locked, sharp objects in the painting are more likely to be related to attack and defense. 4) Among the pictures: Nude people, several walls in the same plane, and multiple patterns on the roof are more likely to be related to the psychotic factors. 5) The judgment of painting works must not be mechanically copied. The assessment personnel need to be trained, and it is better to have the relevant experience of painting analysis. 6) Although the painting test cannot be concluded, the risk level can be

evaluated according to the number of negative painting features<sup>[4-8]</sup>.

(2) The HTP test can be used as a supplementary test to the questionnaire test when conducting the psychological survey in Colleges for nationalities. The data of this study also shows that there is a positive correlation between HTP test results and some factor scores of SCL-90 test (Table 2, table 3, table 4). This result is similar to the research results of Li Na, Liu Yan, etc., which shows that the common use of the two tests helps to improve the accuracy of the test. First of all, there are some situations in the questionnaire test, such as students deliberately cover up and answer at random, while the projection test can make up for the deficiency of the questionnaire test to a certain extent, because painting is an artistic language, and the artistic language is neutral, which is not affected by the tendency of social approval, which can well avoid the defensive psychology of the subjects. Second, for the Tibetan college students who are accustomed to speaking Tibetan, some Chinese version of the psychological test questions are really not easy to understand, in addition, due to different national customs and habits, it is easy to lead to test results deviation. HTP test cannot be affected by cultural background and language, so that the subjects can fully express their true self. Third, the way of painting is simple and easy to operate. In addition, painting itself has the function of psychotherapy. Psychotherapy and artistic creation often exist in parallel. Especially in the follow-up interviews, the process of encouraging subjects to explain their paintings is also a kind of therapy<sup>[9-11]</sup>.

(3) Further carry out relevant research and continue to improve the painting evaluation system. Although some scholars call for HTP test to be applied to college census, some experts also point out that painting is a creative

activity, and any creative activity is conducive to individual growth and mental health. However, HTP has not been widely used, which may be due to the following reasons: 1) It is difficult to make quantitative comparison due to the lack of unified scoring standards. 2) It is difficult to score, and lack of relevant professionals. 3) There is no Chinese norm and no comparative data. Therefore, relevant research needs to continue to be carried out to fill the above deficiencies, constantly improve the standard system of painting evaluation, strengthen the training of professional painting analysis personnel, and establish the Chinese data norm and the data norm of all ethnic groups in China<sup>[12]</sup>.

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## ARTICLE

# Evaluation of Students' Performance in Specialized Courses in Yanbian Agriculture College by Variance

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### ABSTRACT

The performance of college students' professional courses is an index to evaluate their academic status, so the performance of professional courses has a certain significance. In the process of assigning homework to teachers and taking exams in universities, the performance of specialized courses is regarded as the standard for students to study well. Because students' understanding and follow-up are often assessed on the basis of their usual seriousness and attendance in class, homework and exams, it is necessary to analyze their final grades to assess their actual situation. Test scores were evaluated using variances and covariances. This paper discusses how to evaluate the final achievement from the distribution of achievement.

## 1 Introduction

The student's examination result fills in the document as the archives, also is the important data after the evaluation it enters the society.<sup>[1,2]</sup> therefore, teachers should not arbitrarily alter or deliberately raise scores for private purposes. The results of students' four years in university are often the stones of their future work in the society. After filing, the organization will decide whether to upgrade or not based on its performance in the university and the basis of senior titles. Therefore, their achievements not only play a role in school, but also

play a role in most of the later work. How to arrange the results correctly and objectively is an important course for teachers in colleges and universities. Only the introduction of new people can make the society full of vitality and hope. Let's work together to do a good job in school evaluation is our teachers play a role in the time!

## 2. Assess Your Usual Attitude Based on Your Attendance

Because whether the students can follow up the course with the teacher in time is related to the attendance. Some

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students are warned more about absenteeism, which shows that they do not care about the course. So for these students to give timely talk and correct mistakes. A student's attendance rate often represents the most basic attitude problem. Imagine which students can get good grades without attending classes?

### **3. The Condition of Homework Is Good or Bad**

Homework is the second most important achievement. Some students do their own homework, and some others copy. Some even have the same mistakes and punctuation. This is clearly a copy. So, the teacher should distinguish who is serious and who is not. Only in this way can students be given accurate grades. The amount of work should not be too much. This prepares students to spend most of their time on the primary task rather than the secondary problem. For example, when the reducer is designed to make students distinguish between the center distance and shaft diameter is the most important, not parts drawing and tolerance is the main. Don't make the students waste time on spare parts drawings. Be aware of the big picture so that they can successfully complete the subject and improve their confidence. Also do not be too careful in small details, make students too complex. The small mistakes in the homework can be pointed out, the problem of principle is not to go too far and reward students to gain confidence. And give students space to develop and play.

### **4. Assessment of Test Scores**

The exam at the end of the course is the most important component. How the teacher sets the question ability to distribute the paper result to two ends small in the middle big artistic distribution is the correct evaluation student when the course finishes the examination score, and into the student archives. In the future when the students work in enterprises and institutions achievement appraisal and individual reference. If the problem is too difficult performance is low, it can be appropriate to adjust the number of certain fails. This is what teachers should do, to do a good job in the differentiation of performance evaluation.<sup>[1,2]</sup> The degree of differentiation is the division of students' knowledge mastery level by means of papers and regular homework. The difficulty of setting a question can distinguish the ability of students. Based on the basis of the benchmark questions to examine the general book examples and exercise knowledge, to play the high problem students to solve difficult problems and build up confidence. Can be determined according to the actual propor-

tion respectively, such as the proportion of 30% 40% and 30% . In this way, textbook exercises are given priority to and basic concepts are added to understand and develop the problems and problems that will be faced in practical work.

#### **4.1 Postgraduate Examination Evaluation**

It is now popular to take the postgraduate entrance exam to develop their interest in this aspect and to judge students' ability to deal with difficult problems. If students want to be a university teacher can also give some comprehensive questions to develop their research ability and paper writing ability. You know, some of the graduate entrance questions are very difficult, and you need to create equations to solve them. This requires students to have a solid theoretical foundation and innovative ability to meet the strong but not weak face to solve the creative questions, to be admitted to the ideal school and professional continue to engage in scientific research, to make contributions to China's basic scientific research field. There is a paper from the university of Chinese academy of sciences on the application of algebra in the research of cutting-edge quantum theory in China to explore the profound science and the achievements are worthy of great events in the mathematical circle of China. If only the ideal school to graduate as a teacher also have certain grades. Because more and more newly graduated graduate students want to enter so must have certain competitiveness to ensure their status and not be eliminated or even fired. This is one of the reasons why college teachers write papers. The other is professional title assessment, in which an associate professor is awarded a full professor only by a certain number of papers. A full professor is called a "tenured professor" in the United States. Because achievement is big and be added title, won't be dismissed at will. There is "reappointment" is the professor who will continue to be appointed after the professor retires, can continue to work for a certain number of years and give additional pay. In China, for example, "academicians" of both the Chinese academy of sciences and the Chinese academy of engineering can enjoy the title of "academician" for life and receive allowances from the state council. Two bombs and one star of merit scientists are the United States with a certain degree of professional level, such as Qian xueshen, Guo yonghuai, Qian sanqiang and Deng jiaxin, Zhou guangzhao and other experts have made great contributions to the country's special treatment. Their contribution is to make China reach the ranks of the world's advanced countries at an early date. If students want to become the backbone of the school and want to become academicians, they

need to constantly strive to be admitted to graduate students, complete certain research tasks under the guidance of the tutor, and make efforts to make achievements. To enter oneself for an examination good school good major of this year or the graduate student of previous session did not pass examination in time graduate student also should treat positively, because graduate student exam is to take an examination of 5 courses, have difficulty very much. And each basic including two subjects or more, such as mathematics examination of advanced mathematics, linear algebra and probability theory for mathematics (a); Political study of Marxist principles, scientific socialism and the history of the revolution. The average is two subjects. This group of students should be rewarded because they can increase the popularity of the school.

#### 4.2 Assessment of CET-6

Still have English six levels of test with passed six levels of reward follow. It's also the school's job to give credit where it's due. You should know that CET-6 is equivalent to TOFLE, IELTS and GRE. If the student has passed the sixth level, the school will give a commendation. This can make other students also see the prospect of also want to pass the six levels, so as to drive the whole department, and even the school can go to the United States, Britain, France and other developed countries to study abroad talent. So that the senior students in the university to display their talent, in all aspects of the Alma mater's reputation and struggle. Therefore, the school should encourage students who have passed CET-4 to take CET-6 or even TOFLE. Because English is the first official language in the world, and English is taught in almost all countries in the world, it is an inevitable trend for the world to master English, especially the difficult English. Only those who master English can display their talents on a bigger stage and get more people's support. There are also SCI (Science citation index) and EI (Engineering index). If a student publishes an article in SCI, it will be regarded as an English publication and be respected and valued. If a paper is published on EI, it is regarded as a second-class publication. Students are encouraged to publish papers. Schools should reward students who publish several papers in EI or above. Some students can be recommended to a key university such as Peking University for further study of master's degree or doctor's degree. Some students with high scores in TOFLE and IELTS are admitted to universities in developed countries such as the United States and the United Kingdom, where they go on to do masters and doctorates. Some successful people went on to do re-

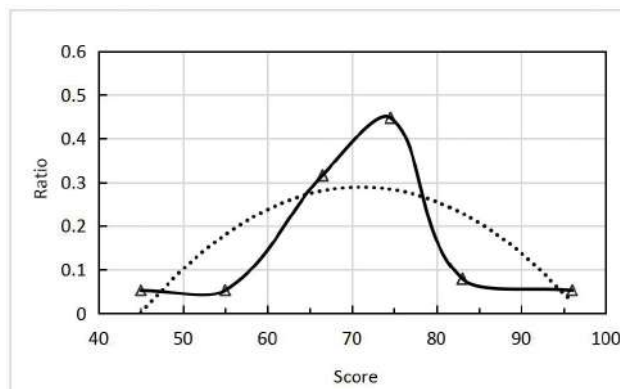
search as university professors and even won Nobel prizes. People who are accessible in the reading of reference books naturally become the target in people's mind, and can be reflected in the academic papers to become the leader of The Times. In this era of more and more fierce competition, only to continue to forge ahead and develop to achieve success.

#### 4.3 Evaluation of Students Who Have Won the National Olympic Competition

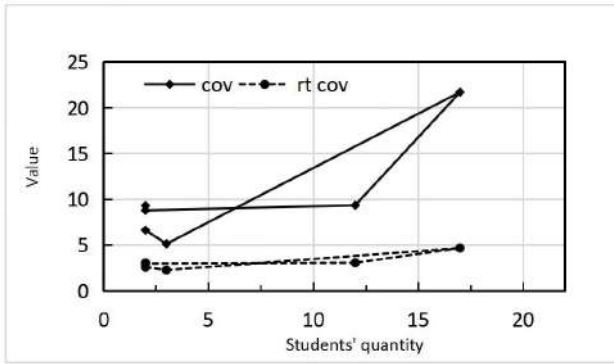
This is in the key universities such as Tsinghua & Peking university resumption of the school and the university of science of a large proportion of admission. Special attention should be paid to the admission of recommendation or extra points for their excellent performance. Do not take advantage of their major, so that they continue to do after graduation, or stay to teach. They are the representatives of the future cutting-edge science and technology of the motherland, we should give full play to their spirit and play to their advantages, for the motherland. They are respectively mathematics, physics, chemistry, biology and bioinformatics disciplines.

#### 4.4 Evaluation of Sports Talents

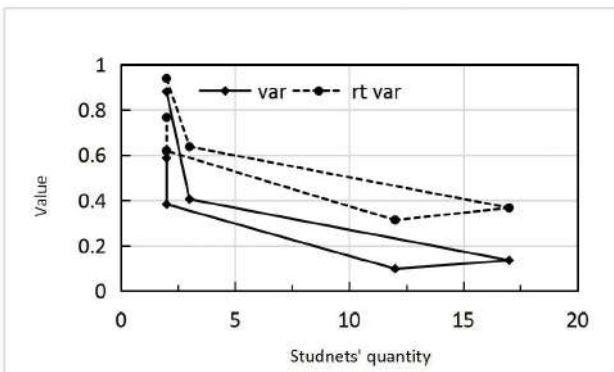
Sports specialty students are the students who achieve the first place in the national or provincial sports scores. Extra points should be given to such students so as not to fail. Including ball games such as football, basketball and table tennis, track and field, such as hundreds of meters, barriers and three kilometers, etc. These people should pay enough attention to be recommended to the university for excellent performance. Because the body is the guarantee of all activities, without a good body everything is useless. We should learn their methods and sports meaning well, and strive to improve our physical quality.



**Figure 1.** Distribution of student achievement and ratio (The dashed line is the trend line.)



**Figure 2.** Weighted covariance of scores and number of students (cov is the covariance and rt cov is the covariance root difference.)



**Figure 3.** Mean square deviation of achievement and number of students (var is the mean variance, and rt var is the standard deviation.)

According to the above three aspects of content to determine the score proportion. Typically, it's 10%, 20%, 70%. This makes grades fairly distributed rather than everything being determined on the basis of a single test score. Figure 1 shows the distribution of results of a class of material mechanics in the department of agriculture, Yanbian University. The entire black curve is close to a normal distribution, with a score of 70~75. The highest score above 90 is two, the lowest score below 45 is also two. The 4 candidates in the make-up examination scored below 60. The score was a bit low but the total error was within 5.2%. A good distinction between fractions. That's

the probability distribution of low on both ends and high on the middle. But the slope of the curve shows that the paper is a little bit difficult. Finally, the overall score 5 points to ensure the difficulty of the larger point of the tendency. Figure 2 shows the covariance of achievement and ratio. 5.5 is the best state of covariance, and 6~7 is the best state of cosquare root. Figure 3 shows their mean variances. 7.5 is the best state of mean square error and also the best root mean square error. It shows that the internal mean square error is easy to achieve, but the covariance is difficult to achieve. The higher the accuracy of the covariance, the higher the variance. The higher the covariance is, the harder it is to control. The cosquare root continues, then the mean square deviation, then the root mean square. In this way, it is more and more easy to control and close to the actual value, that is, the error rate is less and the accuracy is high.

### 5. Conclusion

(1) Students' scores should be assessed according to the overall situation, not only on the test results, which will make a part of the usual efforts of students lose their position and role. The proportion of using , justice to science. Error theories such as variance and probability of normal distribution are used to evaluate performance.

(2) The curve is close to the normal distribution, with 12 students in the majority at 70~75 points. The highest score above 90 is two, the lowest score below 55 is also two. The rating error was within 5.2%. The results calculated by using covariance 5.5 are the best covariance state, and 6~7 are the best cosquare root state. The variance calculation result 3 is the best state of mean square error and root mean square error.

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## ARTICLE

# Analysis of Dove's Brand Communication Strategy in the Chinese Market

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### ABSTRACT

DOVE is one of the chocolate brands launched by MARS in China. For more than ten years since DOVE entered the Chinese market, she has continuously adjusted her marketing model to conform to the Chinese market and has become more and more popular with Chinese people. Her unique advertising model and fresh advertising style have formed a deeper brand impression in consumers' hearts generated by brand loyalty. This article mainly explores DOVE's brand communication strategy in China from the marketing communication in DOVE's overall brand marketing, and studies how DOVE, as a foreign brand, adapts to the local market and gains the first position in the market. DOVE serves as a leader for Chinese chocolate businesses to step out of difficulty and provides helpful reference experience for China's multinational enterprises to survive in the context of global economy.

## 1. Introduction

The birth of a brand is the existence of "a brand used to distinguish the products of different producers"<sup>[1]</sup>, which refers to the means of differentiating from its competitors in terms of its product name, packaging, and image symbols. The connotation of the brand is constantly updated and injected with new understanding. From the initial use as a product interval symbol to a product value guarantee, it has gradually evolved into an associated carrier of the product, and the brand has gradually developed into an intangible asset. A brand is a manifestation of quality and value for the product itself, as well as an expression of soft power for the company, society and the country. Shu Yongping once said that "the person who is transferred as an individual is a personal

brand; the parallel transfer is for various different social organizations. They constitute the brand of different organizations; and if they rise to a country, then the country also becomes a brand"<sup>[2]</sup>. The formation of a brand is a comprehensive reflection of the inherent cultural and technological level for products, enterprises, and even the country. China vigorously promotes the establishment of brand awareness, strengthens scientific and technological construction, and realizes *creation by China*. In his speech, Xi Jinping instructed that "a brand is a comprehensive reflection of a company's technical capabilities, management level and cultural level, and even its overall quality. In a sense, brand is efficiency, competitiveness, and added value"<sup>[3]</sup>. The means and methods used in the image and the image displayed are the process of com-

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munication between the product and the consumer. Duan Chunlin held this view: "Integrated Brand Communication Theory (IBC) believes that there is a two-way interaction between brands and consumers "Brand communication activities are centered on the core value of the brand, and the process of maximizing brand value and values through the value co-creation of consumer participation"<sup>[4]</sup>. Carrying out effective communication to realize brand value and achieve brand recognition in the minds of consumers is the reason for brand communication analysis. Yang Yan and Luo Ziming once mentioned: "The purpose of brand communication is to integrate various communication methods available, carry out different levels of communication with the audience, empower the brand image and maximize the value of the brand"<sup>[5]</sup>, brand Communication is mainly divided into internal communication and external communication, and external communication is divided into marketing activities and marketing communication.

## 2. Market Analysis of Dove Chocolate

Mars Corporation, as the headquarters of Dove, was established in 1911. Its main business involves the manufacturing and marketing of snacks (candy chocolate), pets, staple foods and electronic products. In 1993, Mars established a factory in Beijing, which mainly produces chocolate and confectionery in China. The market is developing rapidly and is popular with the public. The English name of the Dove brand is DOVE, which is intended to mean *Do you love me*. DOVE is one of the chocolate brands launched by Mars in the United States. It is well known to the public for the love story of Bazaar and Lyon. In order to deepen this brand impression, DOVE focused on the narration of emotions in advertising and expressed the connotation of DOVE Chocolate—out of love<sup>[6]</sup>. At the same time, DOVE uses a simple packaging method on the product packaging, with a simple shape and simple and smooth lines to show the silkiness of DOVE products. The overall image displayed by DOVE is firstly an expression of feelings, and secondly, the taste is delicate, reflecting a light luxury style.

### 2.1 Analysis of Market Competition

China's chocolate market is fiercely competitive. The top ten chocolate brands are DOVE from Mars, Ferrero from Italy Ferrero Trading Group, Hershey from Hershey Company, Cadbury from Swaziland, and Gote from Belgium. Vatican, Swiss lotus, Swiss Snickers, American M & M'S, Meiji of Japan, Nestlé of Switzerland, (see Table 1).

DOVE's sales in the Chinese market reached 39.8%,

occupying the first position, and its biggest competitor was Ferrero (market share 19%). Foreign brands reach more than 90% of the market share. In 2016, Jindi, China's largest local chocolate brand, was acquired by Good Neighbor Co., Ltd. due to market losses and brand aging. China's local chocolate brands cannot support and can only survive at a lower end of the market.<sup>[7]</sup>

**Table 1.** Top 10 chocolate Brands in the Chinese market

Top 10 Chocolate Brands		
Ranking	Brand	Company
1	Dove	Mars Foods (China) Co., Ltd.
2	FERRERO	Ferrero Trading (Shanghai) Co., Ltd.
3	HERSHEY'S	Hershey (China) Investment Management Co., Ltd.
4	Cadbury	Cadbury MDL Foods Enterprise Management (Shanghai) Co., Ltd.
5	GODIVA	GODIVA GODIVA (Shanghai) Food Trading Co., Ltd
6	Lindt	Lindt Trading (Shanghai) Co., Ltd
7	SUCKERS	Geotechnical Mars Food (China) Co., Ltd.
8	M&M'S	Mars Foods (China) Co., Ltd.
9	Meiji	Meiji Food Industry (Shanghai) Co., Ltd.
10	Nestle	Nestle (China Co., Ltd.)

*Data source:* China Report Hall Database 11:22 on June 26, 2018 (www.china.baogao.com).

### 2.2 Analysis of Target Audiences of Major Competitive Products

Ferrero's target audience is economically independent young women who are pursuing fashion and romance, are, have a high level of consumption, have a high awareness of the brand of the product, and like gift box packaging.

Hershey's target audience is mainly independent consumers aged 15 to 44. The main target group is women, followed by teenagers aged 15 to 24.

Jindi Chocolate's target audience is people who are relatively economically independent, interested in promotional products, and value money more than life quality.

### 2.3 Analysis of Advertising Media

With the development of the Internet, companies have to pay attention to the impact of online marketing on brands. Hot search on the Weibo homepage, Baidu homepage, Taobao webpage, and various small windows push advertisements as new means of communication. Network communication can be used to the largest extent in time and space, and the target audience is wide. However, there are some shortcomings in online communication. It only introduces product-related activities and generates a shal-

low understanding of the brand. Therefore, TV advertising is still the most important communication method. In the selection of television media, more attention is paid to the selection of national media, with a wide range of dissemination and high credibility. Secondly, we will choose the media means such as outdoor (bus body, waiting hall, outdoor LCD, subway, light rail, elevator posters, etc.), plane, network and some soft sponsorship. The following comparisons are made on the amount of money, media combinations, and program types.

In terms of the amount of media investment, Dove far exceeded Ferrero. In the first quarter of 2018, Mars's advertising reached 3.5 billion yuan, and Ferrero Asia Ltd. invested 1.4 billion yuan (data source: Nielsen Networks AIS Media advertising monitoring data), and Jindi Meizi's advertising is far lower than that of foreign brands. Large-scale advertising can promote brand image, guide consumers' consumption concepts, and generate brand awareness to achieve purchase behavior. This plays a significant role for Dove in occupying the top position in sales<sup>[8]</sup>.

In terms of media combinations, Dove is more used in non-TV media than Ferrero and Hershey. It makes full use of more media communication methods such as magazines and outdoor advertising to expand its audience and form a brand recognition for consumers. For example, placing advertisements on the bus body, the advertising costs are low, contacting different groups of people, close to the lives of consumers, the mobility is relatively strong, the feeling is intuitive, and it is more likely to attract consumers' attention. Mars' chocolate brand Snickers and Dove's seasonal advertising in China present a phenomenon of high and low staggering, which can achieve the effect of maintaining customers.

In terms of program types, Dove and Ferrero both mainly choose TV dramas, movies, news and entertainment programs in terms of program types. The difference is that Ferrero's emphasis on news information and sports programs is higher than Dove's. Ferrero focuses on It is male viewing habits, while Dove pays more attention to female viewing habits. The chocolate market is biased towards female groups. Dove's program types are more reasonable in the audience of the program.

### **3. Analysis of DOVE's Brand Communication Strategy**

DOVE has always ranked No. 1 in sales and brand love in the Chinese market. The overall branding has played a role that cannot be ignored. For more than ten years after DOVE entered China, it has continuously explored and innovated on the road of brand building, constantly ad-

justed to adapt to the changes in the Chinese market, and constantly injected new feelings and new connotations into DOVE's brand. In the process of advertising dissemination, their own "big ideas" have gradually formed, that is, they have formed a unique value demand, which must meet the needs and demands of the audience, and must be distinguished from competitors, which can develop with the inherent tension of business development.

### **3.1 Advertising Communication of Dove Brand**

#### **3.1.1 Analysis of Advertising Elements**

Dove's advertisements have always adopted the method of music and scene change to show a high-end refined, romantic and pleasant atmosphere. The final result of Dove's advertising is to show the silky and delicious product itself. In summary, all Dove's advertising ideas will end with a dark coffee-colored ribbon around the leading actress. Delightful and satisfying expressions, using the synesthesia method to show the silky feeling of chocolate. In the scene, Dove uses different forms in different scenarios. In the window, it shows the buildings with British style, exquisite luxury clothing stores, and expensive necklace jewelry, showing a stylish romantic scene; in the advertisement of Tang Wei, appeared in the city, a small party, the suit is a suit and evening dress, the whole atmosphere is romantic and extravagant; Guo Caijie's advertisement appeared in the antique bookstore, the delicate sunlight gives a quiet feeling, the book in the bookstore Presenting a simple, wooden desk and green potted plants show a fresh scene; the advertisements of Yang Ying and Li Yifeng appear on a fairytale park bench. The scene is small and delicate, and an ambiguous feeling can be presented in a small space. Diverse scene changes give the audience a sense of freshness, and the reduction of repetitive factors will increase the interest of the audience. The choice of music is also an important factor for advertising. It must be consistent with the atmosphere of the scene display and at the same time be able to render the emotions of actors. On the whole, it presents a relaxed and pleasant emotional experience. Music can form a sensory memory and deepen the audience's impression.

#### **3.1.2 Advertising Experience Analysis**

The main feature of Dove advertising is emotional appeal. The Dove brand is well known and loved for the love story of Lyon and Bazaar, thus forming consumers' brand awareness. Dove continuously invests in new advertising connotations in each year's advertising to raise the brand awareness. The purpose is gradually expanded from love

to pursuit of dreams and affection. In the original window display of Yang Shiyin, the heroine wore a beautiful skirt, and looked at the necklace and hat in the window. The entire environment was permeated with a brisk and pleasant atmosphere. At last, the heroine took out Dove, the wonderful taste was like It is silky and, showing the audience what is beautiful in urban life, even if it is not possible to own it, but Dove will give you a better experience than having it, Dove chocolate gives a double surprise experience in "deliciousness" and "emotion", and renders the spiritual vision pursued by women in pursuit of freedom and independence in the new era<sup>[9]</sup>.

During the new year of 2017, Guan Xiaotong's "Blessings for Every Year" advertisements were launched, with Chinese characters and other scenes appearing in Chinese characters, such as writing brush characters. The plot of the story develops around the relationship between the mother and the daughter. The development is based on the growth timeline of the lead actress. The advertising scene shows the ordinary Chinese family, showing a warm atmosphere. The scene where the mother teaches her daughter to write repeatedly appears to promote the development of the storyline. The ad combines the scene of celebrating the Chinese New Year and DOVE'S *securing happiness* shows the implicit love which is unique in Chinese people. This ad captures the pain of the status quo in China. Young people who leave their hometown for a career have a loss in their parents' affection, especially in such important festivals as the Chinese New Year, which can arouse the audiences' resonance and identity. Dove's emotional marketing approach satisfies consumers' emotional aspirations, thereby promoting consumers' brand identity.

### 3.1.3 Endorsers

The image of the product spokesperson can intuitively reflect the brand image of the product. When selecting the spokesperson, pay attention to whether the personality of the spokesperson's image is consistent with the product positioning. At the same time, the public image of the spokesperson, consumer preferences, and topicality can affect the effectiveness of advertising communications, so in choosing a spokesperson, not only the characteristics of the image are considered, but also the aesthetic standards of the target audience are more satisfied<sup>[10]</sup>. After Mars entered the Chinese market, it changed its previous strategy, using local Chinese actors, and using the spokesperson's own fan effect to drive the economy and raise the topic. Dove followed the fashion hotspots when choosing spokespersons. For the target market, the spokespersons ever selected were Yang Shiyin, Tang Wei, Guo Caijie,

Deng Ziqi, Yang Ying, Zhao Liying, Audrey Hepburn and Guan Xiaotong. Choosing a star with a high degree of topic and discussion can achieve the desired price promotion effect. Tang Wei became hot thanks to her starring in the film "Beijing Meets Seattle" in 2013 and was loved by the audience. Tang Wei is a first-line star in the domestic market and has a sound fan base. The advertisement chose Tang Wei as the spokesperson to continue the role and popularity of the movie. The promotion of Zhao Liying's advertisement is based on the Chinese myth story Chang'e. Zhao Liying herself has a high reputation among the young generation of actresses well known for generating network traffic and has become more controversial after the works such as "Flower A Thousand Bone", which has triggered a Dove advertisement. The contrastive debate between spokespersons Yang Ying and Zhao Liying attracted the attention of a large number of fans and citizens. Guan Xiaotong is reputed as a child star and the "national daughter" by the public. Her image has always been smart and docile. In 2017, Dove chose Guan Xiaotong as the spokesperson and used the image of "national daughter" to interpret the family affection. DOVE is even more "blessed." "To impress the audience with warmth is a major breakthrough in Dove's advertising.

### 3.1.4 Advertising Medium

Advertising medium is a platform for consumers to get in contact with advertisements. Advertising medium promotes product information and advertising ideas. The choice of advertising media affects the consumer's acceptance of information and the effectiveness of advertising dissemination.

(1) The rapid development of the Internet and the advent of online shopping have gradually transformed national consumption from a single offline consumption to an online and offline consumption model. DOVE has teamed up with major platforms, including Tmall, Jingdong, Baidu, Weibo and other traffic-intensive platforms. For example, in Jingdong Taobao's 6.18 festivals in 2019, full reduction activities will be posted on the homepage. When you log in to the homepage of Baidu, a small window of Dove ads pops up automatically.

(2) As shown in Table 2, in the first quarter of 2016, Dove's advertising was distributed on 86 channels. The main channels for TV media were Hunan Satellite TV, Zhejiang Satellite TV, Tianjin Satellite TV, and Guangzhou Satellite TV. Favorite Wei video said, Hunan Satellite TV's idol solo theater, Happy Base Camp and other programs have been well received by female consumers. Zhejiang Satellite TV has enjoyed great popularity for its variety shows such as Brothers, Ace vs Ace, and Running

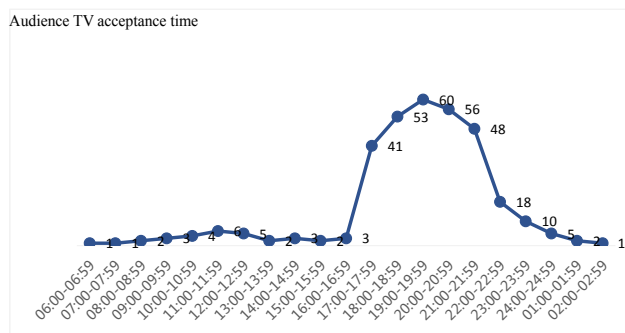
Man in which Yang Ying, the spokeswoman of Dove, participates. Dove’s commercials in such programs can attract consumers' attention. Dove has relatively few advertisements and frequencies on CCTV. CCTV advertisements are authoritative, but the cost of advertising is relatively high, and the target group is not obvious. Therefore, she chose to place on CCTV's music channel.

**Table 2.** Channels on which Dove invests more than 1 million in ads

	Advertising cost (Thousand Yuan)	Release Time (seconds)	Number of commercials (Time)
Total Advertising cost	508607124	159505	10634
Hunan Television	70791400	11715	781
Zhejiang Television	63471900	10620	708
Tianjin Television	45700000	7050	470
Guangzhou Television	62498550	26790	1786

Data Source: China Report Hall Database 11:22 on June 26, 2018 (www.china baogao.com).

(3) Whether chocolate itself has an impact on health has been questioned by consumers and chocolate cannot be regarded as a daily necessity. Therefore, chocolate itself, as a conveyer of emotions, will have a clear off-peak season in sales. The period from October to March in the following year is its annual peak season and Dove often reaches its peak in January. The New Year, the Chinese New Year and Valentine’s Day all fall in this period. Dove will bombard various media with its advertising during this period. During the course of a day, consumers' exposure to advertisements will be different. Consumers will reach a higher level at off-duty nodes, and they will reach a small peak between 17 pm and 22 pm. Dove plays its advertisements most frequently during this time, see Figure 1.



**Figure 1.** Time audience spend on TV

Data source: Nielsen AQM Market: National.

Dove has various degrees of advertising in magazines, outdoor videos, waiting halls, subways, and broadcast cinemas. For white-collar workers, subway and waiting room

advertisements will be perfect media to enhance these audiences' impression of the brand; although broadcast movies are not widely distributed, they have the highest audience preference. If they are placed closer to the target group in cinemas, they will have a high publicity effect. Dove mainly places advertisements on high-end fashion magazines, but the Internet release has gradually diluted the magazines in terms of advertising effect. The use of multiple media methods for advertising can maintain customers and make up for the shortcomings of seasonal chocolate sales.

### 3.2 Dove’s PR Communication

Compared with advertising communication, public relations communication can also strengthen the influence of brand communication, and conducting public relations activities to improve the public image of enterprises and products has become an essential step for enterprises. Successful public relations events can raise brand awareness and reputation, and at the same time, generate more recognition and brand loyalty among consumers. Consequently, more and more companies are devoting themselves to charity and paying attention to community.

#### 3.2.1 Public Welfare Activities

The Spring Festival is the most traditional festival in China, and it is a time for the Chinese families to reunite. However, with the increase in the number of people going out, it is difficult to grab tickets, which became a hot topic in society. In 2012, Dove launched a “Dove on Journey” charity event in 2012 to provide home buses in Beijing, Chengdu, and Shanghai. Through online platforms, consumers can win air tickets and bus services and Dove gift packages. Nearly 30,000 people participated in this event. Tang Yan, Qi Wei and other stars participated in this event to boost the topic and discussion. This activity of Dove by making full use of the Chinese people’s anticipation of reunion during the Spring Festival, used hot social issues, helped solve such issues, promoted product brands while strengthening the sense of social participation, and left a good impression on consumers.

#### 3.2.2 PR Activities in Promotional Strategies

In addition to public welfare activities, Dove has launched a lot of public relations activities based on promotional strategies in the Chinese market, using the Internet for large-scale information bombardment, and using Weibo hot search topics to connect Dove with brand spokespersons. As a result, a high degree of topical discussion has been formed; by taking advantage of China's unique festi-



vals, Dove's sales and public relations activities generally reach a small peak. For example, by collaborating with Xiaomi in using AI technology to spread the secret of love to the majority of technical boys, Dove has exploited another part of the market. Making use of hot domestic issues, Dove and Durex faltered each other at Thanksgiving and consequently the humorous form of the icon was loved and imitated by everyone. In Shanghai in 2019, Dove and LINE FRIENDS jointly launched the "Dove Little Fresh Series", and collaborated with two-dimensional characters, such as the mobile game "Love and Producer" which is popular with female audiences, and the domestic animation "Inhumane". This kind of cross-border cooperation is a manifestation of Dove's profound insight into the psychology of young consumers and is loved by consumers. At the approach of the Teacher's Day In 2018, Dove and Tencent jointly launched advertisements in Wechat moments and collaborated with Yonghui to generate applets. To celebrate the Teacher's Day, Dove launched a series of "Sweet Gifts for Teachers" promotional activities, which realized the unification of "marketing" and "sales". Using WeChat's huge user group, it covered the blind spot of snack food launch and opened up a new distribution chain for retailing. In the launch, the target audience is more optimized, the consumers are more efficiently reached, and considerable performances achieved. Under the public relations activities, Dove gradually formed some brand awareness in consumers and gained some new potential consumers' approval. At the same time, Dove also invested in large game pages, uploading some creative and attractive self-made small videos on websites with topic to grab women's attention, making the brand closer to life, and enhancing the consumer's recognition of the Dove brand.

Of course, Dove has also experienced some crisis events in recent years. For example, in 2018, high mineral oil content was reported and a consumer found three worms in Dove chocolate. Such negative incidents have caused extreme panic among consumers. The quality of Mars' products was questioned by consumers. Dove's public relations department responded to the complaint about the high mineral oil content by claiming that there were no relevant industrial standards on mineral oil in China, which stirred anger among consumers. After the worm incident, Dove's relevant public relations department did not make a timely response and lacked in ability to deal with crisis in public relations. In view of these unfavorable incidents, the relevant public relations departments of Dove should raise awareness and make appropriate adjustments. Chinese enterprises must also learn from them.

### **3.3 Word of Mouth Communication of the Dove Brand**

Word-of-mouth communication is divided into two parts here, corporate word-of-mouth and brand word-of-mouth. Word-of-mouth communication can increase consumer recognition of the brand and increase the reliability of advertising, thereby reducing the cost of brand communication<sup>[11]</sup>.

Dove has certain advantages in the company's information source. Dove is one of the brands of Mars, and Mars is the world's largest manufacturer of pet food and snack food and has high credibility in terms of production technology, raw material selection, and taste classification, so consumers' decision-making risks are relatively low.

The Dove brand itself has a very good consumer preference. Dove is different from other chocolate brands Dove Chocolate. Dove first used the love tragedy of Lyon and Bartha to arouse sympathy in consumers and gradually formed a brand impression. The spread of stories can arouse consumers' interest, and then convey brand information. Brands in the name of love have a higher degree of consumer recognition and credibility in the market, and have a relatively large number of brands with high brand loyalty and solid customer base. Dove's product spokespersons are loved and recognized by consumers in both image and temperament. Most of Dove's spokespersons are handsome men and beautiful women, which can promote the rapid growth and expansion of the brand.

### **4. Conclusion**

The market for chocolate is constantly expanding, competition among chocolate brands is becoming more and more intense, consumers have more choices of products, and consumer attitudes are changing. As a foreign brand, it is not an accident that Dove can successfully open the market in China and occupy the number one position in the market. Its success is inseparable from the efforts made by Dove in brand communication. In the process of brand communication, cross-cultural companies should always pay attention to changes in consumer needs and emotional demands, understand the local cultural environment, and adapt to market changes. China's consumer base is large, and in the process of market development, Dove gradually meets the special needs of consumers and opens up new markets. Moreover, it conducts close and detailed research on its competitors to develop their own unique product brand image and differentiate its products from its competitors'.

To enter the Chinese market as a foreign brand, Dove first relied on the strength of Mars, the company's reputa-

tion, and used a unique brand story to arouse the sympathy of Chinese consumers. The product has a unique taste and is loved by consumers. In particular, Dove has made tremendous efforts in public relations activities and advertising. Compared with other chocolate brands, it takes the lead in investment in advertising. Another factor for its success is its creativity in advertising and its attention to the culture-loaded phenomenon that Chinese people are reserved in revealing their emotions. The full use of emotional appeal marketing in its advertising makes Dove's brand well received and loved by Chinese consumers.

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## ARTICLE

# Research on the Teaching and Reform of Electrodynamics Course Based on Multi Dimensions

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### ABSTRACT

Electrodynamics, as one of the four major mechanics, is a required course for college students majoring in physics. It reveals the laws and essence of physical phenomena more profoundly, so it is more difficult and the current teaching situation is not optimistic. Based on the structure and characteristics of electrodynamics, this paper studies the teaching and reform of electrodynamics from multiple dimensions, in order to achieve teaching innovation according to the requirements of the new curriculum reform and the concept of modern talent training, and provide students with higher quality teaching services.

## 1. Introduction

Electrodynamics is one of the required subjects of physics. It includes the research of electronic engineering, radio, electromagnetic fields, and electromagnetic waves. It has a wide range of applications in China's electronic information, electromagnetic fields and other professional fields. However, with strong professionalism and high difficulty, the current teaching situation in colleges and universities and the learning effect of students is not satisfactory. Therefore, it is of great practical significance to deepen the teaching reform of electrodynamics from multiple dimensions based on the new curriculum reform and the concept of modern talent training.

## 2. Teaching and Reform of Electrodynamics Course

Electrodynamics is a systematic and well-organized disci-

pline with a rigorous knowledge system and structure. In terms of content, the abstract theoretical knowledge and professional practical content greatly increase students' learning difficulties. Attempts have also been made to carry out teaching reforms according to the characteristics of the subject, but the results have always been unsatisfactory. Specifically, the basic teaching situations in terms of teaching content, teaching methods, and student learning are as follows:

### 2.1 In Teaching Content

The teaching content of electrodynamics mainly consists of five parts: the general law of electromagnetic phenomena, special theory of relativity, static magnetic field, electrostatic field, and the propagation and radiation of electromagnetic waves. This knowledge has been widely applied in daily life, military fields, and physics research. However, current practical teaching tends to focus on the teaching of basic methods and theoretical knowledge, with

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less connection with actual life and even less connection with high-end research fields. As a result, students lack a deep understanding of theoretical knowledge, and their intrinsic learning motivation is not effectively stimulated. In the assessment of learning effect, students' mastery of basic knowledge is very unsatisfactory, and it is extremely difficult to achieve the expected teaching goals<sup>[1]</sup>.

## 2.2 In Teaching Methods

In the current electrodynamics teaching class, the negative impact of traditional teaching concept has not been fundamentally eliminated. Teachers still serve as the center for imparting knowledge in class and pass knowledge to students through explanations and multimedia courseware. In this teaching mode, students are completely passive. Although the purpose of "imparting knowledge" can be achieved, it cannot stimulate students' subjective initiative and enable them to actively explore and comprehend knowledge, thereby hampering the development of students' ability, especially in analyzing and solving problems.

## 2.3 In Student Learning

The principle of running vocational and technical schools and the students' schooling purpose is to master skills quickly and become practical talents. Therefore, in the process of studying electrodynamics, many students already have clear career goals, and will focus more on improving their skills. As a result, they will be eager for quick success and instant benefits in the study of electrodynamics; without real recognition of the important value of the subject, they ignore the application of disciplinary knowledge in social development and future employment and regard passing exams and assessments as the only goal. As a consequence, this leads to the derailment between the study of electrodynamics and the actual development of students, which seriously affects students' learning enthusiasm and subjective initiative<sup>[2]</sup>. Over time, students will lose their passion and interest for learning because of the boring knowledge and the unintelligible content of electrodynamics, and take the study of electrodynamics as a burden.

## 3. Teaching and Reform Strategy of Electrodynamics Course

### 3.1 Reforming the Knowledge Structure

Under the limitation of class hours, the main goals of reforming the knowledge structure are to balance theoretical knowledge teaching and practical teaching, and to achieve the penetration of the practical application of electrody-

namics. It not only enables students to understand the practical application of electrodynamics knowledge in the frontier field, but also effectively stimulate students' enthusiasm and develop students' abilities from all aspects. Therefore, the reform of the knowledge structure should focus on specialties, based on modern pedagogical concepts and the development trend of the discipline, sort out the structure system and the knowledge relation of electrodynamics more systematically, reduce the theoretical knowledge appropriately, penetrate the theoretical knowledge into related information on modern development, and expand technical expertise. For example, the basic theoretical knowledge such as the electrostatic field, polarization and magnetization, and the experimental law of a stable current magnetic field should be simplified; relative contents with a modern atmosphere should be supplemented; and the knowledge with significant practical significance in recent development of electrodynamics should be added to the knowledge structure, such as the knowledge of optical fiber communication, so as to make students understand the practical application of electrodynamics in the development of modern science and technology, shorten the distance between knowledge and student life, and allow students to correctly comprehend the practical value of electrodynamics knowledge<sup>[3]</sup>.

In general, in the process of electrodynamics teaching, the teaching content of basic theoretical knowledge should be based on building a solid theoretical foundation for students; however, the penetration of theoretical knowledge into practical applications is more conducive to students' understanding and mastery, and to stimulating students' learning interest and subjective initiative. In addition, in the process of expanding students' horizons, carrying out teaching combined with cutting-edge research results can deepen students' understanding and cultivate students' abilities from multiple dimensions.

### 3.2 Reforming the Teaching Methods

Judging from the current teaching situations of electrodynamics courses, the teaching methods of college teachers are too traditional and backward, which will restrict the exertion of students' subjective initiative and severely squeeze their thinking space, which is very unfavorable to the development of their ability. Therefore, in the process of teaching reform, it is of great significance to carry out scientific reform of teaching methods.

Firstly, teaching should focus on cultivating students to master scientific learning methods. The purpose of course teaching is not simply to transfer knowledge to students, but to use knowledge as an opportunity to achieve the improvement and development of student abilities, so that students

can master correct learning methods and develop good learning habits. From the perspective of the disciplinary characteristics of electrodynamics, students should be consciously trained in theoretical analysis ability, material analysis and demonstration ability, and practical proof ability in teaching, so that they can develop the learning thoughts of raising problem-analyzing problem-solving problem, and take the initiative to think independently and make comprehensive use of knowledge in the learning process<sup>[4]</sup>.

Secondly, teaching should focus on training students' ability to apply knowledge. The study of theoretical knowledge is to better serve the practice, so teaching needs to make students correctly understand the interpretation of basic knowledge, and be able to analyze natural phenomena and engineering technology from a professional perspective using professional knowledge. For example, after studying related knowledge of electromagnetic wave, teachers can also link this part with daily life phenomena, and guide students to adopt professional explanations to reasonably explain physical phenomena in life, so as to cultivate students' thinking of linking theory with practice in teaching.

Finally, the traditional teaching methods should be transitioned to penetrating teaching. Traditional teaching methods rely too much on teaching materials. Although they can systematically explain knowledge to students, they are too stable and rigorous to facilitate students' understanding. Through penetrating teaching, students are allowed to start learning with infinite unknowns and accumulate knowledge little by little in solving, exploring and thinking about problems. For example, in the teaching process of basic knowledge such as basic laws, a penetrating teaching method can be adopted to infiltrate knowledge by analyzing the latest research results and cases at the current stage, thus students can effectively grasp the knowledge in the process of analyzing and thinking.

### 3.3 Reforming the Teaching Model

At the present stage, relevant conditions and teaching modes of the theoretical teaching of electrodynamics in colleges and universities have been perfected and matured, but the practical teaching is still lagging. This is mainly because the theoretical knowledge is too complicated, and teachers often want to realize students' quick understanding through simple experiments; and advanced research requires expensive equipment or materials, but vocational technical colleges are not capable of developing experimental platforms of corresponding levels with limited funding. Facing such a situation, we still need to strive more actively for the support of the state, schools and the society, solicit funds, equip electrodynamics with experiments, and allow students'

subjective initiative to be more fully exerted through the Theory + Experiment model. However, this work cannot be accomplished overnight. Experimental projects, such as microwave spectroscopy experiments, radio wave emission characteristic measurement experiments and optical device spectral sensitivity experiments should be introduced step by step, allowing students to experience the fun of electrodynamics courses in hands-on experiments, guiding them to think and produce innovative thinking, and exercising their abilities from all aspects.

## 4. Conclusion

In summary, under the guidance of the new curriculum reform, the teaching reform of colleges and universities continues to deepen, and the teaching reform of electrodynamics course has become the focus of college teaching reform. However, due to the content and characteristics of the course, the current reform effect is not significant, especially in the course quality and the classroom efficiency without great positive effects of reform. Therefore, colleges and universities should recognize that the teaching reform of electrodynamics course is a long-term task, which requires teachers to continuously explore and try in practical teaching, to innovate from multiple dimensions, and to link the discipline with the frontiers of physics and the development of science and technology. They should always adhere to the concept of advancing with the times, reform the knowledge structure, teaching methods and teaching models, start from the actual development needs of students and provide students with personalized teaching services, in order to realize the improvement of teaching quality and teaching level.

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## REVIEW

# Research on the Linguistic Features of British and American Literary Works from a Cross-cultural Perspective

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### ABSTRACT

British and American literary classics are very rich, and they are the bright pearls in the treasure house of world literature. British and American literary creations are produced under unique regional cultures. Different regional cultures have their own language characteristics and connotations. To understand the work deeply, they must have a deep understanding and understanding of their background culture. British and American literature is an important reflection of British and American culture. By analyzing the language characteristics of British and American literature, we can better understand the development characteristics of British and American culture and strengthen our understanding of the background and connotation of British and American culture. Next, this paper will analyze the linguistic characteristics of British and American literary works from a cross-cultural perspective to strengthen the understanding and cognition of British and American culture.

## 1. Introduction

Language is a communication tool and a way for people to communicate emotions. It establishes a communication bridge between people and deepens the connection between people. How to fully show the charm behind language so that people can accurately grasp and understand it is a problem that linguistics needs to face seriously. As we all know, excellent literary works reflect the shadow of a society and an era, can convey its unique breath, and also represent a unique regional culture. An in-depth understanding and understanding of the language of an era is an effective way to learn excellent literature. In the contemporary world, cultural exchanges between countries are becoming more frequent, the pro-

cess of global integration is accelerating, cross-cultural exchanges have become the norm, and studying excellent literary works from around the world can help us understand the cultural and linguistic characteristics of foreign countries. British and American literature has numerous excellent works, which are unique in the literary world and have a high literary status and influence. Therefore, from the perspective of cultural communication and learning, studying the art of language in British and American literature can help us expand cultural knowledge and deepen our understanding and understanding of British and American culture. This helps to promote cultural exchange between countries and is very important. Practical significance. From a cross-cultural perspective, to better understand British and American culture, we must analyze

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the characteristics of language and culture so that we can better grasp the characteristics of British and American culture. Language is the premise and foundation for people to communicate, and it is also an important carrier for culture to spread. Therefore, strengthening the study of the linguistic characteristics of British and American literary works from a cross-cultural perspective has a very important role in promoting cultural communication and language learning.

## **2. The Language Basis of British and American Literature**

The language of British and American literary works mostly comes from religion and mythology. The Bible and Greek mythology are both important sources of English and American literary language. Therefore, when analyzing the characteristics of the language, you must read and understand the Bible and Greek mythology. This can help promote the understanding of English and American literary language from a cross-cultural perspective.

Firstly, the Bible, an important representative of British and American literature, and some long poems in it are often cited as important references in British and American literature. For example, in *The Illusion of Farmer Pierce*, the culture and thoughts of the Bible are transmitted. Therefore, when reading such literary works, you must have a basic reading and understanding of the Bible. Can better understand the background and language characteristics in literary works.

In addition, the language characteristics of British and American literature are closely related to ancient Greek myths. Ancient Greek & Roman culture was an important birthplace of European civilization and had an important impact on British and American culture. Therefore, in most British and American literature, the shadow of ancient Greek culture can be seen. A group of famous modern European and American writers, such as Dante's *Divine Comedy*, are explorations and analyses of the ancient Greek mythology. In British and American literature, the pursuit of self and the pursuit of natural beauty can be found in Greek mythology. Therefore, from a cross-cultural perspective, to study the language characteristics of British and American literary works, it is necessary to analyze the language basis and source of British and American literary works.

## **3. Appreciation of the Language and Art Features of British and American Literary Works from a Cross-cultural Perspective**

Language is an expression formula for human beings

to release grief and joy, a quick way for human beings to build a spiritual bridge, a form of communication in which human beings open up, and a mode of expression where human emotions intersect. How to express the profound and philosophical philosophy of language vividly is a high-level and divine connotation, so it can be said that the question of how to use language can indeed be described by an art. Literary works have unique advantages in integrating the characteristics of the times and embodying regional culture. The most important way and way of experiencing language art is through the mining and learning of literary works, especially in today's deepening globalization, how to use a cross-cultural perspective to humbly learn literary works of other countries is even more necessary. How to examine and appreciate the language and art in the excellent British and American literary works is not only enjoyable, but also very necessary.

### **3.1 Principles of Linguistic Appreciation from a Cross-cultural Perspective**

#### **3.1.1 Both Communication and Practicality**

The reason why the study of British and American literary works requires practicality is mainly to consider the full respect for the objective real environment, to combine language features with unique cultural content, and to combine the actual context with useful materials in the work. Under the guidance of practical principles, we can deepen our understanding and consideration of literary works. Communicativeness is required here because we should improve our intercultural communicative competence through the study of cross-cultural works. In other words, communicativeness is an extension of practicality. Language is not only an important carrier of the cultural characteristics of various nationalities, but also a major means for people to communicate. When studying British and American literature, we must continue to raise our cross-cultural awareness on the basis of a basic understanding of language knowledge. On the basis of understanding the characteristics of the language and national background and interpreting its culture, the most basic language communication and exchange are realized to promote sustainable cultural development.

#### **3.1.2 Respect for the Inevitable Differences Between Cultures**

One of the important discussion principles of this article is the cross-cultural perspective, which is respect for cultural differences. The so-called cultural differences refer to differences in thinking modes, differences in values, and

differences in customs. The most obvious is the difference between customs. The so-called custom refers to the unique culture created by different ethnic groups through long-term settlements and in different cultural exchanges. Each nation and country has different customs and habits, so different customs and habits have also created different customs and cultures in different countries and nations. For example, the "old" characters in Chinese characters in our country generally have the meaning of respect for others. Therefore, we often say "old people, teachers", etc. However, in English, "old" means not only that the person is old, but also it also means that it can't keep up with the times and backwardness. For another example, in English, "red" just means a color such as red, but in Chinese, "red" not only means a color but also expresses the meanings of redness and joy in our concepts. Auspicious meaning. From the perspective of values, it represents an individual's overall evaluation of certain objective things and the characteristics of things. The formation of values varies depending on the social environment and historical background of people. For example, in terms of collectivism and individualism, in British and American countries, they consider individualism to be a symbol of democracy, so they advocate personal values and emphasize individualism. However, in our culture, individualism represents a concept of selfishness. It is a derogatory term and we do not advocate it. Instead, we focus more on collectivism and emphasize collective power. From the perspective of thinking mode, it is reflected in many aspects such as material, spirit, behavior, etc. It is a concentrated reflection of a cultural characteristic. For example, in the way of thinking, we emphasize the dialectical way of thinking, thinking that everything has its two sides, while the British and American thinking logic is more focused on the study of logical characteristics of things, so it pays more attention to quantitative aspects. analysis. These differences in customs, values, and ways of thinking are the starting point of our cross-cultural research, so they are a major principle we must follow.

## **3.2 Features of Language and Art in British and American Literature from a Cross-cultural Perspective**

### **3.2.1 Emphasize the Use of Dramatic Monologues**

Dramatic monologues are used more frequently in British and American literature. The history of dramatic monologues can be traced back to 1857, and part of the "The Song of Knights and Round Skulls" by the then poet Thornbury has been called "dramatic monologues". Then in 1886, the "Roxler Officer Sixty Years Later" by Ten-

nyson was published for the first time. The advent of this work established the authority and correctness of "dramatic monologues" and has been widely used since then. In various literary works. The so-called "dramatic monologue" is to separate the author from the speaker. For example, in the work "Father's Prayer" by Robert Burns, we can not only hear the voice of the hero, you can also hear Robert Burns's own assessment of the hero in the work. In this case, even if the author's own evaluation does not have a certain authority, it will leave a lot of imagination for the reader and allow the reader to seriously consider the meaning to be expressed in the work.

### **3.2.2 Originating from and Above Reality**

In order to conduct an in-depth analysis and interpretation of British and American literary works, what must be done is to understand the social and cultural background of literary works. Understand and infiltrate the English language and culture on the basis of basic understanding and understanding. The expressive power of English and American literary works more reflects the author's own understanding and judgment of the social value orientation, the author's true experience and perception of social life and life, and the author's confusion about the meaning of life and thinking. Stylistic styles and the diversity of language and culture are the characteristics of British and American literature. Especially in terms of language performance, they are quite rich and diverse. Therefore, the process of studying British and American literature works is also a process of understanding the rich content of British and American literature works.

### **3.2.3 Various Classics and References**

Multi-faceted references to classics are not only a feature of British and American literature, but also the secret of its rich language art, that is, expressing intriguing and thoughtful philosophy through simple language narration. For example, the hero "Achilles' heels" described in Greek mythology. The story tells that Achilles' mother, the goddess of the ocean, pinched Achilles' heel on her infancy and soaked it in the Stix River. After soaking in this river, Achilles had a body that could not penetrate. However, since Achilles' heel was not immersed in water, his heel was his most lethal weakness. However, it was dramatic. When he captured Troy, his heel was shot by the sun god, and Achilles eventually died. Therefore, since then, the author often used "Achilles' heels" to express some "fatal weaknesses and vital parts". Therefore, in English and American literature, such a method or a similar reference to classics is often seen.



## **4. Interpretation of British and American Literary Works from a Cross-cultural Perspective**

### **4.1 Building Cross-cultural Awareness**

Language is an important part of the process of national culture and an important symbol for distinguishing national characteristics. It carries different cultural traditions and styles and is an important tool for cultural communication. In the study of American and English studies, we strengthened cross-cultural awareness, read classic literary works to experience the characteristics of foreign cultures, deepened communication and communication between languages, and promoted deep integration between different cultures.

### **4.2 Attention to Cultural Differences**

The so-called cultural differences mainly include customs, ways of thinking, and values. Traditions, cultures and customs vary from region to region, each with its own characteristics. Each nation develops its own cultural habits and characteristics. This is an effective mark to distinguish nations, and at the same time, it has formed ethnic cultures with different customs. When appreciating American English studies, we must recognize the cultural differences behind them.

## **5. Specific Linguistic Features of British and American Literary Works from a Cross-cultural Perspective**

### **5.1 Good at Using Classics**

When rewarding British and American literary works, we often find that some works will be based on mythological stories and historical allusions. This will deepen the theme of the work, enrich the content of ideas, and highlight the language characteristics of the work. In the process of creating English and American literary works, using profound allegorical stories and expressing the central idea with plain language, this created the unique linguistic personality of British and American literary works.

### **5.2 Art Creation Based on Reality**

Literature and art are usually based on reality, but there is a transcendence from reality. Therefore, when appreciating the language and culture of British and American literary works, we must analyze the social environment in the works in depth, which will help us better understand the cultural and linguistic characteristics of the works. By

reading English and American literature, we can see that it attaches great importance to describing the social life situation, and we must pay attention to the reflection on life in the use of language and culture. Although British and American literary styles are ever-changing, most of the works are based on realistic themes. Use multiple languages to highlight the characteristics of the work and enhance the cultural connotation of the work. Taking Peter Pan as an example, the language portrayal of I Zhang Hu Ke is very representative. The author gave a vivid and detailed description of the image of IS, which is mainly due to his personal understanding of life, and the fusion of it into an artistic language and culture, which is then reflected in literary works.

### **5.3 The Effect of Using the Dramatic Monologue**

British and American literary works are good at playing the role of dramatic monologue. The characters and characters are portrayed through language dialogues to express their ideological connotations. Taking the work of "The Prayer of the Father of Power" as an example, we can not only see the inner world of the protagonist intuitively, but also see the author's evaluation of it, so that the author's writing purpose can be truly described in literary language. Thus accurately grasp the central idea of the work. Utilizing the unique language design of the drama monologues, to give readers a rich imagination, so as to enhance the author's understanding and understanding of the work.

## **6 Major Strategies for Promoting Linguistic Appreciation of British and American Literary Works from a Cross-cultural Perspective**

### **6.1 Improving Reading Ability of Classic Literature**

In order to improve the appreciation of the language and culture of British and American literature, we must first work on reading the British and American literature. First of all, in a cross-cultural perspective, it is necessary to read a large number of American and English classics. Only by reading more literary works can we enrich literary knowledge, expand our literary horizons, and deepen our knowledge and understanding of British and American literature. In addition, readers must In-depth understanding of the author and the background of the work can grasp the central idea of the work and the author's existence, and can enhance the appreciation of language and culture. In order to better promote the linguistic appreciation of British and American literature from a cross-cultural perspective, it is also necessary to strengthen the reading and

understanding of British and American literature. First, in a cross-cultural context, it is necessary to increase the reading volume of literary works. Only by reading some literary masterpieces can you improve your reading feeling, which can better promote readers' understanding and cognition of English and American literary languages; In addition, readers need to strengthen the analysis of the author's experience and cultural background, so that by understanding the author, he can better understand the author's writing intention and improve the accuracy of language appreciation.

## 6.2 Strengthening Literary Literacy

From a cross-cultural perspective, to deeply study the language of British and American literary works, we must strengthen the cultivation of literary literacy. Only in this way can we deeply understand and appreciate the content of literary works and accurately grasp the language and culture of the works. In addition, readers should have extensive exposure and study of British and American cultures, which will help us accurately understand British and American literary works, grasp the main ideas and ideas in the works, and promote the understanding and communication of different cultures. For the study of the linguistic characteristics of British and American literary works, we need to further improve our literary literacy so that we can better read literary works and better understand the language characteristics of the works. In addition, readers need to strengthen their study and understanding of British and American culture, which will help them to read English and American literature more deeply, understand the profound content of the works, and promote appreciation and analysis of different cultures.

## 7. Conclusion

From the above analysis, it can be seen that the linguistic

analysis of British and American literary works from a cross-cultural perspective must be based on understanding the cultural background and the author's writing style. In this context, we can better appreciate the linguistic characteristics of British and American literary works and analyze the depth of the works. The language and art of British and American literary works are mostly reflected in the infiltration of dramatic monologues, the content of works that originate from but are higher than reality, and the use and reference of classics. All these make the expression of British and American literature works more vivid and more acceptable and popular. In the current context of a diverse world, what we need is a more positive mindset to understand and tolerate differences and cultural diversity between different cultures. Through appreciation of the language and art of British and American literary works, learn about the new cultures of other countries and the positive significance of cultures, and promote exchanges and integration between the worlds.

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## REVIEW

# A Study on the Dilemma of Contemporary Teachers' Moral Life

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### ABSTRACT

The essence of teachers is to live a moral life with students and create a possible moral life together. At present, the alienation of teachers' moral life has reached an amazing degree. Based on this, at the conceptual level, rediscover the emotional dimension of teachers' moral life in a humanistic way and turn to the inner power of teachers' emotional life. At the practical level, it emphasizes the cultivation of emotional quality of moral life.

## 1. Introduction

The teacher is a person with moral influence who constructs moral life together with learners. However, in the face of frequent media reports of teachers' moral "anomie", student-teacher relationship crisis, "attack on teachers" and other vicious incidents. The emotional dimension of teacher as "human" is seriously covered. In the professional life of teachers, those teachers who create a high-quality moral life are interpreting the independent growth of teachers in the moral life.

## 2. The Dilemma of Contemporary Teachers' Moral Life

### 2.1 Teachers Are Losing Their Emotional Autonomy

Teachers' morality is understood as a series of professional rules and norms in modern society, and the individual behavior of teachers is strictly constrained and guided by reality. Teachers have seriously lost their autonomy and creativity in moral norms. Teachers are oppressed by various kinds of punishment-oriented

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management related to their own interests. Over time, in addition to economic income, the work of teachers is no longer closely related to personal life significance and value pursuit.

## **2.2 Teachers Are Overburdened by "Moral Abduction"**

Teachers are entrusted with the responsibility of inheriting virtue and educating the people, Zeng Shen said: When a ruler's personal conduct is correct, his government is effective without giving orders. If his personal conduct is not correct, even he may give orders, but they will not be followed.<sup>[1]</sup> Therefore, teachers are not only required to be moral self-discipliners, but also to be respected gentlemen. In fact, compared with ordinary people, teachers do not have moral priority. Under the guidance of public opinion and traditional teacher ethics, outsiders usually think that teachers should be moral people, moral role models and perfect moralists. Teachers give up the self-experience of moral life and the opportunity of self-evaluation and self-creation. Teachers even bear double moral pressure, long-term repression eventually led to the teacher's immoral life dilemma.

## **2.3 Teacher's "Moral Indifference" Leads to Serious Crisis in Teacher-Student Relationship**

At present, teachers' moral life is immersed in the increasingly exhausted plight: the blind pursuit of utilitarian pleasure trumps or even replaces the value judgment of virtue. Education and teaching activities become a kind of technical activities, which not only makes the moral life of teachers lose its true face, but also makes the value and essence of teachers as "people" covered. In order to realize the most effective knowledge transfer, educational and teaching activities are reduced to a kind of technical activities, which simply pursue functions and efficiency. In the end, educational and teaching activities become what Sato Manabu calls "teachers who are skilled in technology". Its characteristic is "the technology that aims at education and management is scientific, rationalize, flaunting the effective education that implements effective technology". "To determine the educational objectives, effectively control the educational process, objectively measure the educational effect, and improve the educational productivity."<sup>[2]</sup> Under the heavy blow of entrance education and exam-oriented education, the output of teachers as "skilled technicians" has been directly presented as an evaluation system based on examination results, score-based work performance and promotion of students' academic achieve-

ments. "The negative state of teachers' psychology and the phenomenon of inaction expressed by their behavior in the process of engaging in the profession of teachers" namely "moral indifference".<sup>[3]</sup> Ignoring the emotional connection and spiritual communication between teachers and students will bring about great estrangement, resulting in serious crisis between teachers and students, and even more malignant and injurious incidents, paying a painful cost of life.

## **3. Rediscovering Moral Life**

The reality of the society and the development of The Times require that everyone living in it should be responsible for his life and redefine his moral life in a humanistic way.

### **3.1 The Cognition of Moral Life Begins to Search for the Interior of "Human"**

The definition of moral life is a process named constantly with the development of the times. Previous research on moral life is the expression of static value orientation, that is, moral life is one thing, and how to live moral life is another matter. This kind of speculation and inquiry prevents those people who are eager for the moral life from wandering outside the real-life experience. In recent years, the expression of moral life began to be more and more "grounded". For example, "moral life is the social value field in which people choose their behavior and evaluate their value in daily life".<sup>[4]</sup> This expression means that life dominated by everyday morality is moral life. Furthermore, based on the deep subjective will of ethical researchers, moral life is interpreted as "a life with moral implications and capable of evaluating good and evil".<sup>[5]</sup> "Having moral implication" implies more subjective will of people in the main body of moral life than paying attention to moral content. "Anyone who can evaluate good and evil"<sup>[6]</sup> is the value judgment behavior of people's subjective initiative in life.

### **3.2 Social Reality Requires A Re-Examination of Moral Life in A Humanistic Way**

Moral life is deeply stuck in an unprecedented state of stagnation. Each of us lives in a changeable, complex and contradictory world. Although economic growth and wealth pursuit have brought us irresistible positive effects, human beings have never been so busy pursuing materialization as to conceal what human beings should have. The abundance of the spiritual world and all kinds of speculation in utilitarianism have abandoned the settling of moral life. When we are confronted with all kinds of new problems

in social transformation, the humanistic approach based on the overall situation will be the fundamental way out to solve them. Moral life cannot be separated from people's conscious discovery and self-creation. People are always the masters, controllers and creators of moral life. People's autonomous status in moral life determines the ownership and purpose of moral life. Therefore, moral life can be interpreted humanistically: moral life is the perceptual experience of life harmony in real life. It is based on good emotions and needs rational norms. It is often closely related to high-quality emotional life experience. It constantly pursues the meaning of life in the relationship and the conscious and self-conscious life of human beings. Moral life is both an end and a means. It is not only a means to a better life, but also a possibility to create a better life.

#### **4. The Turning of Contemporary Teachers' Moral Life**

##### **4.1 Turn to a Humanistic Approach Based on the Overall Situation and Pay Attention to Their Emotional Quality of Life**

Nowadays, the world is undergoing tremendous changes. In the face of common crises and uncertainties, people's morality is constantly under pressure. Therefore, "how to learn to coexist with others, how to maintain a moral life with more others, how to create a moral life in the interpersonal relationship with oneself" will become a realistic problem that every person based on the era of globalization must urgently reflect on and solve. "Education can help us accomplish a more arduous task - changing our way of thinking and world outlook. People need more opportunities to live meaningful lives and enjoy equal dignity, and education is essential for capacity-building to expand such opportunities."<sup>[7]</sup> This is not only the requirement of the times, but also the requirement of education based on the overall situation. It is also the requirement of changing teachers' moral life and social ecology in a humanistic way.

##### **4.2 Attention to Supporting Emotional System Turning to Moral Life**

Paying attention to human emotional development is a fundamental and original problem in education, only emotion truly belongs to the individual. In this sense, the essence of human beings is the quality and expression of their emotions. A person's recognition, adherence to a certain value and even personality formation needs to be based on certain cognitive conditions, but it is essentially a process of emotional change and development, including the improvement and growth of internal emotional

quality and external emotional ability.<sup>[8]</sup> Without emotion, all education is impossible to talk about. Jaspers said: "Education cannot be without piety, otherwise it is at most an attitude of persuasion, and piety to the ultimate value and absolute truth is the essence of all education. Without absolute enthusiasm, people can't live, or they can't live like a person, and everything becomes meaningless."<sup>[9]</sup> Therefore, it is necessary to return to the original experience of individual teachers in teachers' moral life, that is, to pay attention to the emotional dimension of teachers' moral life.

##### **4.3 Turning to Emotion—the Return of Life**

Current education obscures the most distinct attribute of human being as the relationship of life - the connection of emotions. The most precious "teacher's love" in teacher's life has disappeared. Living in a disciplined educational atmosphere for a long time, the attitude of teachers' life is atrophic and lifeless, and the most important emotion of life is obscured. The important point of teachers' moral life is that they have experienced a rich and profound emotional process, embodied the meaning of life, and found a greater value of life. The emotional basis of teachers' moral life seems to be more difficult to detect, but it is also these emotional bases that extend the new emotional variant - high emotional quality, and support and create teachers' good moral life.

#### **5. The Way Out of Contemporary Teachers' Moral Life**

After the reflection and transformation of teachers' moral life, facing the current predicament of teachers' moral life, teachers' moral life always needs to be in their own real life, and the predicament of moral life must be consciously observed and solved independently. Firstly, teachers should have a frank attitude, actively understand life, awaken the conscious consciousness of emotion-life; secondly, stimulate the conscious of life, awaken the emotional consciousness of moral life; finally, explore the intrinsic conditions and paths of teachers' moral life. We should pay attention to the cultivation of emotional literacy in moral life, noble personality support and fine moral sentiment, high sense of social responsibility and devotion to career, constantly improve and develop our internal driving force, good interpersonal communication and communication skills, and build harmonious relations and love of emotional civilization.

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## REVIEW

# How to Integrate Ideological and Political Education into Mathematics Course of Vocational Education

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### ABSTRACT

With the increasing enrollment of general higher vocational colleges every year, the inconsistency between the knowledge level and ability of the enrolled students and ideological and political education hinders the realization of the teaching purpose of the school to a great extent. Advanced mathematics is a compulsory basic course for college students and an important subject for realizing the teaching purpose. In order to achieve the teaching purpose and improve the teaching quality and level of mathematics in higher vocational colleges, we must deepen the reform of teaching contents in advanced mathematics courses in colleges, and integrate mathematical knowledge with ideological and political education organically, giving full play to the teaching characteristics of advanced mathematics courses while fulfilling the ideological and political education for students. Moreover, ideological and political education is also combined with interactive advantages by means of interactive teaching. This paper briefly discusses how to integrate advanced mathematics course with ideological and political education. By analyzing the actual teaching cases of ideological and political education and advanced mathematics courses, the content of classroom teaching is discussed.

## 1. What Is the Ideological and Political Education in Advanced Mathematics Course

It is explained through the exploration of the "curriculum ideology and politics" concept in relevant colleges and universities in Shanghai. In order to solve and reduce the separation between the ideological and political education of college students and other courses they have learned, and to eliminate the differences between the two in students' actual courses, some schools have adopted the following methods to carry out relevant exploration: to make all of the ideological and political education functions contained in all courses completely

applied in the students' course learning, while giving lectures, efforts should be made in the development and utilization of ideological and political education resources. As a result, ideological education is completed while learning a course, students' political education is enhanced while learning scientific knowledge, the teaching situation is more comprehensive and the educating result is deepened step by step.

With economic globalization, cultural diversity and the development of the trend of information network, as well as the transformation of society and the change of the education system and the employment system, new requirements are put forward for current higher vocational

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student's quality, age, mentality and training purposes. The original management pattern in higher vocational colleges and simple imitation pattern of colleges and universities cannot satisfy the present social development. Meanwhile, the substandard ideological and political work of higher vocational college, and inconsistent goals of the education team result in the poor teaching effect of ideological and political courses, making the ideological and political education in higher vocational colleges further weakening, and ending up with some higher vocational students' world outlook, values, outlook on life appearing deviation with frequent psychological problems and prominent contradictions.

While ideology is the road sign of action, ideological and political course is the curriculum system of ideological and political theory education, and curriculum ideology and politics is the teaching system<sup>[3]</sup>. Therefore, ideological education and thought guidance have an important impact on students' action, and inadequate and unvalued particularity of ideological and political education in higher vocational colleges lead to loopholes and even mistakes in the practice of ideological and political work. Due to the influence of the current social problems, the ideological and political work in higher vocational colleges is becoming more and more complex, and the problems in the ideological and political work are also increasingly prominent. Hence, only by accurately grasping the new changes of educational objects, can the ideological and political education work of higher vocational college students be better done, so as to make the ideological and political education more pertinent, effective and appealing, and students' ideological quality and moral cultivation higher.

"Curriculum ideology and politics" refers to the inherent quality of ideological and political education contained in the course of teaching activities. "Curriculum ideology and politics" requires college teachers to pay attention to the process of teaching courses, and on the basis of guiding students to learn knowledge, to integrate the knowledge into their inherent virtues. The main body of "curriculum ideology and politics" is the teachers of all courses in colleges and universities, while "curriculum ideology and politics" is the moral practice in the process of teaching activities. By guiding students to integrate their learning into their own internal and transform into their own spirit, quality and ability in the process of teaching, they can make what they have learnt their basic ability and approach to understand and transform the world.

The meaning of "curriculum ideology and politics" refers to the new ideological and political work concept, focusing on the knowledge in the spread of cohesive value. "Curriculum ideology and politics" means "course

bearing ideology and politics" and "ideology and politics embedded in course", emphasizing the value of leading knowledge dissemination, as well as the organic unity of classroom teaching, social practice and Internet<sup>[4]</sup>. Therefore, the essence of "curriculum ideology and politics" is to integrate ideological and political education into all aspects of curriculum teaching and reform in order to achieve the effect of imperceptibly and silently moistening things of ideological and political education without adding a course or an activity<sup>[5]</sup>.

The Outline of Implementing the Project of Improving the Quality of Ideological and Political Work in Colleges and Universities issued by the Ministry of Education in December 2017 points out that the goal of classroom teaching reform in colleges and universities should be to promote "curriculum ideology and politics". The whole process of higher education is the whole process of ideological and political education. The two are inseparable, and the teaching content of various courses and the ideological and political education in colleges and universities should be integrated organically and involved in classroom teaching. "Curriculum ideology and politics" should be based on the foundation of the development of discipline and specialty. The entry dimension of ideology and politics is to educate people, and ideological and political education involves the course itself. The ideological and political education resources of various courses should be given full play, so as to make "ideology and politics" and the courses inseparable from each other, to prepare for improving students' ideological level, political consciousness, moral quality and cultural accomplishment, and to realize the new idea and mode of ideological and political work in colleges and universities<sup>[6]</sup>.

## **2. The Position of Ideological and Political Education in Advanced Mathematics Course**

The teaching content of advanced mathematics in higher vocational colleges has two main characteristics: commensurability and universality based on rules and laws, and emphasis on "skills" over "education" in mathematics teaching.

### **2.1 Commensurability and Universality Based on Rules and Laws**

Commensurability and universality based on rules and laws of advanced mathematics is demonstrated in the course itself. Because advanced mathematics studies the truth and reality, without many restrictions to ideology and individual ideological or political position, it remains some difficulties to involve advanced mathematics course



in the "curriculum ideology and politics" teaching reform. On the other hand, because the objects revealed by mathematics are real and universal, the philosophical thought represented by the law is also universal to some extent. Therefore, it has important positive guidance to the shaping of students' outlook on life and encourages students to develop more rationally.

## **2.2 Emphasis on "Skills" over "Education" in Mathematics Teaching**

The reason why mathematics teaching emphasizes "skills" over "education" lies in the fact that mathematics learning clearly requires students to master basic mathematical concepts, theories, operation methods and skills, and pays attention to students' learning and accepting knowledge. So, in the teaching process, most teachers of advanced mathematics tend to attach more importance to tools while giving less curriculum content to morality cultivation. With the development of society and the change of social demand for talents, the enrollment system of colleges and universities has been making continuous reform and progress in recent years, and the enrollment structure and the changing trend of cultural foundation level and quantity has become increasingly diversified. At the same time, in the practice of mathematics teaching, projects of overall improving students' comprehensive ideological and political quality is far from enough.

## **2.3 The Position of Ideological and Political Education in Advanced Mathematics Course**

Combining the teaching characteristics of advanced mathematics education with the above two points, the author believes that the effect of "Ideological and Political Education in Advanced Mathematics Course" is closely related to the implementation of ideological and political education. Only when the ideological and political education in advanced mathematics is put into practice can the educational function of advanced mathematics be brought into full play. In this way, students' learning can be transformed into their inner spirit, so that their mathematical thinking ability and ideological and political quality can go hand in hand and improve together. "Ideological and Political Education in Advanced Mathematics Course" should be positioned as a comprehensive exploration of the curriculum, exploring the integration of mathematical culture and higher education ideas into socialist ideology and culture, so that students can study pertinently according to practical problems in social development, and ultimately realize effective promotion of personal ideological and political quality in the process of solving practical

problems.

## **3 How to Do Ideological and Political Work of Advanced Mathematics Course Well in Colleges and Universities**

Mathematics is a typical natural science course which embodies the integration of scientific spirit and humanistic spirit and carries ideological and political education. To achieve the integration of scientific spirit and humanistic spirit, teachers of advanced mathematics should pay attention to combining the theoretical concepts and related calculation formulas with the ideological and political ideas contained in mathematics curriculum, fully excavating the education elements of "curriculum ideology and politics" in mathematics course, and integrating them into the actual mathematics classroom teaching.

In order to do the ideological and political work in advanced mathematics course well, we should first do the following two points: First, although the ideological and political education in advanced mathematics does not pursue strict logic and integrity, the course content must contain affinity and pertinence. Therefore, in the "curriculum ideology and politics" of advanced mathematics course, we should ensure that the class content is not boring theoretical education, giving students a feeling of ideological and political theory course. In addition, we should also pay attention to avoiding rigorous and cumbersome symbolic operation. Second, we should ensure rich and diverse ideological and political content and avoid empty and single content. Ideological and political education in advanced mathematics is not only a traditional course of ideological and political education and advanced mathematics, but also a course of values and morals of life, and a course of development history of mathematics. In order to do the ideological and political work of advanced mathematics course well, combining with the characteristics of advanced mathematics and students, the curriculum ideology and politics can be conducted in the following aspects:

(1) Based on the development of the industry of this major in China, and cooperated with multimedia content, we are to increase students' interest in learning and sense of identity, enhance their attention and sense of responsibility to the specialized courses, and contribute to the future career development of this major in China.

(2) Starting from the mathematical development history inheritance in China, this paper tries to arouse students' national pride and their attention to traditional culture through the long history of mathematics development in China.

(3) We can take the inspirational stories of typical mathematicians in Chinese history as the starting points. For example, we can download videos about the legendary life experience of Hua Luogeng, Chinese master of mathematics, from the Internet for students, to inspire the students and make them understand the importance of diligence and striving for excellence, so as to cultivate their hardworking and innovative craftsmen spirit.

With the help of Internet video downloaded and broadcasted to increase the classroom interest and attract students' attention, we not only supplement and enrich the teaching content, but also greatly increase students' learning enthusiasm, and arouse their thinking after the introduction of ideological and political ideas in the end.

Finally, teaching and educating should be closely linked and never separated. While the teachers of colleges and universities impart advanced mathematics knowledge to students, they are also influencing the students' outlook on life. Therefore, a teacher is not only the imparter of knowledge, but also the guide of thought. Advanced mathematics and ideological and political education are the relationship between human body and soul for spirit and flesh can never be separated. The curriculum not only educates people, but also tells students the requirements of the times, so that the classroom can be filled with positive energy of the society. In addition, the moral cultivation of advanced mathematics teachers should also be strengthened. Teachers are the demonstrations of promoting ideological and political education in advanced mathematics course, so improving teachers' ideological and political moral accomplishment and professional accomplishment of advanced mathematics have an important impact on the cultivation of students' academic height, integrity and professional ability.

#### **4. Education Exploration of Mathematics Teachers in Colleges and Universities**

In the process of course teaching, advanced mathematics teachers in colleges and universities tend to attach more importance to tools while giving less curriculum content to morality cultivation, which is the weak link and loop-hole of advanced mathematics courses' participation in "curriculum ideology and politics". As a result, in order to solve the problem that advanced mathematics teachers in colleges and universities tend to attach more importance to tools while neglecting morality cultivation, schools should strengthen the education and training of teachers in "curriculum ideology and politics", so that teachers' teaching concepts and habits can keep pace with the times and make progress<sup>[6]</sup>. To this end, we can proceed from the

following three aspects:

(1) Advanced mathematics teachers' understanding of "curriculum ideology and politics" should be strengthened. Teachers are the demonstrations to students. Only when mathematics teachers believe the function of "curriculum ideology and politics" of advanced mathematics course in enhancing students' knowledge and ability and shaping correct values, can they have a deeper understanding of "curriculum ideology and politics" so as to understand the requirements and values of curriculum education and ultimately promote the steady increase of intrinsic demand for ideological and political education.

(2) The teaching methods of mathematics course need to be improved urgently, and the content of "curriculum ideology and politics" should be deeply excavated in combination with specialty. Mathematics teachers in colleges and universities should pay attention to starting from the characteristics of advanced mathematics in the course of teaching. On the basis of unchanged mathematics curriculum standard, by drawing lessons from the ideas and thoughts in mathematics curriculum, we should deeply excavate the inherent truth and value of mathematical thought, and organically combine with ideological and political education elements, integrating ideological and political education into classroom perfectly. We are to strictly request students to have a rigorous and logical view towards problems, foster their persistent belief in truth, meticulous attitude towards work and scientific spirit of seeking truth from facts, cultivate students to be a disciplined, honest and trustworthy person, and make their aesthetic consciousness based on the orderliness, conciseness, symmetry and unity of mathematics, so that students' sentiment can be improved.

(3) The construction plan should be designed systematically. With the aim of driving advanced mathematics teaching and ideological and political education in the same direction, starting from the reality of mathematics teaching and based on the specialty characteristics, this paper puts forward a practical, rational, efficient and reasonable construction plan, promptly pushes out new teaching content, adds new teaching means, and makes orderly and full use of existing human resources of teachers, historical and cultural resources of schools or local areas, professional celebrities resources and background resources of teaching materials, contributing to the construction of ideological and political education in advanced mathematics course.

#### **5. Conclusion**

Ideological and political education in higher vocational colleges is a systematic work. It is not only the work con-

tent of ideological and political teachers and counselors, but also the teaching task that every full-time teacher should follow up. From the above, we can see that the teaching of mathematics and ideological and political education in vocational education can be integrated as a whole, go in the same direction and work together to bring into play the synergistic effect of ideological and political education and advanced mathematics course. At present, the implementation scope of "curriculum ideology and politics" in vocational mathematics is relatively small, and it is still in the exploratory stage, since mathematics teaching in most classes of colleges and universities has not yet started "curriculum ideology and politics". Therefore, it is hoped that all the advanced mathematics teachers should accelerate the transformation of teaching ideas and improve existing teaching methods, striving to improve their own ideological and political quality so as to achieve the all-round education of "curriculum ideology and politics" in mathematics course.

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## REVIEW

# Abstinence Design

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### ABSTRACT

Abstinence design is a design that helps people to get rid of bad habits or hobbies for self-management purposes, which seems to limit people's "freedom" and is contrary to the idea of designing "people-oriented". However, it is not difficult to find out that only the design that can resist "human desire" is the design of "true freedom." Abstinence design has the idea of green design and minimalist design. It is more in line with the Chinese culture and philosophy, and has positive significance for the improvement of the quality of individuals and even the whole nation. In designing abstinence products, in addition to the degree of desire and need to be treated differently, more guidance on design methods, such as fun, gamification, peak-end principle, etc., is required to enable users to achieve self-management more effectively.

## 1. The Definition of Abstinence Design

Abstinence design, as the name implies, it is based on the design concept of "abstain" and "restrain". "Abstain" is the meaning of quit, thus quit bad habits and hobbies. "Restrain" means self-discipline and self-restraint. Therefore, abstinence design is a design that helps people to quit bad hobbies and guide people to self-discipline and confront the "desire" with it.

## 2. Freedom and Abstinence

Freedom and abstinence are two seemingly contradictory nouns. Humans pursue freedom and exclusion is constrained. Abstinence is also a constraint but this is not the case. Humanism is advocated in Western countries, and in humanism, "liberalism" is the mainstream thinking. Liberalists believe that everyone's inner experience is important

and can make the world rich and colorful, so everyone has the right to freely express. Liberalists believe that people have an inseparable "self", this true self is completely free, the so-called "free will." Moreover, no one knows himself better than himself, so no one needs to make a decision for me.<sup>[1]</sup>

But through a series of scientific experiments, this liberal view is wrong. In particular, scientists have shown that the free will of human beings is actually the result of the control of human consciousness by desires, and that human desires are hardly controlled by consciousness. As Yuval Noah Harari said in "Homo Deus: A Brief History of Tomorrow": "Human consciousness is a collection of thoughts, feelings, and desires. Every moment, every desire rises and disappears in our brains. Your decision may be the result of a variety of different desire negotiations, but what are the desires to attend this negotiation, you

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can't control it at all. The so-called liberalism seems to be synonymous with "desireism."

It seems that we have seen the struggle of human nature. Some thoughts and religions have proposed rules and doctrines. These are abstinences that help people regulate their behavior and avoid the harm caused by desire. Behavior within abstinence needs to be constrained, and behavior outside of abstinence is true freedom. Therefore, in the religious teachings of Buddhism, true freedom can only be obtained through abstinence. Historical philosophers also believe that the subject gains freedom by escaping the external constraints of the object. From this point of view, freedom and abstinence are not just gram, but also born.

### **3. Why Abstinence Design Is Needed?**

Modern design emphasizes "humanized design" or "people-oriented" design. That is, in the design process, "the user's needs, capabilities, and behaviors are analyzed first, and then the design is used to meet people's needs, abilities, and behaviors." This design concept is incomprehensible. The design needs to serve people. The people are the main body of design, but the problem is exactly in people. Human nature itself has shortcomings. In the case of greed, human desires are everywhere, ranging from sleep control (sleepiness, bed-riding) to the infinite capture of the earth (excessive use of resources), which is not a manifestation of human desire. If allowing unrestrained indulgence of desire, there will be a huge damage to both individuals and humans. If following this "humanized" design then the consequences will only be worse.

In fact, human beings themselves have realized the negative nature of desire, but because bad behavior habits and desires are difficult to quit and control, and will give birth to many "excuses" to "justify" their habits and desires, leading to the failure of self-control action. Therefore, external factors are needed to help human abstinence to counter the desire to achieve management of human beings, to meet the design of people to quit bad habits and self-management, that is, abstinence design needs to emerge.

### **4. What Is the Significance of Abstinence Design?**

#### **4.1 Abstinence Design Is a Green Eco-design in a Broad Sense**

Abstinence design emphasizes not to "indulge" to quit desire and self-control. The destruction of ecology, from the perspective of human nature, is the endless demand

and waste of human beings to nature, and the destruction of the environment cannot be self-monitored. For example, people's use of tap water, although the slogan of promoting water conservation in life is already familiar, but in real life, for various reasons, domestic water is still demanding. Therefore, the design to help and guide people to save water is undoubtedly an abstinence design that helps people self-control and waste water. Therefore, the design of abstinence belongs to the category of green design in some aspects.

#### **4.2 Abstinence Design Belongs to a Minimalist Design Idea**

People sometimes buy a lot of unwanted things because they want to follow the trend or buy cheaply or to satisfy their shopping desires. For example, a woman always feels that there is a set of clothes that can be worn in the closet, even though the wardrobe is full. Although the home has become a showroom for shoes, there is no shoe in the shoe that can match clothes. Then the design to help women's rational consumption is undoubtedly an abstinence design. This kind of design will reach people's minimalist life concept to some extent, which makes people truly recognize their needs, cherishes what they really need in life, reduces the number of items around them and improves quality and taste.

#### **4.3 Abstinence Design Is More in Line with Chinese Philosophy and Cultural Thoughts**

Western ideas are mainly humanistic, that is, people-oriented, emphasizing free will.

This kind of will is difficult to define. Once it is detached from the scope, it will lead to the growth of self-interested ideas and the infinite expansion of desires in human nature. In "The Book of Rites·Record of Music", there are words: "The human beings are also those who destroy the heavens and the poor." Then there is a rebellious scam, and there is obscenity and chaos. The so-called "abolishing the heavenly principles and reaching the greatest desires of the people" here means annihilating the heaven principles and doing whatever they want.

The opposite of China's philosophical thinking is to emphasize "heaven" and the status of the person is at the second place. In the traditional Chinese thoughts, there are Confucian ideas including "the theory of heaven and man"; and "self-cultivating"; Buddhism doctrines freed from human nature with "desire", "anger", and "ignorance"; and the essence of Taoism that "knowing contentment and stop". These abstinence ideas are rooted in the soil of Chinese thought and are accepted by the Chinese.

The abstinence design corresponding to this is more in line with China's ideological and moral standards and is the design of more "Chinese thoughts".<sup>[5]</sup>

On the other hand, China's ideological and cultural structure has a "tradition" in which parents take care of their children. Thoughts such as "the life of the parents" have made many parents in China control the behavior of their children. Excluding the child's rebellious attitude towards this behavior, just look at the consequences of this behavior, which has made many of the younger generation in China out of the bondage of their parents and become self-sufficient and self-disciplined. Therefore, there will be many phenomena of accompanying parents chasing foreign countries to supervise and accompany their children. There are also many cases in which Chinese students leave their parents and are unemployed abroad and ruined their studies. Excluding the reasons for the dependence of parents' excessive interference, self-restraint is insufficient, and the lack of self-control of desire is also an important factor.<sup>[4]</sup> Therefore, abstinence design has a good healing effect in helping the younger generation with poor self-control, and it is more in line with Chinese culture and national conditions.

#### **4.4 Abstinence Design Helps Individuals Complete Self-management to Improve the Quality of Individuals and Even the Entire Nation**

Self-management is an important topic after the 90s. The topic of "bubble beer", which has been discussed hotly before, and the growing number of "health institutions" and "self-management" institutions all show the importance of self-management. These are also important contents of abstinence design. It not only improves people's physical fitness, but also plays an important role in the reshaping and improvement of spirit and personality, and has an intersection with healthy design. (Such as physiological management: the maintenance of the body, reminding to strengthen the movement; psychological management: such as anger, decompression, etc.). In addition, abstinence design also has management of time and life planning. In the long run, abstinence design also allows the audience to "self-cultivating" while at the same time, more "family-regulating", "state-ordering", and "world-governing" to achieve higher goals and realms of life.

#### **5. The Abstinence of the Strength of "Desire" and the Willingness Level to Self-restraint**

According to the intensity of the desire and self-abstinence, from weak to strong, it can be roughly divided into

three levels. Level 1: Guided-by as the main. Advocating correct concepts, public opinion and trend orientation, attracting attention and raising awareness. For example, reducing waste and raising environmental awareness. Level 2: Self-discipline as the main. Repeated restraint becomes a habit, emphasizing the self-restraint force of cultivating people. For example, in order to lose weight, restrain excessive intake of sugar, adhere to fitness and so on. Level 3: Abstaining as the main. Rely on external power to get rid of addicted bad habits, such as Internet addiction, addiction and so on. Therefore, in the design of abstinence, it is necessary to distinguish the design according to different levels and strengths.

### **6. What Are the Methods of Abstinence Design?**

#### **6.1 Visually Quantify or Image Transform the Design**

Data and quantification allow users to feel guilty in "indulgence" and a sense of accomplishment in "abstinence". Such as the WeChat sports application in social software WeChat, The user's movement is directly quantified as "steps", and the number of steps of the friends in the software is ranked, which has increased the "sense of achievement" of the sports user and the "pressure feeling" of the user with less exercise. Similar software Baidu Map also has statistics on the number of steps. The energy consumed in the search for a location in the map translates directly into a food image, allowing the user to feel their movements more intuitively while walking, rather than simply boring kilometers in fitness equipment. Moreover, such image transformation can also become a more intuitive basis for users to consider the diet. Visual data quantification and image transformation are one of the commonly used techniques of abstinence design, which will enable consumers to better understand the results of "abstinence" and increase the motivation to quit negative desires.

#### **6.2 Accumulate "Micro Habits" with "Single Steps"**

Pay attention to the long-term change of abstinence, not the short-term effect of "explosive power". "Micro-habitation" is a small positive behavior that is small enough to fail small goals. For example, if you want to get a good figure, do at least one push-up every day. It is because of the small goal that it will not put pressure on people. Moreover, it can help people overcome the two major obstacles of habit cultivation: (1) unable to start action, lack of courage and motivation; (2) unable to persist and lack

willpower. Therefore, through abstinence design, let users make a good “micro habit” through a little change every day, forming a “inertia” of life, thus overcoming inertia. In the subtle, the goal of self-discipline and self-management is achieved by a planned “single steps” accumulation.

### **6.3 Use Peak Value-Ending Rules in Design**

In Yuval Noah Harari’s “Homo Deus: A Brief History of Tomorrow”, there is a left and right brain experiment. The experiment proves that “narrative self” will “deceive” and “experience self”. The “narrative self” is the most memorable part of the experience’s climax and ending when assessing an experience and the rest of the experience is chosen to be ignored. This proves that “experiencing self” is easily deceived by “narrative self” and can only remember the climax and the end. For example, during surgery, by giving the patient a good experience at the end of the surgery, this will give the patient a better feeling and feedback on the surgery. Therefore, the peak value-ending rules are applied to the abstinence design. If the design and use experience is nearing the end, add emotional design elements or reduce the intensity of abstinence, and reduce negative emotions such as conflicts and boredoms of users.

### **6.4 Let the Abstained Things Produce the Necessary Utility or Produce a Stronger Temptation**

Some products are designed to produce additional features. For example, the trunk itself has the function of loading luggage, but it has the function of a seat when the user is exhausted. At the same time, the reason why things are tempting to people cannot be quit because humans have demand for them. According to Maslow’s hierarchy of needs, demand can be divided into five categories: physiological needs, security needs, love and belonging, respect and self-realization. If you give a product a new feature to meet a lower level, it will reduce the temptation of the original function of the thing. For example, a “good dining table” designed by IKEA must allow the diners to place the mobile phone under the hot pot table, and the stove can generate heat to help the diners to quit the mobile phone. When the physiological needs (hunger) need to be met, the demand for mobile phones (the need for security needs, love and belonging) is well removed.<sup>[3]</sup>

### **6.5 Design the Process of “Abstinence” to Make It Fun and Gamified**

The process of abstinence was boring and even painful at first, resulting in negative emotions such as resistance

and depression, which made the “abstinence” plan fail. Fun design and gamification design can alleviate and improve many negative emotions and convey humorous, light and happy information. According to the peak-end rule, the fun and gamified design will give the user a positive feeling of novelty and pleasure in the later stages of use, which allows the user to receive “fun” and “fun” signals at the end of the abstinence process, so that they can experience happiness in the abstinence process and gain joy after the success of abstinence. Such as a running alarm clock, this English name “hide and seek” alarm clock known as the invincible opponent of lie-in. At the time when the alarm clock was set up, it was not only the ringing of the alarm, but also the running of the wheels on the alarm clock and “hiding”, which makes the user have to get up immediately and get the most out of it to turn off the alarm clock, and the process of catching is like playing a “hide and seek” game. However, the user gradually wakes up during the chase process, and even enjoys the game during the later stages of product use. In the long run, naturally, in addition to the habit of sleeping late, the body clock that wakes up early and gets up early.

### **6.6 Auxiliary Abstaining by Changing Behavioral Inertia by Using Alternatives in Behavioral Habits**

If the behavior exists and continues in inertia, it will eventually become a habit. Behavioral inertia is usually divided into good behavioral inertia (such as washing hands before and after meals, going to bed early and getting up early) and bad behavior habits (smoking, alcoholism, gambling, etc.). This inertia is manifested in behavioral activity, and if not intentionally changed, this behavior will last for a long time. At the same time, habits have a strong inertia on the way of behavior. For example, when a person controls smoking, even if he knows that he does not carry tobacco, people will unconsciously experience inertia such as smoke, fingers and cigarettes. In order to quit this behavior, the behavioral action, or the manifestation of the behavior, can be replaced by the behavioral substance to achieve the purpose of quit. If you quit smoking, the first step can be to try to replace smoking by chewing gum, eating melon seeds, drinking tea, and so on. The second step can maintain the “smoking” behavior, but replace the tobacco with e-cigarette or a harmless but disgusting spice as a burning substance to reduce the attractiveness of the “smoking” behavior, or to produce a strong and sustained aversion, and ultimately achieve the purpose of smoking cessation.

## 6.7 Use Computer Algorithms to Conduct Abstinence Design

## 7. The Future Development Trend of Abstinence Design

Abstinence design is a branch of modern design development. Although the design community has not defined the design concepts of abstinence design such as interaction design, green design and emotional design. However, as people's material life has developed at a higher and faster rate, people need to control and abandon their bad habits caused by high material life.<sup>[2]</sup> Because greed is one of humanity's human nature, the "humanized" design that satisfies people's needs will gradually narrow into the dead end in the near future. At that time, people had to consider what is true freedom and "humanization". Perhaps, only through abstinence can we find true freedom to meet the

"humanized" design that humans really need.

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## REVIEW

# Discussion on the Integration of Musical Elements into the Social Practice Teaching of “The Outline of Chinese Modern and Contemporary History”

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### ABSTRACT

Teachers of the ideological and political theory course should be confident in the ideological and political course, insist on the unity of explicit education and recessive education, be good at exploring the ideological and political education resources contained in other courses and teaching methods, and realize the full-time education of all employees. At present, there is still much room for improvement in the collaborative education of aesthetic education and moral education. Teachers of the ideological and political theory course should actively guide and explore the ideological and political education resources of music resources, and use the artistic discourse system to interpret the historical process of modern Chinese social development and revolution, construction, and reform, and its inherent regularity, which reflects the national history and national conditions, reflects the positive results of Marxism in China, the era, and the popularization, guiding students to profoundly understand the history and how the people chose Marxism, chose the Chinese Communist Party, chose the socialist road, and chose reform and opening up; strengthening the road self-confidence, theoretical self-confidence, institutional self-confidence, and cultural self-confidence of socialism with Chinese characteristics; earnestly establish the belief that “only socialism can save China, only socialism with Chinese characteristics can develop China.”

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## 1. Introduction

The goal of realizing the great rejuvenation of the Chinese nation and building a socialist modernization and strengthening country is not only historical, realistic, but also future, and will eventually become a reality in the relay struggle of generations of young people. If the youth is prosperous, then the country will be prosperous, and if the youth is strong, then the country will be strong. The younger generation has ideals, skills, and responsibilities. The country has a future and the nation has hope. On March 4th, 2019, General Secretary Xi Jinping said categorically: “The Republic is red and cannot fade this color. Countless martyrs’ blood has stained our flag. It is absolutely impossible for us not to build a republic that they hope to yearn for, to fight for, and to sacrifice for it. Can’t be mistaken by the singer’s dance, can’t sing the backyard flowers across the river.”<sup>[1]</sup> The teaching reform of the ideological and political theory course should use music works, promote moral education with aesthetic education, and artistically popularize people’s hearts, which continuously, deeply and effectively disseminates the red genes and Chinese traditional culture to the younger generation, strongly criticizes historical nihilism, and cultivates a reliable successor to the all-round development of moral, intellectual, and artistic development and the building of a socialist motherland.

## 2. Use “Program” as a Cut to Promote Collaborative Education of Aesthetic Education and Moral Education

Along with the revolutionary movements in China’s modern history, “traditional music has a large number of new folk songs containing anti-imperialist and anti-feudal factors, new themes, repertoire and new genre of dramas, songs, and folk artists influenced by emerging trends.”<sup>[2]</sup> These works are effective supporting materials for the teaching of ideological and political theory. Teachers should be good at exploring the use of musical works for the carrier and communication of historical processes, events and characters, closely integrating the historical reality of modern China, revealing the theme, main line, mainstream and essence of modern Chinese history and let students know how to cherish the history of the Chinese people’s heroic struggle, especially the history of the Chinese Communist Party leading the Chinese people in revolution, construction, and reform.

### 2.1 Reflect Historical Themes

After using the musical works to reflect the Opium War,

the Chinese nation faced two historical tasks: one was to seek national independence and people’s liberation, and the other was to achieve prosperity and prosperity of the country and common prosperity for the people. The former task is to clear the obstacles for the latter task and create the necessary premise.

The 100th Anniversary of the 70th Anniversary of the Founding of the People’s Republic of China (2019) is the grand celebration of the 70th anniversary of the founding of the People’s Republic of China. The Central Propaganda Department has organized experts to select 100 outstanding songs that enthusiastically eulogize the party, eulogize the motherland, eulogize the people, and eulogize the heroes, which reflects the historical theme of the struggle to achieve the two historical missions of “national independence and people’s liberation” and “national prosperity and prosperity and common prosperity for the people”.

### 2.2 Reflect the Main Line of History

The use of musical works reflects the history of heroic struggle and hard exploration of the Chinese people and people with lofty ideals for the sake of saving the nation; it reflects the great and arduous struggle of the people of all nationalities under the leadership of the Communist Party of China, and the history of national independence and people’s liberation through the new democratic revolution; the second chapter reflects the history of the Communist Party of China under the leadership of the Communist Party of China, through a socialist revolution, construction and reform, to gradually transform an extremely poor old China into a history of a prosperous, prosperous and energetic socialist new China.

The Achievements of the National Key Book Publishing and Planning Project of the Ninth Five-Year Plan: “The 20th Century in the Songs—A Selection of Chinese Songs in the Past 100 Years” brings together 300 different themes, different artistic styles, songs reflecting the Chinese cultural spirit, Chinese national genes, and more influential among the masses, which concretely and vividly reproduces the modern and contemporary history of China in the past century. Wang Yunhe believes: “This song collection is divided into two parts, upper and lower. The first part of the work vividly shows the bourgeois-democratic revolution and the new-democratic revolution carried out by the Chinese people in order to overthrow the imperialist, feudal and bureaucratic capitalist dark rule in the first half of this century, which has evoked the strong voices and aspirations of the people in the struggle and profoundly reflected the patriotism of the Chinese nation; at the same time, it also recorded the history of the con-

tinuous evolution, continuous enrichment and continuous innovation of Chinese song creation. The second chapter of the work shows the Chinese people's cheers and sincere greetings to the new motherland in the second half of the 20th century, as well as the pride of participating in socialist construction<sup>[3]</sup>.”

### **2.3 Reflect the Original Mission of the Communist Party of China and the Sinicization of Marxism**

The use of musical works reflects the reality of China's revolution, construction, and reform, reflects the historical process of the sinicization of Marxism, and vividly interprets the historical mission of the Chinese Communist Party from the founding of the Chinese Communist Party. Interpretation of the image for more than 90 years, the Communist Party of China combined the basic principles of Marxism with the realities of China and the characteristics of the times, and achieved great victory in revolutionary construction and reform, and created and developed socialism with Chinese characteristics, which fundamentally changed the destiny of the Chinese people and the Chinese nation, adhered to and developed socialism with Chinese characteristics, and explored the process of realizing the rejuvenation of the Chinese nation. Mao Zedong Thought, Deng Xiaoping Theory, the important thinking of the “Three Represents”, the scientific development concept, and Xi Jinping's new era of socialism with Chinese characteristics have formed.

#### **2.3.1 “Songs for 90 Years”**

Celebrating the 90th Anniversary of the Founding of the Communist Party of China, the TV literary feature film “Song of 90 Years” (2011) selected nearly 200 songs. The song is based on the time of the content, clearly reflecting the Shanghai Shikumen and the South Lake Red Boat, and the birth of the Chinese Communist Party, which has given the Chinese people a history of the main heart, reflecting the 14-year war of resistance and the historic decisive battle, and the history of the bloody battle of the People's Republic of China. Among the songs “On Songhua River”, “Because of the grievances of the songs and the call of passion, the songs have inspired the unity that has never been seen before, launched the power of resistance, and became a mass song with a unique lyric creative style in the salvation songs.”<sup>[4]</sup>

#### **2.3.2 “ Struggle! Chinese Children”**

The big music dance epic “Struggle! China's Children” (2019) is based on “Struggle” and is divided into four

chapters. The party kicked off with an inspiring melody of “no new China without the Communist Party.” The first chapter, “Blood Struggle,” vividly shows the great course of the Chinese Communist Party's unity and leadership of the Chinese people through the 28 years of arduous struggle to establish a new China. The second chapter, “Difficult Struggle,” begins with the grand chorus and dance “Dongfanghong” and reviews the era of socialist revolution and construction in the new China. The third chapter, “Unity and Struggle,” expresses deep affection for the cause of reform and opening up through singing and dancing. The fourth chapter, “Struggle, Chinese Children,” shows the magnificent picture of socialism with Chinese characteristics entering the new era since the 18th National Congress of the Communist Party of China. The party is in the big song and dance “Struggle! The Chinese children have come to an end.

#### **2.3.3 “Chinese Opera Glorious Blooms”**

“Glorious Chinese Opera Blooms” (2019) relives the suffering and glory with the charm of art; with the story of the hero, inherits the spirit of never fading revolution. Chinese opera has a glorious history and has many repertoires. Some of the repertoires and their selections have been well known and loved by the public. Generations of artists have combined the feelings of homeland, revolutionary will and history, leaving many unforgettable classics. They not only condense the affinity and deepness of the feelings of the home country, but also the greatness and solemnity of the national spirit. “Chinese Opera Glorious Bloom” carefully selected 11 classic opera episodes that were deeply loved by the audience. From the small incision of music, it reflects the humiliation of the people under the semi-colonial and semi-feudal society, and shows the magnificent people who have become the masters of the new China for 70 years. Endeavor history.

### **2.4 Reflect the Chinese Dream**

The use of musical works to reflect the era of inheriting the past and the future, continuing to win the great victory of socialism with Chinese characteristics under new historical conditions, reflecting the era of building a well-off society in an all-round way and building a socialist modernization power in an all-round way, reflecting the times when the people of all nationalities in the country unite and struggle, constantly create a better life, and gradually realize the common prosperity of all the people, reflecting the era of all Chinese sons and daughters working together to achieve the great Chinese rejuvenation of the Chinese nation, which is an era in which China is increasingly ap-

proaching the center of the world stage and making greater contributions to mankind.

#### **2.4.1 “Building a Chinese Dream Together: “Chinese Dream” Theme Newly Created Song Concert”**

“Building a Chinese Dream: The “Chinese Dream” Theme Newly Created Song Concert” (2015) is closely designed around the five important speeches of General Secretary Xi Jinping on the Chinese Dream, letting the audience feel the great ideological connotation of the Chinese dream, is to learn China An excellent program that dreams and promotes the Chinese dream. The concert featured 18 Chinese-themed dream songs, and used video clips to prove the development and changes of the country with a large amount of specific data. It witnessed the touching stories of ordinary people pursuing the Chinese dream and demonstrated the powerful influence of the Chinese dream spirit. The strength and appeal will fully reflect the great development achievements that the Party Central Committee has led the people of all nationalities in the country to work together.

#### **2.4.2 “Together with Chinese Dream Symphony Concert”**

“Together with the Chinese Dream Symphony Concert” (2017), with the theme of “Starting a New Era and the Chinese Dream of the Same Round”, artistically show that hundreds of millions of Chinese sons and daughters are united under the strong leadership of the Party Central Committee with Comrade Xi Jinping as the core. Building a new look of the Chinese dream. The concert is divided into three chapters: “The Pillars in the Stream”, “Spring Inspiration” and “Initial Mission”. The creation of 22 classic music works that are widely circulated and representative, both symphonic and orchestral, both solo and the chorus vividly reflects the glorious course of the Chinese nation from standing up, becoming rich and strong.

The impassioned notes of the piano concerto “Yellow River” are like the waves of the Yellow River, clearing the soul and inspiring people; the symphony “Long March” is magnificent and powerful, and vividly displays the great historical picture of the Long March; the orchestral “Red Flag” melody is powerful and evokes People’s historical memory and ideals; the symphony chorus “I love you China” will show the passion of the Chinese people to the motherland. The song “I Don’t Forget the Heart” deeply sings the party’s initial mission and praises the spirit of never slacking. The state and the striving attitude of the past; the symphony chorus “New World” shows the peo-

ple of all nationalities in the country to walk together, to forge ahead, and to walk into the new era of socialism with Chinese characteristics.

### **2.5 Reflect Reform and Opening up**

“Our Forty Years - Celebration of the 40th Anniversary of Reform and Opening up” is based on the great journey of 40 years of reform and opening up, and comprehensively shows under the leadership of the Communist Party of China. The Chinese people have gone from “standing up” to “getting rich up” to “strengthening” three historical leaps. The evening is divided into prelude, upper and lower, and ending. The evening uses a combination of music, dance, drama, poetry reading, scene performance, multimedia and other stage means. The three generations of artists familiar with the audience vividly reproduce the grand changes of the mountains and rivers in the past 40 years. The image reflects the Chinese Communist Party leading the Chinese nation in the past 40 years. Rejuvenate the dream of continuing to struggle and sing a magnificent history chapter. The party praised the Chinese people for their unparalleled courage and wisdom, wrote a glorious chapter, and created great achievements to change China and influence the world; praising the 40 years of laying the future, glory and miracles have both created a dazzling page in Chinese history and opened a new chapter in the future.

### **2.6 Advocate Truth, Goodness, Beauty and Patriotism**

#### **2.6.1 “2019 Scenery Picturesque National Day Concert”**

“2019 Scenery Picturesque National Day Concert” (2019) recalls the melody of the atmosphere, the enthusiasm and enthusiasm, the all-round display of the great achievements of the 70th anniversary of the founding of New China, and the spread of patriotic feelings with joyful and exciting melody, in the screen and the audience to build the most extensive emotional connection, igniting the enthusiasm of hundreds of millions of people in the same frequency resonance for the motherland.

The concert not only shows the people’s rich life, but also carries forward the feelings of the homeland, but also has the story of the memory of the times, so that the multi-subjects give the concert a grand and warm theme. In the programming, not only songs, but also musical instruments, a “Beautiful China” instrumental performance, with the bamboo flute and the warmth of the dragonfly depicting the picturesque mountains and rivers of the motherland, the musical performances of Chinese and foreign

artists show a unique atmosphere; The symphony “Yimeng Mountain Prelude” is magnificent, symbolizing the longing and embarrassment of the Yimeng people for achieving a better future, expressing the grand blueprint for the great rejuvenation of the Chinese nation, the persistence, dreams and struggle of the Chinese people, satisfying the audience. The appreciation of the musical form needs.

### **2.6.2 “China Song Conference National Day Celebration”**

Artists, power idols, and international performance artists in the “China Song Conference National Day” (2019) interpret Chinese songs in different ways, injecting more vivid and young blood into Chinese classic songs, making them rejuvenate, and also highlighting The nation is the world. Li Yuchun sang a very national song “Xian Xiu”. On the stage, an embroidered inheritor embodies the art of emphasizing, adding a sense of art and traditional beauty to the performance, combining songs, people, embroidery, culture and artistic conception, bringing a very different experience. The singer Yuan Yawei’s innovative interpretation of “A Ying Shan Hong” has the taste of rhythm and blues. She uses her unique voice to bring everyone a new experience. At the time of the break, Yuan Yawei kept on interacting with the audience of the scene. “I and my motherland” sung by Li Guyi is particularly touching. “Because it enthusiastically sang the socialist motherland of reform and opening up and expressed the love of the Chinese people to the motherland’s sincere loyalty,”<sup>[5]</sup> made it a classic moral education song jointly recognized by the Chinese children.

### **2.6.3 “Singing for the People—Chinese Musical Vocal Master Guo Lanying Art Achievement Concert”**

“Singing for the People—Chinese Musical Vocal Master Guo Lanying Art Achievement Concert” (2019) Guo Lanying is a highly respected people’s artist cultivated by our party and is deeply loved by the masses. She is the first person in modern China to move from old opera to new opera, representing the pursuit of national music culture for generations. In the artistic career of more than 80 years, he has sung a large number of classic works, and made pioneering contributions to the establishment of the Chinese national opera performance system and the development of national singing art. The works of “Nan Niwan”, “Hate is the North Mountain” and “My Motherland” sung in “Singing for the People” won the applause and cheers of the audience. Many audiences stood up and applauded to show that the music is only always It is the

constant faith and eternal melody that only serves the people forever and sings for the people for the sake of serving the people and serving the socialism.

## **3. Taking “Seeking Dreams” as a Clue, Serializing Social Practice Teaching Content**

### **3.1 Theoretical Basis**

On the eve of the founding of the People’s Republic of China, Mao Zedong profoundly pointed out: “Since the defeat of the Opium War in 1840, advanced Chinese have gone through thousands of hardships to find truth in the West. Hong Xiuquan, Kang Youwei, Yan Fu and Sun Yat-sen, on behalf of A person who sought truth from the West before the birth of the Communist Party of China.”<sup>[6]</sup>

Shortly after the end of the 18th National Congress of the Communist Party of China, Xi Jinping made it clear that the realization of the great rejuvenation of the Chinese nation is the greatest dream of the Chinese nation in modern times. It requires the efforts of generations of Chinese people to work together. He firmly believes that the goal of building a well-off society in an all-round way in the 100 years since the founding of the Communist Party of China will be realized. The goal of building a prosperous, strong, democratic, civilized and harmonious socialist modern country in the 100 years since the founding of the People’s Republic of China and the great rejuvenation of the Chinese nation will surely be realized. Xi Jinping pointed out: “To achieve the great rejuvenation of the Chinese nation is the greatest dream of the Chinese nation since modern times. I believe that the vast numbers of Hong Kong compatriots are also here. I also believe that the vast number of Hong Kong compatriots with strong national pride and pride, Will certainly work with the people of the whole country to contribute to the great rejuvenation of the Chinese nation.”<sup>[7]</sup>

The road to great truth for the Chinese people is continuous. After more than 170 years of continuous struggle since the Opium War, the great rejuvenation of the Chinese nation has shown a bright future. Now, we are closer to the goal of the great rejuvenation of the Chinese nation than at any time in history, and we are more confident and capable of achieving this goal than at any time in history.

According to this, the teacher requires each teaching class to use “seeking dreams” as a clue. Based on the analysis of the key works of each work, each topic is based on the use of music, art, dance, film and television, rap, calligraphy and other artistic materials. Using art works to connect the theme and main line of the “Outline” class, artistically reappearing the magnificent history of modern Chinese benevolent people, revealing the blue sky, and

continuing to search for it, guiding contemporary college students to bear in mind the history and basic experience of China's modern times and inheritance. The fine traditions of the ancestors consciously assume the historical mission entrusted to us by the times and release the dream of youth in the vivid practice of realizing the Chinese dream.

### 3.2 Implementation Plan

#### 3.2.1 Design Chapter Topics

According to the textbook style and the needs of the performance, the teacher will display it in six chapters and fifteen topics. The teachers instructed the students to make full use of the high-end programs created by CCTV, combined with the texts of the textbooks, and the main line of "seeking dreams", excavating the elements of moral education and aesthetic education, diverging thinking for six chapters and fifteen topics, exploring and learning, and striving to put words. Language, art and language are highly integrated and tell the story of China.

(1) The First Chapter: Dream of a Thousand Years of Civilization

The content includes two themes: introduction and the first part of the article. The use of works of art to connect the five thousand years of Chinese civilization, the initial mission, and four choices (history and people chose Marxism, chose the Communist Party of China, and chose the socialist road. I chose reform and opening up; four self-confidences (enhanced road self-confidence, theoretical self-confidence, institutional self-confidence, and cultural self-confidence).

(2) The Second Chapter: Dream of Shame-Awareness after Courage

Being Divided into the first chapter of the struggle against foreign aggression, the second chapter on the early exploration of the country's way out, the third chapter of the 1911 Revolution and the end of the monarchy's autocratic system, using the works of art to connect the Chinese people in the Taiping Heavenly Kingdom Movement, the Westernization Movement, and assets, a moving story of learning truth from the West, such as the class improvement movement and the bourgeois revolutionary movement.

(3) The Third Chapter: Dream of Blood Struggle

From the May Fourth Movement to the founding of New China (1919-1949), the summary of the earth-shaking 30 years, the fourth chapter of the earth-breaking events, the fifth chapter of the new path of the Chinese revolution, the sixth chapter of the Chinese nation's anti-Japanese war, the seventh Zhang struggled for the

new China and fought five themes, using art works to connect the May Fourth Movement, the founding of the Communist Party of China, the first cooperation between the Kuomintang and the Communist Party, the August 1 Nanchang Uprising, the Autumn Harvest Uprising, the Red Army Long March, the Second Cooperation of the Kuomintang and the Communist Party, the War of Resistance Against Japanese Aggression, and Liberation Major historical events such as war.

(4) The Fourth Chapter: Dream of Hard Exploration

The following is a summary of the glorious historical process from the founding of New China to the new era of socialist modernization (1949-2018), the eighth chapter on the establishment of the basic system of socialism in China, and the ninth chapter on the development of socialism in the exploration of socialism. The use of artistic works is a series of historical achievements such as the founding of the People's Republic of China, the anti-US aid, the socialist transformation, the socialist revolution and construction.

(5) The Fifth Chapter: Dream of Reform and Getting Rich

Chapter 10: The creation and continuation of socialism with Chinese characteristics, the historic turning point and the beginning of reform and opening up, the opening of a new situation in reform, opening up, and modernization, the cross-century development of the cause of socialism with Chinese characteristics, and a new historical starting point. To advance the four issues of socialism with Chinese characteristics, and to use art works to connect major issues such as the Deng Xiaoping era (Deng Xiaoping Theory), the Jiang Zemin era (three representative important ideas), and the Hu Jintao era (scientific development concept).

(6) The Sixth Chapter: Dream of Powerful Country and Renaissance

Chapter 11: Socialism with Chinese Characteristics Enters a New Era, Using Art Works to Consolidate the Broader Development Prospects of Socialism with Chinese Characteristics, Historic Achievements and Historical Changes in the Party and State Care, and Winning the Great Victory of Socialism with Chinese Characteristics in the New Era There are four problems in flying youth dreams.

#### 3.2.2 Clarify Learning Requirements

First, the topic is combined with the grouping. According to the order of writing the textbook system, the teachers are divided into 15 themes. Each class guarantees that at least one group of students in each part selects the corresponding track; if there are 2 group selections in the same

part, the selected tracks cannot be repeated; Requires 5-8 people in each group, selects the team leader, digests the teacher's reference selection song, and completes the grouping in the third week;

Second, focus is combined with divergence. Each topic arranges 1 group to select 1 song for focus analysis, and selects 3-5 song-assisted analysis of similar subjects; in addition, prepares vocal music, instrumental music, dance, film and television, drama rap, art, calligraphy, recitation and other materials. For example, the revolutionary modern Peking Opera absorbed the way of drama drama. "In terms of band compilation, Western musical instruments and national musical instruments are integrated into one, and Chinese and Western artists jointly serve the performance of drama content."<sup>[8]</sup> The revolutionary modern Peking Opera "The Red Lantern", "Intelligence Takes the Tiger Mountain", "Shajiabang", "The Attacking White Tiger Group", "Du Fushan", "Red Women Army", "Plain Battle", "Harbour", also absorbed and borrowed from the Western opera The dominant motives, until now, these opera art works are still used by me because of their unique charm.

Third, progress and planning. Arrange 6 hours for the production of social practice texts and courseware, and then return to the teacher for review and return to perfection, and give lectures and performances two weeks before the end of the course.

Fourth, the overall coordination with the editor. According to the case design and the other materials, each team produces PPT courseware and videos that reflect the topic. At the same time, the 300-500 words are used for the moderators with reference to the textbook content; each class selects one moderator and hosts the whole class. The program, the squad leaders are responsible for coordinating the specific content; the whole case teaching activity display is a whole performance activity, requiring students to work together and one must cooperate and co-prosper.

Fifth, the entire class of the performance of the class is recorded, and the CD is burned to each student to commemorate and sum up.

#### 4. Conclusion

China is one of the most important music countries in the world. Chinese music culture has a long history and plays an important role in the Chinese philosophy and social

science system. The Chinese nation has a fine tradition of "music education." "Zhou Li • Chunguan Zongbo" has a big music "Teach the country with morality, Zhong, He, and Zhi, mediocrity, filial piety, friends; In the music language, the state of the country, Xing, Tao, Satire, slang, words, and language"<sup>[9]</sup>, which shows that the music education of the ancient ancestors is comprehensive and comprehensive. It is not only limited to the education of heavy music skills, but also integrates the literary singularity and irony into the "music education" and puts it in the first place in music education, which is instructive for strengthening and improving ideological and political education in today's schools and improving students' humanistic quality and artistic accomplishment.

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REVIEW

## A Comparative Analysis of Sino-Thai College English Course Teaching—A Case of Comparison between Jiujiang University and Chiang Mai University

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ABSTRACT

English is one of the most common languages in the world, and it has become one of the most important subjects in various countries. The native languages of China and Thailand are not English, and both countries are located in Asia and have many similarities in geographical location and cultural background. The Ministries of Education of the two countries have successively put forward relevant policies to promote the development of English education in the country. The implementation of these policies has promoted the development of college English course teaching in the country. These factors determine that the two countries have similarities in college English course teaching for Non-English majors. However, there are differences in teaching mode and teaching staff in the two countries because of their different national conditions, which make many differences, exist in college English course teaching for non-English majors in the two countries.

During the author's career as an exchange student in Chiang Mai University, she experienced the difference of college English course teaching for non-English majors in Thai universities, so the author did some researches on the basis of the understanding of English course teaching in Thai universities. Therefore, this thesis takes Sino-Thai college English course teaching for non-English majors as the research object—takes Jiujiang University and Chiang Mai University as example, and analyses their present situation from the aspects of the development and evolution, the teaching mode, and teaching staff of college English course teaching for non-English majors. On this basis, the author makes a comparative analysis of the English course teaching for non-English majors in two selected universities, then find their respective advantages and disadvantages, and put forward some suggestions on the development of Sino-Thai college English course teaching.

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## 1. Introduction

### 1.1 Background and Significance

#### 1.1.1 Background

In recent years, with the deeper degree of globalization, the relationship between various countries is getting closer and closer, so the status and role of non-English majors who are proficient in English is becoming more and more prominent in the global market. The cultivation of talents who can comprehensively use English has attracted the attention of scholars. It is increasingly urgent to cultivate talents with global awareness, creativity and application ability. One of the most important ways to train English proficiency is college English course teaching for non-English majors. China is the largest developing country in the world, and its international status has been upgraded unprecedentedly. Although after years of development, college English course teaching for non-English majors in China has made great progress, there are still some problems. Therefore, there are relatively few talents who are proficient in English, which is out of line with the status of our country.

Thailand is a world-famous tourist resort, so a large number of tourists from all over the world come to Thailand for vacation every year<sup>[3]</sup>. Therefore; it attaches great importance to English education. English becomes its second official language. After a long period of development, its universities have accumulated a lot of good experience. From the perspective of cultivating English proficiency, this paper compares the Sino-Thai college English course teaching for non-English majors, and probes into their advantages and problems. Furthermore, the paper puts forward some methods which are beneficial to the cultivation of English proficiency and to the improvement of Sino-Thai college English course teaching for non-English majors.

#### 1.1.2 Significance

The college English course teaching for non-English majors in China and Thailand has developed quite well. Under the background of globalization, the training of English-proficient talents is both market-oriented, so the demand for English proficiency is expanding day by day. College English course teaching for non-English majors is an important part for the cultivation of English proficiency. The university must consider the problems of discipline innovation, market demand and external factors, etc., and cultivate high-quality English learners who can adapt to the global market. Therefore, we can explore the similarities and differences of Sino-Thai English course teaching and their respective problems by comparing

college English course teaching for non-English majors in Sino-Thai universities, and train talents with global awareness and better adapt to the demand of the international market.

### 1.2 Direction and Methodology

#### 1.2.1 Methodology

This paper mainly adopts the methods of documentary analysis, comparative study, case study, qualitative analysis, data analysis and induction. First of all, the author compares the current situation of Sino-Thai college English course teaching for non-English majors through literature analysis. Secondly, the author selects two representative universities' English course teaching from China and Thailand as case study. Then the author will find the similarities and differences between the two countries' college English course teaching through the collection of relevant materials and my personal experience. Finally, the author will summarize the whole thesis and put forward some reasonable suggestions to improve the college English course teaching for non-English majors in the two countries.

#### 1.2.2 Direction

According to the research background, this paper puts forward the theoretical and practical significance of the topic, and the research methods and ideas. By means of the methods of documentary analysis, comparative study, the author will make a comprehensive analysis of the current situation of college English course teaching for non-English majors in China and Thailand, and compares the similarities and differences between the two countries by reading monographs, newspapers and periodicals.

The first step is to describe "what is Sino-Thai college English course teaching like" by the method of documentary analysis. Second, because of the different national conditions, social culture, system, ideology and so on, there must be some differences in the setting up of education. Therefore, the method of "case description" and "comparative study" should be adopted. Then the author will summarize their similarities and differences. Finally, the author will find out their respective problems and give the relative solutions by the methods of induction.

## 2. The Present Situation of Sino-Thai Colleges

### 2.1 The present situation in Chinese Universities

#### 2.1.1 Development

In the early years of New China, the state attached great

importance to Russian education, and ignored English education. Universities did not introduce English courses and put an end to this situation until the Ministry of Education issued the “Notice of College Foreign language” in 1956.

However, college English education was once again seriously damaged during the Cultural Revolution. It was not until the country carried out the reform and opening up that the college English education really developed. In 1978, the Ministry of Education held a national forum on foreign language education in Beijing<sup>[9]</sup>. The meeting summarized the experience and lessons of English education after the founding of New China, and discussed how to strengthen the construction of teachers and improve the teaching level of college English education, and then published “some opinions on strengthening foreign language education in colleges”, and pointed out the way to the development of college English. Since then, the number of colleges offering English courses has increased year by year, the scale of universities and teaching quality have been greatly improved, the research of teaching theory and teaching methods has been developed rapidly, and the college English course teaching for non-English majors in our country has made great progress.

### 2.1.2 Teaching model

The teaching methods of college English course teaching for non-English majors in China are more classroom lectures, that is to say, most of the time the teachers expound in the platform, the students sit down, listen, and take notes. Because of the large number of students, open discussion in class is nearly impossible to carry out, the teaching method is single, students’ option is weak<sup>[1]</sup>. In the conversational practice, students talk about a topic in English in group. While the listening class mainly depends on language lab. The freshmen and sophomores attend classes in order to lay a good foundation in English, while the juniors and seniors go to classes in order to improve their understanding of English articles<sup>[4]</sup>. English is the carrier of Western culture and a tool for transmitting knowledge and information. On the one hand, the Chinese teaching method cannot enlarge the students’ vision. On the other hand, the students’ abilities of investigation, getting information independently, thesis writing is not adequately trained<sup>[5]</sup>.

### 2.1.3 Teaching Staff

Most of the English teachers employed in Chinese colleges are selected from the outstanding college graduates trained in our own country. There are only a small number of na-

tive English-speaking teachers. Chinese teachers share the same native language with Chinese students, and have their own profound experience about learning English. Their thinking patterns and language structures are highly similar<sup>[10]</sup>. These characteristics are helpful for teachers to accurately understand the difficulties and language approaches in the Chinese students’ study, and to teach them according to their aptitude. But language is the carrier of culture: its most important function is the transmission and exchange of culture and knowledge. Native English teachers, whose English pronunciation is pure, can effectively promote the development of students’ listening and speaking abilities. At the same time, if students have been nurtured by Western culture for a long time, they will inadvertently have the temperament of Western culture. It can help students to understand more deeply the western culture as a kind of strange culture, and to understand the way of thinking of the westerners. Therefore, in the Chinese college English course teaching for non-English majors, English-speaking and English-trained foreign teachers should be employed to enable students to experience the cultural style conveyed by the English language.

## 2.2 The Present Situation in Thai Universities

### 2.2.1 Development

Since the establishment of the Bangkok Dynasty - Thailand, successive kings have attached great importance to diplomatic relations, so they have paid great attention to the English study, and then set off an upsurge about learning English in Thailand<sup>[17]</sup>. The promulgation of relevant foreign policy has attracted a large number of Western missionaries to Thailand, and allowed missionaries to run schools in Thailand, and actively encouraged foreign teachers to work in Thailand. European modern higher education system was then introduced into Thailand. At the same time, the government has also set up scholarships to send overseas students to study in Western colleges. Since then, college English course teaching has developed rapidly in Thailand and become the main channel for people to learn Western civilization and innovation. As English plays an increasingly important role in the economy, society and national life, the higher English course teaching in Thailand presents various teaching modes. In 2002, bilingual international schools and English courses designed for students both at home and abroad became popular<sup>[11]</sup>. The number of English-speaking teachers increased, and their nationalities were diversified.

### 2.2.2 Teaching Model

In the Thai college English course teaching for non-En-

English majors, the teaching methods are more flexible and diverse. Students often sit around the teachers. The teachers often use the teaching methods of dialogue, interaction, exchange and discussion. At the same time, they try to train students' listening and speaking ability as much as possible, and let everyone participate in teaching activities as far as possible. Of course, the teaching methods also have their own characteristics, except that the subjects related to basic knowledge are taught in school teaching, it pays more attention to the students' abilities to use language to find information and communicate. Teachers often ask students to read more extracurricular books, to understand Western society and culture. They give students some questions and ask them to look up materials and information, and then investigate and express their opinions in the classroom and interact with everyone. Even if the teacher uses class lecture, he often introduces a lot of contents outside the textbook, which expands the students' vision and improves the students' abilities of reading, conversation and using English to acquire information autonomously.

### **2.2.3 Teaching Staff**

Most College English teachers in Thailand are foreigners (English-speaking), which makes students come into contact with authentic English. Students can only use English to communicate with teachers in the classroom, so they get many chances to practice English. So long-term training can effectively improve the students' listening ability. The teaching methods of foreign teachers are novel and diverse, such as group teaching, debates, special discussions, etc. These kinds of classroom activities are designed to be student-centered, which can enhance students' interest in learning and their desire for interaction. All of this, in a manner, can promote college English course teaching for non-English majors. However, there are also some problems such as short time of foreign teachers' employment, large mobility, laissez-faire in class, poor learning quality and so on.

## **3. An Analysis of the Comparative Results**

### **3.1 Reasons for Choosing the Two Universities**

There are four reasons of choosing Chinese Jiujiang University and Thai Chiang Mai University as the comparative colleges:

(1) The two universities are similar in size. They have more than 30,000 students and nearly 20 secondary colleges.

(2) The two universities have the same direction of talent training. Both are national comprehensive universities,

and are oriented to market demand.

(3) Both universities regard English as the most important foreign language. The native languages of them are not English, but they regard English as the first foreign language.

(4) The communication between the two universities are frequent. Since 2003, they have been cooperating in exchange projects for 15 years. They have enhanced mutual understanding and deepened their friendship in the course of exchange.

Therefore, it is comparable that choosing these two universities as a sample of the comparison of Sino-Thai college English course teaching for non-English majors. At the same time, it can also promote the communication and mutual learning.

## **3.2 The Contrastive Results**

### **3.2.1 Similarities**

(1) College English course teaching in both countries started late, and gradually transformed from a backward state to present state, its teaching quality has improved. All of this cannot be separated from the support of national policies. In China, the Ministry of Education officially initiated the reform of college English course teaching in 2003, which required the adoption of advanced information technology in college English course teaching. In 2016, the syllabus indicated that college English course teaching for non-English majors mainly included English language knowledge and applied skills, learning strategies and cross-cultural communication. In Thailand, Rama V Chulalongkorn built a new school in the Royal Palace, and employed Anglo-Americans as teachers. In 1990, the Thai government introduced the reform program of college educational curriculum, which required opening 9 foreign languages, including English. In 2008, the Ministry of Education of Thailand issued the Core Curriculum of higher Education. English was listed as one of the basic courses in higher education<sup>[18]</sup>. There are more than a dozen kinds of English courses as compulsory and optional courses in college education.

(2) College English course teaching in both countries has gradually improved the teaching form: from the single mode of classroom teaching to the diverse teaching mode based on discussion, debate and communication. It has strengthened the cultivation of listening and speaking ability on the basis of the previous emphasis on literacy to better meet the undergraduates' demand for English learning. The previous courses changed from reading and writing to reading, writing and listening, then went over into reading, writing, listening, speaking, and translating,

and transit into reading, writing, listening, speaking, translating, audiovisual learning now.

(3) College English course teaching for non-English majors in China and Thailand pays more attention to the role of foreign teachers in the construction of teachers, and constantly seeks the best balance between the number of indigenous English teachers and foreign teachers. The proportion of foreign teachers in Thai universities is increasing year by year, while the number of foreign teachers in China has increased rapidly since the 2008 Olympic Games. Both countries are actively looking for countermeasures to solve the problems existing in teachers of college English course teaching for non-English majors.

### 3.2.2 Differences

(1) Thailand is a world-famous tourist country. People from all over the world have to communicate in English, so English has become the only foreign language funded by the Thai government<sup>[16]</sup>. Most Thais can read English. For example, many people in Chiangmai communicate in English, which creates abundant opportunities for college students to use English. In China, English is as important as Chinese and mathematics. But many students are not good at English, and only a few of them can communicate in English normally. Although many foreign friends come to China, their number is still very small compared with the China's large population. Therefore, it is difficult for Chinese college students to find opportunities to communicate with those foreigners.

(2) The two countries have different national conditions. Since 2000, in order to improve the efficiency of English course teaching, most universities in Thailand have generally divided students into small classes according to their professions and standards, and limited each class in 10-20 people<sup>[12]</sup>. College English course teaching in China has a large number of teaching objects: 30 to 50 students, so it is difficult for teacher to teach by means of discussion and debate<sup>[19]</sup>. Most activities are confined in one single classroom. But the construction and utilization of network in China can solve the malpractices of large class in college English course teaching for non-English majors, and at the same time, it can also improve the quality of college English course teaching for non-English<sup>[8]</sup>.

(3) "Investigation of Current Situation" provides the status of college English teachers in China. Among the 467 universities that provide data on the professional titles of college English teachers, the status of teachers' titles is as follows: the number of professors is 702, accounting for 3.3%; the number of associate professors is 4,761, accounting for 22.6%; the number of lecturers is 15 587, accounting for 74.1%. The total number of teachers in

457 universities providing data on the academic qualifications of college English teachers is 21065. Among them, the number of teachers with doctorate degree is 1.5% and the number of teachers with master degree are 60.1%<sup>[13]</sup>. These data show that the structures of professional title and educational background of college English teachers in our country are not balanced. All of these factors are not conducive to teachers' individual development and affect the quality of college English course teaching. Thai college English teachers are foreign teachers and native teachers, but the number of foreign teachers is much higher than that of native teachers. The proportion of foreign teachers is 88%. Foreign teachers are employed to teach English in universities, which gives students the chance to communicate with authentic English. Students can only communicate with their teachers in English in class, which creates many opportunities for students to communicate directly in English.

## 3.3 Problems Existing in Jiujiang University

### 3.3.1 Predominant Standardized Testing

Most of the English course teaching for non-English majors in Jiujiang University is in large class with dozens of students, so teachers have to choose the easier way to score, such as attendance and times of making the speech in class, with final exam amounting to the most part, which is difficult for each student to get the objective and accurate evaluation. In short, English teaching still relies on summative evaluation. Students' scholarship linked with their scores in the summative evaluation, which objectively leads them to focus on the standardized examination, rather than further study western culture and develop communicative competence in English. This makes the college English course teaching for non-English majors deviate from the humanistic concern. Therefore, it is difficult to train excellent talents who have a good command of major and English.

### 3.3.2 Single Teaching Way

Public English course teaching methods in Chinese universities are single. At present, Jiujiang University generally uses method of the "word-grammar-translation" in English teaching: teachers explain word and grammar, students take notes. This method is tedious and difficult to bring up students' interest in learning English, thus it indirectly causes students' weariness to English learning. Wu Qidi, deputy minister of education, pointed out:

For many years, our foreign language teaching has maintained the classroom teaching mode in which teachers speak and students listen, modern educational tech-

nology has not been fully utilized. Even if teachers use multimedia teaching, most of them only stay at the level of moving the blackboard onto the screen. It is also not conducive to the cultivation of students' comprehensive ability in English application [6].”

### **3.3.3 Large Class**

Since Jiujiang University has been expanding its enrollment year after year, the scale of class has also expanded. There are significant individual differences in students' English foundation, interest in learning, personality, intelligence and learning strategies, so teachers are tired of coping with many problems in public English classes with more than 60 students. For example, in large class, it is difficult to realize timely communication and interaction between teachers and students and impossible for teachers to answer the questions raised by every student. Therefore, lack of communication between teachers and students makes it difficult for teachers to understand the actual learning situation of most students. The result is that students can't put what they learned into action, teachers have low teaching efficiency, which will eventually result in the time spending in learning English is not proportional to the practical result.

## **3.4 The Problems Existing in Chiang Mai University**

### **3.4.1 Unreasonable Management System About Teachers**

In recent decades, the scale of Chiang Mai University has expanded dramatically, which results in the number of teachers are insufficient and heavy workload for teachers. In addition, at this stage, foreign teachers' resources are still in short. How to attract foreign teachers is still a major task of Chiang Mai University. In terms of improving the quality of teachers, the university still does not pay enough attention to it and cannot attract teachers to transfer from teaching to teaching scientific research. Teachers' low academic standards directly lead to students' poor English. In 2002, the government stipulated that university teachers are no longer civil servants, but collegiate employees who enter into contracts with the universities<sup>[15]</sup>. English as an optional course in university, it's teachers, students and classrooms have great mobility-change once a term, which result in less communication between teachers and students, and difficulties in teaching management for teachers<sup>[7]</sup>. Therefore, teachers' sense of duty weakens.

### **3.4.2 Backward Teaching Conception**

Public college English course teaching in Chiang Mai

University has the tendency of simply copying foreign models, leading to the development of its English education divorces from the level of national economic development and can not keep pace with society. Moreover, because Thailand adheres to a centralized educational management system, so universities lack of flexibility and autonomy, and public English course teaching is too rigid to be applied to practical work and life.

### **3.4.3 Unsound Test Mechanism**

The text system of Chiang Mai University refers to the Western scoring method: 30% final grade add 70% regular grades. Of course, this scoring method is more reasonable than the examination system that heavily relying on summative evaluation. However, there are many potential problems: the regular grades mean the average scores of multiple regular examinations which greatly increases students' study burden. Students blindly do exercise, pursue exam results and ignore the accumulation of experience and the training of other ability.

In addition, teachers' tasks have been increased, and most of them pay attention to the test, rather than the students' normal performance and the practical application of English. Thus students are unable to meet the demand of society.

## **4. Improving Methods**

### **4.1 Improving Methods of Jiujiang University**

#### **4.1.1 Usage of Application-Oriented Evaluation System**

Universities should adhere to the application-oriented evaluation system, which, to a certain extent, will return foreign language learning to a normal state, remove the negative effects of excessive examinations, and restore the pleasure of foreign language learning<sup>[2]</sup>. It is possible for students to develop lifelong learning of a foreign language by using language for a variety of communicative activities, both oral and written and to gain satisfaction and pleasure in language learning.

#### **4.1.2 Reformation of Teaching Methods**

The reform of foreign language course teaching methods must be carried out in accordance with the students' learning conditions in Jiujiang University. The reform of course teaching methods is an important way to achieve the teaching aims, so course teaching should be “student-centered”.

In terms of course teaching methods, cognitive linguistics holds that language learning is a process of contin-

uous combination of new and old language knowledge, and the acquisition of language competence is a process of transforming language knowledge into automatic application<sup>[14]</sup>. To realize this kind of combination and transformation, the classroom teaching should be concise, the content should be comprehensive and novel, students should do a great deal of practice.

#### **4.1.3 Development of the Students' Self-Study Ability**

Independent study is based on open education, and uses the learning system of distance education and centers on students to realize individualized learning. This unique learning model pays more attention to the characteristics and needs of students and attaches importance to the joint development of learning process and learning resources. It is the key to solve many problems such as large class teaching and the individual differences of students.

### **4.2 Improving Methods of Chiang Mai University**

#### **4.2.1 Reformation of Management System About Teachers**

In order to solve the problems exists in Thai college public English teachers; the government should enlarge the number of the teaching staff. The following measures should be taken: university actively attract public English teachers with both political integrity and ability. The government should further increase the investment in education, especially in the field of scientific research. Universities should also pay attention to raising funds so as to attract more talented people into the ranks of education. In order to solve the problem of high fluidity of public English teachers, universities should define the courses and student groups that are most suitable for each teacher to teach. Moreover, the students choose the right teachers, so the stability of teachers is enhanced, which is helpful for teachers to draw up teaching plan and make the teaching more targeted and reasonable.

#### **4.2.2 Renovation of Teaching Conception**

The mode of teaching English behind closed doors can no longer meet the needs of economic, social and cultural modernization. In order to realize the modernization of English course teaching, it is necessary to change the traditional teaching notions, teaching aims and training target and boldly learn from the advanced educational concepts and teaching models of English teaching in other countries. In order to adapt to the rapid development of Thailand, college English course teaching for non-English majors must do a

good job in public English teaching. It is necessary for university to pay attention to students' learning, to encourage them to participate in relevant English practice activities, and put the cultivation of students' practical competence and personalization in the most important position.

#### **4.2.3 The Optimization of Examination Mechanism**

The assessment method of English study adopted by Thai universities at this stage still cannot effectively reflect the students' command of English. In view of this, the assessment of English study should be more continuous and diverse. That is to say, when university examines the students' abilities, it should not only focus on the students' mastery of vocabulary and grammar, but also take into account the students' flexibility in using English and their innovation, and emphasize the students' abilities to apply English in their practical work and life, such as English interview and so on. Therefore, the English test must take the differences of students' abilities into account, ensure a comprehensive and effective assessment about students' English abilities in listening, speaking, and reading and writing, pay attention to the students' practical application, and reduce the tests. University should explore students' potentialities, and make an effective evaluation about students' ordinary performance.

### **5. Conclusion**

Today, with the deeper degree of internationalization, English is increasingly important, so the position of English-proficient talents is becoming more conspicuous.

Compared with the English course teaching for non-English majors in Chiang Mai University, Jiujiang University has single teaching way, large class and many different evaluation methods that all rely on standardized testing. The purpose of this comparative analysis is that Jiujiang University can absorb Chiangmai University's quintessence and learn lessons from its inadequacies and do better in cultivating highly qualified English-proficiency with global awareness. In contrast to the practice of Chiang Mai University, the English course teaching in Jiujiang University should pay attention to the rational allocation of resources, and take students' learning situation and market demand into account. Jiujiang University should weak the leading role of examinations, so as to embody humanism in English course teaching and make use of modern technology to make up inadequacies cause by lack of drilling in real context to improve the effectiveness of college English course teaching. I believe that in the near future, there will be new breakthroughs and prog-

ress in college English course teaching.

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## REVIEW

# Integration and Optimization of Railway Engineering Laboratory Resources under the Background of "Double First Class"

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### ABSTRACT

With the continuous development of China's social economy, it has correspondingly promoted the development of the railway engineering experimental career, and has made tremendous progress in the cultivation of railway engineering experimental talents. At the same time, there are still many problems in the development of rail transit in the construction of "double first-class". Only by solving the existing problems can we further promote the smooth development of the training of railway engineering experimental talents. Therefore, the article mainly analyzes the problems and countermeasures of railway engineering experimental training, combined with the status and role of laboratories in the training of talents under the background of "double first-class", according to the society's demand for first-class engineering talents, we reformed and explored laboratory resource integration and optimization.

## 1. Introduction

At the end of 2015, the State Council issued the "Overall Plan for Promoting the Construction of World-Class Universities and First-Class Disciplines" (hereinafter referred to as the "Construction Plan"). The "Construction Plan" emphasizes that the foundation of colleges and universities lies in the establishment of virtue to cultivate first-class talent Universities can be called first-class universities. "Double first-class" construction universities should have high-quality undergraduate education and postgraduate education, optimize the allocation of subject resources and overall layout, and implement the fundamental goal of establishing a virtuous

person. The "Construction Plan" highlights the cultivation of people in the "double The core position in the construction of "first-class". High-quality laboratory resources play a key role in the construction of first-class undergraduate education and the improvement of talent training ability. Colleges and universities comprehensively improve the comprehensive benefits of teaching laboratories, integrate and optimize teaching laboratory resources is an important means to promote the construction of "double first-class". The railway engineering major is a traditional engineering major with strong practicality. With the development of practical engineering in the direction of high, large, difficult and complex, in the face of rapid development of new technologies, new equipment and new theories, society

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has put forward higher requirements for railway engineering professionals. As an important platform for cultivating students' practical ability, practical ability and innovation ability, the laboratory provides high-quality composite talents to the society, which is the key content of the "double first-class" construction work of colleges and universities<sup>[1]</sup>.

The Railway Engineering Laboratory of Central South University relies on the National Engineering Laboratory of High-speed Railway Construction Technology and the Key Laboratory of Heavy-Duty Railway Engineering Structure of the Ministry of Education. Its railway engineering professional training goal is to cultivate the master theory and basic knowledge of civil engineering and transportation. Obtain basic training of civil engineers, with basic engineering practice ability, can be used in domestic and international rail transportation (including: high-speed railway, ordinary speed railway, heavy-load railway, railway engineering experiment (including subway, light rail), urban and suburban rail transportation), Road engineering, bridge engineering, tunnel and underground structure engineering and other departments engaged in planning, design, construction, management and scientific research are applied, including complex and innovative senior civil engineering professionals. We aim at the problems existing in the construction of laboratory resources, combined with the construction experience of the Railway Experimental Center, put forward the exploration direction of laboratory resource integration and optimization, and promote the construction of "double first-class"<sup>[2]</sup>.

## **2. Analysis of the Current Situation of University Laboratories**

### **2.1 Experimental Technical Team Urgently Needs to be Built**

Only a first-class experimental team can build a first-class laboratory, but universities generally do not pay enough attention to experimental series<sup>[3]</sup>. The phenomenon of emphasizing theory over experiment is common in colleges and universities. Experimental technicians belong to the series of "non-full-time" teachers. As assistant teachers, their labor relations are mostly "talent dispatch" and "labor dispatch". The age structure of the personnel of the experimental technical team is unreasonable, the aging is serious, and the reserve young force is insufficient. The level of the experimental technical team is low, and the lack of experimental personnel with a doctorate degree hinders innovation in the experimental teaching process and affects the improvement of teaching quality. It is difficult to promote the experimental technical team, and the

low salary is an urgent problem to be solved in the context of the "double first-class" construction. In colleges and universities, most of the titles of laboratory personnel are deputy senior and intermediate titles, and there are no regular senior experimenters in some of the series of laboratory personnel. Compared with full-time teachers, the experimental staff with the same professional title is relatively low. The cost of the same class hours is about half of that of full-time teachers, and the work happiness is not strong.

### **2.2 The Teaching Methods of Experimental Courses Are Backward**

The experimental teaching involved in the railway engineering specialty includes the gauge and level measurement experiment, the rail wear experiment, the rail joint resistance experiment and the floating slab track isolator experiment. The experimental teaching link adopts the traditional teaching method, that is, the experimental teacher introduces the experimental principle and after the demonstration of the experimental operation, the students "painted the calabash", which led to the students' insecure grasp of the experimental content. The experimental courses are mostly opened in the middle and late stages of theoretical teaching and rarely set up separate courses. All experimental courses are completed at once. The "bridge" between the theoretical part and the experimental part is not smooth, and the cultivation of students' practical ability and innovative thinking is limited. In the current engineering development background, big data, BIM technology, Internet, artificial intelligence, etc. have been applied in the field of railway engineering, but the teaching content and methods of experimental courses rarely introduce new technologies and methods to meet the development needs of the engineering field and the purpose of "new engineering" talents<sup>[4]</sup>.

### **2.3 Chaotic Management Model**

The three-level management model of school-faculty-department (institute, teaching and research department) is a more traditional management method, which is easy to cause a single discipline and less interdisciplinary integration, which is not conducive to the comprehensive development of disciplines. During the operation of the laboratory, the distinction between the undergraduate teaching laboratory and the scientific research teaching and research department is not clear, and the safety, hygiene, and equipment operation of the scientific research laboratory cannot be guaranteed. The utilization rate of laboratories and equipment for undergraduate experimental teaching is

low, and it is only open for the corresponding experimental courses. The update speed of experimental equipment is slow, and the measurement data has errors, which is difficult to meet the needs of experimental teaching.

### **3. Construction of High-Quality Laboratory Teaching Resources**

#### **3.1 Construction of Experimental Technical Team**

The resources of the Railway Engineering Experimental Center and the Railway Engineering Experimental Center adhere to the "people-oriented" rational allocation of center personnel, optimize the structure, improve quality, and stabilize the team<sup>[5]</sup>. Adopting the method of "full-time, part-time and employment", encourage high-level full-time teachers to enter the laboratory and strengthen the training of experimental staff. Improve the hiring and evaluation of laboratory technicians through fixed-post establishment, open recruitment, competitive employment, and performance-based evaluation. Specific assessment indicators include laboratory use and management, work performance, and laboratory safety and environment, with weights of 40%, 30%, and 30%, respectively. All newly-entered experimental technicians have master's degree and above, and all graduated from key universities. Some special experimental projects are best to require the graduation of famous foreign rail transit universities. The labor contract in the first contract year is in the form of talent dispatch. You can transfer to a full-time experimental compilation if you get two excellent and one good assessment results. The formation of a new type of experimental teaching team led by high-level professors, theory teachers, experimental teachers, and graduate teaching assistants, with a stable core backbone and skilled experimental technology.

#### **3.2 Optimization of Teaching Methods of Experimental Courses**

The railway engineering major is a major combined with engineering practice. The experimental course teaching is an important link to consolidate the theoretical basis, broaden professional knowledge and cultivate practical innovation ability<sup>[6]</sup>. The experimental course achievement assessment is free from the experimental report as the only evaluation index. The achievement is composed of three parts: the pre-class preview report, the experimental actual operation performance and the experimental summary report, which stimulates the students' initiative and interest in the experimental course. Reasonably arrange the class time of the experimental course, do not stick to

the way that the theoretical class is in front of the experimental class, and succeed in building a "bridge" between theory and practice. Railway engineering education based on the background of "new engineering" fully relies on the advantages of scientific research and school-enterprise cooperation in railway engineering disciplines. On the one hand, it combines the latest scientific research results with experimental classroom teaching. The Key Laboratory of Railway Engineering Structure of the Ministry of Education and the Virtual Simulation Teaching and Experiment Center of Civil Engineering of Central South University introduced new technologies and new methods into the experimental teaching link; on the other hand, the railway engineering major of Central South University has The extensive project cooperation established by the company, railway bureau, subway company, etc., can display the data and site conditions of each base in the experimental class through network video<sup>[7]</sup>.

#### **3.3 Optimization of Laboratory Management Methods**

The Railway Engineering Experimental Center divides the laboratory into an undergraduate teaching laboratory and a scientific research laboratory, and each experimental course corresponds to an experimental teacher. Due to the scattered and unconcentrated class time of undergraduates, in addition to the normal class hours, undergraduates can also make appointments to supplement and consolidate experiments. The laboratory management model has changed from passive closed to autonomous open. The National College Students' Innovative Experiment Program focuses on the "research process" and uses high-quality laboratory resources in the project topics, which not only improves the utilization rate of laboratory equipment but also provides protection for the project implementation, and stimulates students' innovative thinking and innovative awareness. The cost of renewal of experimental equipment is mainly borne by special funds for improving basic school running conditions. Schools, colleges and departments jointly bear the cost of equipment maintenance and experimental consumables, ensuring everyone's participation and hands-on<sup>[8]</sup>.

### **4. Conclusion**

We mainly analyzed and studied the problems and countermeasures for the training of railway engineering experimental talents. Through the discussion of the article, the training process of railway engineering experimental talents should be combined with the current actual situation and adopt targeted training strategies. Only then can

we further improve the quality of railway engineering experiment talents and promote the sound development of railway engineering experiments. Under the background of "double first-class" construction, the quality of talent training has received widespread attention from the society, and laboratories are an important base for training high-quality talents. First-class laboratories provide guarantees for training first-class talents. Taking the Railway Engineering Laboratory of Central South University as an example, reforms and explorations in the integration of laboratory personnel, experimental teaching methods, laboratory management models, etc. are aimed at establishing first-class laboratory resources and cultivating both engineering practice ability, innovation ability and High-quality compound first-class talents with international competitiveness promote "double first-class construction."

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