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## **Journal of Educational Theory and Management**

### **Aims and Scope**

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JETM acknowledges high-quality of original research paper, case studies, review paper, literature reviews conceptual framework from researchers from the related field. The subject areas covered by the journal are but not limited to:

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- Changes and trends in the structure management education
- Relationship of education, business and management
- Higher education
- Educational delivery mechanisms
- Teaching research
- Management practice

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ARTICLE

## Research on the Construction of Robot Curriculum Module under the Background of New Engineering

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ABSTRACT

Under the background of the construction of new engineering and the strategy of “making China 2025”, the society has also put forward new requirements for the personnel training of mechanical specialties. Therefore, combining the training goal of mechanical design, manufacturing and automation in Beijing (Beijing), it is necessary to cultivate new direction and cultivate new growth point for “old” mechanical specialty. And social and economic development has a very important significance.

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## 1. Introduction

Students' knowledge acquisition ability can be trained through machine learning, statistical reasoning, data mining and other courses. Through machine learning and statistical reasoning courses, students can master a series of knowledge acquisition probability models, such as linear regression model, logistic regression model and so on<sup>[2]</sup>. Machine learning is the key technology of big data analysis. It is the major professional course of data science and big data technology. Therefore, the importance of curriculum construction can largely guarantee the quality of data talents training.

## 2. "New Engineering" Construction and the Training of Data Talents

A new round of technological and industrial revolution in the world is driving the formation and development of new economy.<sup>[1]</sup> At present, China's economic development has entered a period of structural adjustment, transformation and upgrading, and the new and old growth kinetic energy is changing. A new round of technology and industrial revolution, with the core of the Internet, is developing, and new technologies, new formats, and new models have flourished.<sup>[3]</sup> The new economic development urgently needs the support of new engineering talents, and requires the training of engineering talents with innovative entrepreneurship and cross-border integration ability. The corresponding higher engineering education reform has received unprecedented attention and universal attention to.<sup>[3-4]</sup> In 2016, the concept of "new engineering" provided a new perspective for the theory and practice of engineering education, and the reform of the international engineering education was carried out in China's localization of<sup>[3-5]</sup>. The connotation of the new engineering education is: Taking "Strengthen Moral Education and Cultivate People" as the guide, taking the change and shaping the future as the construction idea, taking inheritance and innovation, cross and integration, coordination and sharing as the main way to cultivate the future pluralistic and innovative outstanding engineering talents.<sup>[6]</sup> In February 2017, the Ministry of Education held a seminar on the development strategy of higher engineering education at the Fudan University. The universities and colleges discussed the problems of the training of engineering talents, the construction of new engineering and the choice of the path of development in the new period. In April 2017, the Ministry of Education held a workshop on the construction of new engineering in Tianjin University. The representatives of more than 60 colleges and universities agreed that the construction

and education of the "new engineering" should focus on industrial demand, focus on cross boundary integration, explore new paradigm of engineering development, and update the knowledge system of engineering talents in time. Students are chosen as the center to design teaching methods and means according to their interest and interest. Data show that in 2016, the global market for big data has reached 45 billion 300 million U.S. Dollars.<sup>[7]</sup> Sai think tank predicted that in 2017, China's big data industry scale is expected to reach 418 billion 500 million Yuan, and the market growth rate in the next 2-3 years will remain at around 35%.<sup>[7]</sup> Big data industry has gradually become an important part of the new economy and driving force.<sup>[8]</sup> Therefore, to train qualified data talents for the new economic development is the key to the occupation of high and new technology commanding points in the new economic development and the important content of the new engineering construction.

## 3. The Goal of the Course Construction

Under the background of "new engineering", the major of data science and big data technology is oriented by social needs and enterprise needs, and it is the main way to cultivate diversified and innovative data talents with the main way of cross integration, sharing and innovation. Specifically, the computer science and technology, statistics, intelligent science and other related specialties are intersecting and integrated to cultivate good personal quality, professional quality, scientific literacy, master the basic theory of large data analysis, master large data collection, processing and analysis skills, and be able to engage in finance and business, advanced engineering and technological innovative talents in Data Science in telecommunications and other fields.

Machine learning is a major professional course in data science and big data technology. The construction of machine learning curriculum should focus on the training target of the data science and the major data technology specialty, facing the construction of "new engineering", increasing the content of the project application case content in the teaching content, introducing the latest knowledge and technology in the related fields, following the direction of the development of the subject, and actively exploring a set of effective teaching and learning methods for this course.

## 4. The Construction of Teaching Content

Machine learning is a multi-disciplinary field of computer science, statistics, and intelligent science. It has developed together with data mining and artificial intelligence.

There are intersections and overlaps in the content, but they have their own characteristics, and new theories and methods have been developed. Therefore, the teaching content of the machine learning course should be selected and optimized, and the students can understand the basic concept of machine learning, the common machine learning model and the common learning algorithm, and can use the key technology of machine learning to analyze the actual problems and understand the development of the machine learning.

The leading course of machine learning is calculus, higher mathematics, linear algebra, probability and statistics, high level language program design, data structure and algorithm. The following courses are parallel computing, Hadoop, computer vision, video large data comprehensive experiment, social network and information communication analysis comprehensive experiment. The teaching content of this course will follow the principle of “sufficient knowledge, emphasis on application, advanced content and overall optimization”. Machine learning is a strong practical course. The undergraduate teaching of this course should focus on knowledge application and practical skills, and introduce the latest technology of machine learning to ensure the advanced content of the course.

The contents of this course are divided into theoretical teaching content and practical teaching content. On the basis of the above principles, the content of the theory teaching is divided into 3 parts:

(1) the basis of machine learning, and through a case study of what machine learning are, related concepts and experimental tools to introduce;<sup>[6]</sup>

(2) The key technology of machine learning, the introduction of data preprocessing technology, the common model and algorithm of machine learning through specific case applications, including the decision tree and the decision tree. Support vector machine, linear regression, logic regression, Bayesian method, k-mean algorithm, k-nearest neighbor algorithm, error inverse propagation (BP) algorithm, Boosting algorithm, etc.

(3) Introduction of machine learning advanced technology, such as convolution neural network, recurrent neural network, generating antagonism network, dual learning and so on.

The content of practical teaching will be designed according to the second parts of the theory teaching content, machine learning key technology, based on machine learning technology and different application scenarios. In practice teaching, students can improve the understanding of the understanding of machine learning technology and the characteristics of the related applica-

tion scene, exercise students' ability to analyze and solve problems, and cultivate their innovative consciousness and ability. The concrete implementation is divided into 5 stages: “Learning—Imitation—Analysis—Application—development”, which embodies the process of gradual teaching, gradually guides undergraduate students to participate in the project of teachers' scientific research, and further strengthens the practical experience of the student project.

## **5. Teaching Methods and the Construction of Teaching Means**

Facing the construction of “new engineering”, the students are the main body, the teaching links are designed according to the interests and characteristics of the students, and the students' subjective initiative and creativity are mobilized, and the students' ability to cooperate, analyze and solve problems is trained. The theory teaching takes case application as the carrier to explain the knowledge principle, pays attention to the problem analysis process and the application of knowledge technology; the experiment teaching designs the practical application scene, guides the students to analyze the problem scene, encourages the students to try and contrast the different techniques, and inspires the students to think.

### **5.1 The Construction of Teaching Methods**

#### **5.1.1 Case Driven Teaching**

The development of machine learning theory and method is ultimately aimed at solving practical problems, serving production and life. The course theory teaching uses case application as a problem scene, for example, during the 2012 United States election, Obama has a machine learning team led by the semi supervised learning research expert R.Ghani, which is based on the machine learning model analysis to show how Obama carries out the ticket. Through case analysis, teachers draw out related technologies, extract problems and lead to relevant concepts, analyze, verify, evaluate the techniques in cases, and summarize the methods of use. Taking case as a carrier to drive teaching, practical combat is strong, students' enthusiasm is high, and students' interest in learning can be greatly stimulated. Through the case solving process, students' knowledge structure will grow and gain confidence and sense of accomplishment.

#### **5.1.2 Promote Teaching with Problems**

According to the content and purpose of teaching, it

is reasonable to design the problem of application scene and theoretical knowledge, provide reference materials, enlighten students to think, analyze, organize student discussions, promote students to understand machine learning related techniques, and cultivate students' ability to learn and think. In addition, a variety of machine learning techniques can be used to solve a problem. What kind of technology is the best? What kind of technical efficiency is the highest? What are the features of each technology application scenario? For this kind of problem, teachers first encourage students to find literature and do experiments, and then listen to students' experimental reports and give answers. Through experimental analysis and comparison, students deepen their understanding of the nature of the problem and enhance their understanding of technology and methods.

### 5.1.3 Promote Teaching with “Encouragement”

The experiment teaching improves the students' understanding and application of machine learning model and machine learning algorithm in practice, and exercises students' ability to analyze and solve practical problems. Experimental teaching should choose and design corresponding practical application scenarios according to theoretical teaching knowledge points. In the course of teaching, it inspires students to analyze the problem scene, encourages the students to try to solve the problem according to their own thinking, encourages and inspires the students in the process of solving the problems, and guides the students to analyze and summarize the experiment.

## 5.2 The Construction of Teaching Methods

This course can integrate various teaching methods, combine traditional teaching methods with modern multimedia and mobile phone teaching methods, combine network teaching with traditional teaching, combine courseware making with the latest computer technology, enhance the interest of knowledge content, guide students to think about problems and experience solving problems. In order to improve teaching effect and students' autonomous learning ability, we should strengthen the construction of teaching means in two aspects:

(1) Effective use of network teaching. Through the network, students recommend course courseware, course video, e-book, conference paper resources, data set, open source toolbox, academic forum website and so on. Online knowledge question and answer and submission work are carried out to facilitate students' self-study and help students to improve.

(2) Make the courseware carefully. According to the syllabus, scientific selection of teaching content, meticulous production of PPT, reasonable organization of demonstration content, text, and formula combined with pictures, animation, sound, to increase the content of vivid and interesting.<sup>[9]</sup>

## 6. Conclusion

Data resource is an important modern strategic resource. Finding valuable information in big data is the core work of data scientists. Training qualified data talents will play an important role in the development of China's new economy. Under the background of the construction of the new engineering science, this paper discusses the goal of the training of the undergraduate course of the major data science and the big data technology, discusses the goal of the construction of the machine learning course, analyzes the construction of the teaching content of the machine learning, puts forward the principles of the selection of teaching content, and gives the main frame of the teaching content, and discusses the teaching methods and means of the machine learning. 3 teaching methods are put forward: case driven teaching, problem enhancing teaching, and “encouraging” to improve the quality of experimental teaching. The above research results will effectively guarantee the implementation of the machine learning curriculum teaching plan, improve the quality of teaching and data quality training.

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## ARTICLE

# Exploration and Research on Industry English Teaching Model in Higher Vocational Colleges Based on “Internet +”

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### ABSTRACT

With the continuous deepening of the new curriculum reform, quality education has received much attention. In the teaching of higher vocational education, the cultivation of students' comprehensive application ability is increasingly important. In the “Internet +” era, education informatization has become a new trend in its development, but at present, the industry English teaching in higher vocational colleges is still dominated by the traditional teaching model, and there is a widespread phenomenon of “taking emphasis on theory and ignoring practice.” In English teaching in higher vocational colleges, industry English teaching is very important, and it plays a very significant role in the cultivation of students' professional English skills. Based on the overview of industry English, this paper puts forward the status quo and countermeasures of the industry English teaching in the “Internet +” era, and analyzes the feasibility of the reform of the industry English teaching model in higher vocational colleges, hopes to provide references for the development of China's industry English teaching in higher vocational colleges.

## 1. Introduction

In higher vocational education, English is an important public basic course. It aims at cultivating high-quality skilled talents and focuses on cultivating students' comprehensive ability to use English in order to meet the needs of the industry's diplomatic talents. The industry English course has obvious professional characteristics, which plays a very important role in the English processing of vocational students and the cultivation of future career-related business capabilities.

## 2. The Overview of Industry English

For non-English majors, industry English is a public

English teaching content, and its distinctive feature is public English. Auxiliary professional teaching is its main purpose. Therefore, it is different from professional English and also has significant differences from Basic English. Specifically, the difference between it and professional English is mainly:

(1) For industry English, it is the enlightenment of Basic English. In the vocational English teaching, it mainly involves the basic knowledge of related majors. The language skills are comprehensively set according to the requirements of industry and language, and the professional English category is more extensive and deeper.

(2) Industry English is an important teaching content in vocational English education. It is a curriculum

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transition from basic to professional, and public English teachers are responsible for teaching. Professional English is a professional course and is usually taught by a professional teacher.

(3) Industry English is different from professional English in terms of teaching objectives, content and methods. In terms of content, the traditional Basic English teaching content is mainly language and culture, and the teaching process pays more attention to basic language skills such as listening, speaking, reading, writing and translating. The industry English teaching content is based on various professional workflows, reflecting the needs of their careers and positions through teaching, and simulating work situations to improve students' professional operation and language use.

### **3. Analysis of the Status Quo of Industry English Teaching in Higher Vocational Colleges in the “Internet +” Era**

At present, many higher vocational colleges have begun to pay attention to industry English teaching, but in actual teaching, the following problems still exist:

(1) Industry English textbooks have different levels of research and development. For the preparation and publication of the industry English textbook, the education management department has not yet formulated a unified plan, and the research and development of the textbook is still in the exploration stage. The content of the current textbooks is quite confusing. For example, because there is no in-depth study of the actual workflow, careful analysis and research, the contents of the food are not consistent with the actual situation, and the English language skills and work content are poorly integrated.

(2) The independent development of vocational colleges and self-developed teaching materials makes the lack of a unified teaching system and model for industry English teaching. Industry English requires different majors and different teaching materials, but some higher vocational colleges do not have the ability to develop a complete teaching system that meets the needs of different English teaching. As industry English teachers in higher vocational colleges, we should go deep into the enterprises and the professions, learn from the recommendations of enterprises and professionals, and develop the industry English textbooks suitable for the application of students in higher vocational colleges according to the professional characteristics of students.

## **4. The Teaching Strategy of Industry English Teaching in Higher Vocational Colleges in the “Internet +” Era**

### **4.1 Innovative Teaching Model, Complement Classroom Teaching**

For some specific types of industry English, the use of paper textbooks and PPT courseware for teaching is boring, students' willingness to learn and enthusiasm is not high. For example, mechanical English, for the structure, operation, mold type, use, molding, application of laser technology, etc. related to CNC machine tools, combine rich picture or 3D animation, audio and video and other teaching resources to simplify and intuitively display teaching content and attract students' attention. These supporting teaching resources such as pictures, animations, audio and video, etc., cannot be just a short-lived in the classroom teaching, to meet the needs of students at any time, so the campus network or professional group becomes an effective way.

Therefore, we should make full use of the network means and gradually extend the essence of classroom teaching. Formally speaking, due to factors such as class time, relying on classroom teaching cannot fully realize the meaning of industry English teaching. With the aid of the teaching model of the micro-course, the students can present the basic knowledge of a certain language industry in order to make up for the lack of classroom teaching and meet the different needs of students. Or give full play to the advantages of the network, establish QQ or WeChat group, connect students, English teachers and professional teachers together, and strengthen the classroom teaching by asking questions and answering doubts on the basis of strengthening the interaction between teachers and students.

### **4.2 Enrich the Forms of Practical Activities by Using Network Resources**

For the practical content, it is necessary to take the basic knowledge, ability and quality of the industry as an opportunity to ensure that the language skills training can meet the basic norms and requirements of the industry. From a formal point of view, in the design and organization of language skills training, the development of Basic English teaching is increasingly complete, the level is clear, and the industry English supporting practice design can be used for reference. It is important to note that the focus of the two is different and the language as a whole has changed. In addition, the practice form is not entirely based on the pen end, written on paper, record-

ing, shooting and making audio and video, more popular with students, especially the practice design. From organizational forms to classroom exercises, after-school assignments, second classroom activities, individual activities and group tasks, the key is to have clear goals, timely feedback and implementation.

#### **4.3 “English Teaching Practical Training Week”**

In the actual teaching, learn from the experience of “Professional Practical Training Week”, explore the feasibility of “Industry English Language Practical Training Week”, supplement and strengthen classroom teaching, which is very important for the improvement of students’ language skills training. Combined with the teaching of relevant professional courses, students will develop intensive and purposeful basic language skills training, which is the basic goal of language practical training.<sup>[1]</sup> When conditions permit, it is best to conduct language practical training at a professional practical training base. The real language environment can stimulate students’ enthusiasm and enthusiasm for participation in practice and inspire their thinking and expression skills. In addition, the flexibility of the seat in the practical training base is conducive to the implementation of group-level language activities. Before the practical training, the English teacher should be prepared to design and write the corresponding language practical training manual, which specifically and quantifies the tops and requirements of the objectives, content, steps and organization of language activities and exercises, and objectively evaluates students’ participation in various language activities, activities, capabilities and presentations.

#### **4.4 Teachers Should Improve Their Own Comprehensive Quality**

At present, in the vocational English teaching, the professional or English teacher is generally responsible for teaching, and the level is different. In contrast, English teachers are closer to teaching. Industry English Teaching is not teaching about the industry and profession, but teaching English, but it is not entirely English, which is based on the basic knowledge of the industry, basic skills and literacy, through a variety of practical exercises, the basic skills and comprehensive application skills of the students in the industry are cultivated. Based on this, English teachers can give full play to their own language ability advantages, and they are proficient in teaching rules, techniques and methods, and carry out teaching activities around language skills training.

## **5. The Operability of the Reform of Industry English Teaching Model in Higher Vocational Colleges**

### **5.1 Do a Good Job of Curriculum Setting**

In the context of the transition from general English teaching to professional English teaching, the industry English curriculum has received much attention. Industry English has the versatility of language courses and has certain requirements for students’ English proficiency. This is a great challenge for high vocational students with poor English foundation. Therefore, many vocational colleges set the course based on the basic industry English, gradually infiltrating the English content in the Basic English teaching, and gradually transition to the industry English teaching to achieve the expected teaching goals.

### **5.2 Teaching Faculty Construction**

In the industry English teaching, the quality of the teacher is the key to teaching, which puts new demands on the teacher. Higher vocational English teachers must have certain English language knowledge and teaching skills, and industry expertise and practical experience are also critical.<sup>[2]</sup> At present, in the reform of English teaching in higher vocational colleges, the over-representation of Basic English teachers to industry English is an inevitable requirement. This is a great challenge for teachers who have rich teaching experience but lack of knowledge in the industry. Therefore, the construction of the English faculty can start from the following aspects:

(1) Improve the teacher industry and self-development awareness. Ordinary English teachers should consciously accept re-education, accurately locate the development direction of the industry, fix the professional industry English, study the major in depth, strengthen communication with professional teachers, discuss and exchange and cooperate with each other, and improve their professional knowledge as much as possible.<sup>[3]</sup>

(2) Strengthen industry practice and change to the goal of double-position teachers. The lack of background and practical experience in vocational education is a common problem for English teachers in vocational colleges. Encourage English teachers to go deep into the company to work, practice the job and process, understand the talent needs and common work problems, and on this basis, better understand the teaching content and promote the teaching to meet the needs of social development.

(3) Optimize the environment of industry English

development. Higher vocational colleges can hire enterprise backbones to enter school training, integrate case-work with training courses through case-based teaching, or encourage teachers to go out and participate in industry English teaching reform training.

### 5.3 Effectively Integrate Learning Resources

In the industry English classroom teaching, textbooks are an important learning resource. The teacher should proceed from the student's work needs, reasonably arrange the teaching content and make appropriate adjustments, additions or reductions so that the teaching content meets the professional needs and can be flexibly applied to practical work. At the same time, the teaching content is not too difficult and can be accepted by most students. In addition, industry English teaching should also provide students with a three-dimensional, open and flexible learning resource channels, for example, the establishment of the industry English course website, sharing information resources such as English cultural knowledge and industry development dynamics, establishing a platform for teachers and students to exchange learning from the classroom to the extracurricular, in order to cultivate students to develop good independent learning ability.

### 5.4 Establish an Effective Evaluation System

Due to the characteristics of the industry English course, its evaluation method is different from the Basic English. In the new curriculum reform, high vocational English teaching must introduce a diversified evaluation system. This diversified evaluation system mainly focuses on the diversity and openness of the subject, method and content.

(1) Diversity of Evaluation subjects. The industry English evaluation body should include English teachers, students, teams and professional guidance teachers. The evaluation is regarded as the joint responsibility of teachers and students. For students, they can understand their own learning through self-evaluation, and reflect and review.

(2) Diversity of evaluation methods. It is necessary to formulate summative evaluations, such as encouraging students to actively participate in various vocational skill

competitions, but also pay attention to process evaluation, improve the proportion of daily achievements, and stimulate students' participation enthusiasm during the learning process.

(3) Diversity of evaluate contents. Class discussion, group cooperation, homework completion and learning attitudes are included in the evaluation content, focusing on the development of students' learning process and motivation.

## 6. Conclusion

In summary, in the vocational English teaching, combined with the industry English vocational skills training, the construction of a new teaching model, which is a great challenge for vocational English teachers. Properly setting up the course will promote the perfect integration of the foundation and industry English to a certain extent. Strengthen the construction of the teaching staff and improve the quality of the double-skilled team. Integrate teaching resources, innovate teaching content and methods, reform the evaluation system, attach importance to students' learning process, and cultivate students' team awareness and innovative spirit. Therefore, in the English teaching of higher vocational education, innovative teaching concepts and models are very necessary. It is necessary to take the regional economic development as an opportunity to combine the individual career development needs of students to improve the comprehensive competitiveness of vocational college students.

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ARTICLE

# On the Study of Teacher's Question Types and Students' Answers in Primary School English Teaching

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ABSTRACT

Teachers' questions have been regarded as an important component in foreign language teaching context. The present paper aims to present a brief investigation into teachers' question types and students' answers in primary school English teaching, and tries to draw some implications for primary school English teachers. The video was transcribed and analyzed by the researcher. According to what is surveyed in the study, some questioning strategies were put forward for primary English teaching in the future.

## 1. Introduction

In the field of second language acquisition (SLA), interaction has long been important in language learning.<sup>[1]</sup> Researches have shown that classroom interaction plays a crucial role in improving students' English proficiency.<sup>[8]</sup> In EFL classroom, the teacher-student interaction is thought to be done mainly by both teachers' asking questions and students' answering them. Richard & Lockhart regards that questioning not only can stimulate and maintain students' interest, encourage students to think and focus on the content of the lesson but also enable a teacher to clarify what a student has said, to elicit a particular structure or vocabulary items, to check students' understanding and to encourage students' participation in a lesson.<sup>[15]</sup> As the importance of English teaching is gradually valued by the whole society, English teaching as a

compulsory course, is making itself into primary schools. China Ministry of Education issued "primary school English curriculum standards", which clearly points out that "the overall goal of English course in the elementary education stage is to cultivate students' comprehensive language using ability."<sup>[11]</sup> A considerable attention in recent years, however, has been focused on college classroom interaction. However, studies on English classroom interaction in primary schools are rare.<sup>[6]</sup> One of the more commonly studied interaction patterns found in the classroom is that of IRE model, which includes three sequences: Initiation-Response-Evaluation.<sup>[17]</sup> In order to enrich the related research and provide some suggestions on classroom interaction, especially on teacher questioning and students' answering, the researcher tries to make a study on classroom questioning in a primary school in China. The aims of the framework are to reveal the features of

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teachers' questions in "student-centered" classroom context in Kairui Primary School (KRPS) and the students' answers. Some pedagogical suggestions are expected subsequently so as to promote effectiveness of EFL teaching. The questions addressed in the research are as follows:

- (1) What are the question types adopted by English teachers in EFL classrooms in KRPS?
- (2) What are the ways questions are answered adopted by students in EFL classrooms in KRPS?
- (3) How can teachers improve their questioning strategy in EFL classrooms?

## 2. Literature Review

The crucial role that questions play in the educational process has been stated by a number of educators. Almost all the research conducted had focused primarily on describing teacher questioning behaviors until the 1950s. Around 1970, a new spurt of activity of teacher questioning began. The focus of the research moved onto identifying specific questioning types, levels and skills that have an impact on student growth.

Question types are defined by different scholars from different perspectives.<sup>[1,2,9,12,13,15]</sup> Those scholars make a distinction between display questions and referential questions. Barnes reports on a study of teachers' questions in secondary school subject classrooms. He classifies questions into four types: (1) factual questions ('what'); (2) reasoning questions ('how' and 'why'); (3) open questions that do not need any reasoning; (4) social questions (questions that influence students' behavior by means of control and appeal. He found a predominance of factual as opposed to reasoning questions and open questions were extremely rare, while closed questions were very common. For the purposes of examining the role of questions in the classroom, three kinds of questions are distinguished here—procedural, convergent, and divergent.<sup>[15]</sup> The researchers provide a taxonomy which centers on the distinction between echoic questions and epistemic questions. The former asks for the repetition of an utterance or confirmation that it has been properly understood, with the aim of acquiring information.<sup>[9]</sup> The latter type includes referential questions (RQ) and display questions (DQ), which Long and Sato discuss in some detail. Referential questions are genuinely information seeking, while display questions 'test' the learner by eliciting already known information. In their study, they found that 79% of the questions which requested information from the students were display questions. Pica and Long also found similar results in their study that both experienced and inexperienced ESL teachers asked far more display questions.<sup>[13]</sup> According to Hakansson & Lindberg cited in Rod

Ellis (1994) the question types can be classified in terms of question form: nexus questions( also called Yes/No question), alternative questions( the responder is provided with an alternative to select from), and x-questions (also called *wh*-questions).<sup>[3]</sup>

Recently, several researchers have conducted researches on classroom questioning, especially teacher questioning in China. Wu's study showed referential and open questions are less effective than display and closed questions in eliciting responses from students.<sup>[18]</sup> This study indicated that the students' attitude and teacher's questioning strategies played more important roles than question types to reach students' replies. In student-centered language classrooms, proportionally more referential questions (73%-82%) are asked than display questions.<sup>[19]</sup> However, Hu et al., found that there are more display questions (68%) than referential questions in EFL classrooms.<sup>[5]</sup>

A display question is "not a real question (i.e. which does not seek information unknown to the teacher) but which serves to elicit language practice" while the referential question "asks for information which is not known to the teacher".<sup>[16]</sup> Not all uses of display questions are ineffective. Effective pedagogical discourse will make use of display questions when the teacher is reminding the student of concepts related to grammar or rhetoric or when the teacher is doing consciousness-raising activities with the learner.<sup>[7]</sup> Some researches focused on investigating the effects of referential questions on the ESL classroom discourse. Brock conducted a study examining the effects of referential questions on the discourse in the adult ESL classroom, in which 4 teachers and 24 advanced ESL students were selected as the research subjects.<sup>[2]</sup> According to this study, the teachers who had been trained in composing referential questions were able to increase the number of referential questions used in classroom discourse, while those who did not receive such training asked predominantly display questions. The study demonstrates that referential questions could increase students' language production and then facilitate language acquisition. Nunan also finds that the use of referential questions by the teacher results in more complex language produced by students' interaction is more like natural discourse.<sup>[12]</sup> McCormick claims teacher questions operate as semiotic tools for achieving goal-directed instructional actions within the context of teacher-students classroom interaction.<sup>[10]</sup> As a result, students' L2 acquisition is facilitated.

Teachers use questions as a device for eliciting the information they wanted to transmit. The previous research on questioning in second language teaching reveals that two question types that have drawn much attention are display questions and referential questions. The follow-

ing questions are the examples of display questions: *How many students are going to the museum this afternoon? Who is the leading role in this article?* The following questions are the examples of referential questions: *Why do you think this man is the murderer from this passage? What do you think the best technique in this story? Why?*

### 3. The Study

#### 3.1 Research Methods

As the present study aims to understand the teacher’s questioning behaviors and their influences on students’ answer in EFL classroom, two kinds of methods will be adopted: video-recording and interviews. The present study was based on the transcripts of classroom video recording. The data were sorted according to the need of the present study, that is, they were sorted into the following two categories: the questions and the answers. In order to increase reliability of the present study, interviews with the teachers will be carried out after the class is videoed. The main contents of interviews with teachers will include frequency of questioning, types of questioning, questioning strategies, etc.

##### 3.1.1 Research Subjects

The subjects for present study include one English teacher from Zhangdian Kairui Primary School and 50 students (Grade 5) from Zhangdian Park Primary School, Zibo, Shandong Province. All the students have learnt English course for two years after they entered the school. The students are required to preview the text the day before the class is videoed. The teacher majors in English and got her Teacher Certificate in 2003. The teaching material used in the class is published by Shandong Science and Technology Publishing House.

##### 3.1.2 Research Procedures

The present study is based on the transcripts of classroom video recording. It proceeded in the following four stages: Firstly, a 40-minute videoed-class was provided to the writer. Secondly, transcription was transcribed manually first by two English juniors and then given the writer for careful proof-reading. Thirdly, the writer distinguished the utterances into the related categories of teacher questioning model and the way questions were answered, aiming at calculating the frequency and percentage of each questioning pattern and how the students answered the questions in the class. Fourthly, interview was conducted in order to get in-depth and comprehensible description of classroom behaviors in EFL classrooms.

#### 3.1.3 Data Collection

Data collection was made through May 2016. The research was conducted after the class had been videoed. Originally, the class was videoed with the purpose of teaching research for the application of new English textbooks in Zibo City. The videoed class was given to the researcher for research use with the English teacher’s permission. On the average, it took each student transcriber 25 hours to complete the transcription. To warrant the accuracy, two transcriptions in word format were given to the researcher for comparison and analysis. Total numbers of question types and answers types was calculated based on the numbers on every transcription pages. Repetitive questions are regarded as one single question. Prompt feedback was provided by the English teacher after the transcription. As for the interview, in order to ensure the participant give reliable answers, the researcher explained to the English teacher that the data collected would be for research use only. The interview was done in the classroom which lasted for 40 minutes. The English teacher was interviewed in Chinese. Some clarification was given to the English teacher whenever she had any doubts about the questions during the interview. Most questions are concerned about the reason why one type of question or another is raised by the English teacher. The whole process was recorded.

### 3.2 Results and Discussion

It is necessary to introduce the results and discussion in this study to help clarify how it has shaped the way the classroom questioning patterns and the way questions are answered. The teaching proceeds as follows: warming-up, presentation, practice, production and homework.

#### 3.2.1 Findings of Question types

The types of questions in the study are based on the classification of Long &Sato and Hakansson & Lindberg.<sup>[3,9]</sup> For the primary school students, the purpose of questioning is gathering and recalling information<sup>[14]</sup>. Therefore, the question patterns in the study are divided into display question, yes/no question and alternative question. The number and percentage of display question, yes/no question and alternative question are displayed in Table 1.

**Table 1.** Number and percentage of display question, yes/no question, and alternative question

Types of question	Total number of Questions (n.)	Display questions		Qu yes/no questions		Alternative questions	
		n.	%	n.	%	n.	%
Number& percentage	141	88	62.4	51	36.1	2	1.4



As is shown in the table, there are totally 141 questions raised by the English teacher in 40-minute English teaching. On average, 3.5 questions is proposed in every minute. The results are comparable to those obtained in Long & Sato which a total of 938 questions in six elementary level ESL lessons. That is, 156 questions are raised in every ESL lesson. The teacher asks 148 questions, among which 94(63.5%) questions are display questions, 52 (35.1%) questions are yes/no questions and 2 (1.4%) questions are alternative questions. Ellis, R (1994) argues that the reason for the prevalence of questioning is undoubtedly the control which it gives the teacher over the discourse. It can be identified clearly that most display questions are students' practice on sentence pattern *What club would you like to join?* No typical referential questions were found in the teacher's classroom discourse. The distinction between display question and referential question is not always clear-cut. In the warming-up section, the teacher is trying to interact with the students about the sports they like:

*T: Now, boys and girls, please look! There are so many sports pictures. And there are so many happy faces. In these sports, I like swimming. What do you like? What sports do you like? I like swimming! What sports do you like?*

*S: I like swimming, too!*

*T: OK, now we can swim together, yes?*

*S: no answer.*

In this excerpt, the teacher's question is referential in one sense as it concerns the area of the student's private life she has no knowledge of, but in another sense it can be considered display, as it is clearly designed to elicit a special grammatical structure and was evaluated accordingly. The same expert can be found in the beginning section of class presentation:

*T: (What club would Guo Yang like to join? What club would Peter like to join? And the last one, how about Denny? (DQs)) You please! Guo Yang would like to join...*

*S: Table Tennis Club! (volunteer: 2)*

*T: Yes. Next one, Peter would like to join.....*

*S: Basketball Club! (volunteer:3)*

*T: last one, Danny would like to join.....*

*S: Football Club! (volunteer: 4)*

*T: Yes or no? (yes/no question: 2)*

*S: Yes! (in chorus: 4)*

Three consecutive display questions are asked by the teacher and answered with the teacher's elicitation by adopting the structure "Somebody would like to join..." It can be seen clearly that the teacher is focusing on a grammatical structure. In the middle of class presentation, the teacher bolsters the grammatical structure training:

*T: And how does Guo Yang answer? (DQ) Let's listen! (Video) Who can answer?(DQ) I'd like to join... You please!*

*S: I'd like to join the Table Tennis Club! (volunteer)*

*T: Good try!*

*S: I'd like to join the Table Tennis Club!*

*T: OK, now, follow him!*

*S: I'd like to join the Table Tennis Club!*

Through the above teacher-students communication, the answers given by individual student are from the textbook instead of from their own thoughts. Based on the interview with the English teacher, this type of question is genuinely display question, which is intended to "test" the learner by eliciting already known information. These results are in accordance with the interview evidence in that the English teacher claims that their learning focus centers around the grammatical structures "What would you like to join?" and "I'd like to join..." in the whole teaching process. We can see the students produce the structures repeatedly in the pair-work and group-work. Yes/No question takes up a great proportion 52 (35.1%) in the warming-up and concluding section, for example, in the warming-up section, the teacher asks the students:

*T: OK, today we will study English together, OK? (yes/no question)*

*T: And let's enjoy English happily, OK? (yes/no question)*

*T: Good! Do you like games? Do you like game? (yes/no question)*

*T: Now, watch the big screen. Let's play a game, OK? (yes/no question)*

These yes/no questions could get the whole class attention in a short time. At the same time, the teacher intends to let the students have some rudimentary ideas about the topic they are going to discuss at class. The teacher leads all of the students to the class presentation section, practice and production.

*(After the practice and production section, the teacher continues to add new knowledge to the topic they have covered in the preceding section.)*

*T: Now, boys and girls, do you want to know some foreign sports clubs? (yes/no question)*

*S: (no answer)*

*T: Let's enjoy! Basketball club, Soccer Club, Karate Club, Cycling Club, Climbing Club, Table Tennis Club, Swimming Club, Hockey Club, Gymnastics Club. So many foreign sports clubs, Do you like these clubs? (yes/no question)*

*S: Yes! (in chorus)*

*T: Would you like to join these sports clubs? (yes/no question)*

S: Yes! (in chorus)

T: OK! Now let's join the sports clubs and do some sports. I think you will be happy and healthy every day, OK? (yes/no question)

S: OK! (in chorus)

In a nutshell, questions serve as a device for initiating interaction between the teacher and the students. Besides the above-mentioned results, yes/no question occurs more frequently in the beginning and concluding part. However, display question appears to penetrate through the whole class.

### 3.2.2 Findings of the Way Questions Are Answered

There are totally 141 corresponding answers related with the 141 questions. Five different ways questions are answered are listed in the table: in chorus, volunteer, no answer, self-answer and appoint.

**Table 2.** The way questions are answered

Types of answers	Total number of answers	In chorus		Volunteer		No answer		self-answer		Appoint	
		n.	%	n.	%	n.	%	n.	%	n.	%
Number & percentage	141	67	47.5	43	30.4	22	15.6	4	2.83	5	3.54

Several characteristics can be summarized in the table 2. Firstly, as it indicates, the way questions are answered ranges greatly from 67 answers "in chorus" (45.3%) to 5 "appoint" answers (3.3%). The way "in chorus" occupies the first place, which seems to suggest the students are positively integrated in the classroom learning context constructed by the English teacher. The students' active participation can be perceived in the frequency of hands-raising. According to the video, almost every time after the questions are put forward, most students put up their hands trying to answer the questions. The way "volunteer" ranks the second, accounting for 43 (29.1%), which is followed by the "no answer" accounting for 29 (19.6%). The way "self-answer" only represents a minor proportion, 2.7%. Based on the observation, the way "appoint" occurs 5 times in the context where the appointed student answers a question during the repetition of a grammatical structure. Taking *in chorus* in the warming-up as an example:

T: OK, today we will study English together, OK? (yes/no question)

S: OK! (in chorus)

T: And let's enjoy English happily, OK? (yes/no question)

S: OK! (in chorus)

T: Good! Do you like games? Do you like game? (yes/no question)

S: Yes! (in chorus)

T: Now, watch the big screen. Let's play a game, OK? (yes/no question)

S: OK! (in chorus)

T: Now, say the words quickly! Are you ready? (yes/no question)

S: OK! (in chorus)

In this excerpt, the teacher poses a succession of yes/no questions, which aims to arouse the students' enthusiasm for English learning, to be more specifically, for the topic they will cover in the following interaction. It can be explicitly shown that those yes/no questions are responded unanimously by saying "Ok" or "Yes".

Secondly, typical way of response "volunteer" can be identified in the class presentation part. The teacher puts forward some questions related with the listening materials to test students' perception and comprehension, which is displayed as follows:

T: Now, look! How does Jenny ask Guo Yang? (DQ) Let's listen! (video) How does Jenny ask Guo Yang? (DQ) Try, please!

S: What club would you like to join? (volunteer)

T: Good try, thank you! Anyone, what club...? (DQ) Try please!

S: What club would you like to join? (volunteer)

T: And how does Guo Yang answer? (DQ) Let's listen! (Video) Who can answer? (DQ) I'd like to join... You please!

S: I'd like to join the Table Tennis Club! (volunteer)

From the responses, we can see most students produced the structure without any problems. The "volunteer" way of response show they are quite confident in answering the questions no matter it is a display or a yes/no question. The total sum of "in chorus" and "volunteer" makes up 110 (74.4%), revealing that all the students are completely engaged in the classroom activities. The results practically reconcile with the interview evidence. During the interview, the English teacher acknowledged, "The students are quite familiar with and interested in the topic *sports* so they behave actively at classes. The class atmosphere will be a bit boring if the teaching content is insipid".

It seems, at first blush, the type *no answer* takes up 29 (19.6%), giving us the impression that the corresponding 29 questions are not responded and the teacher might feel somewhat frustrated. After careful review, however, we can observe questions are repeated sometimes or the English teacher switches the questioning patterns. For example:

T: In these sports, I like swimming. What do you like?

*What sports do you like? I like swimming! What sports do you like? (DQs; no answer)*

*S: I like swimming, too! (volunteer)*

*T: We can swim together!*

In this excerpt, the question “*What sports do you like?*” appears three times, but only one response is given. It seems that the other two questions fail to be responded one by one. One issue for concern is that the display question per se serves more than just getting a single answer from the students. It can also be inferred from the interview that the English teacher tries to stimulate their thinking by repeating the questions and reinforce their perception of this grammatical structure.

### 3.2.3 Interview Evidence

The English teacher provided timely and detailed interpretation regarding the teaching design, different question types, frequency of questioning, effect of different types of questions and the strategies used in question-raising, etc.. As to preparing questions, the teacher admitted, “I usually plan several questions while preparing classes. But I hardly take referential question into my teaching plan because you will feel embarrassed when the students cannot answer the question you raise”. The teacher responded to the high frequency of display question as “Most questions I asked are *wh*-questions, which help enhance the students’ understanding towards the text itself. In the class extension part, I will design some questions which can facilitate their divergent thinking.” As to the repetition of display question, the teacher replied, “First, the repetition of display question in the beginning of presentation part could help students better perceive the core grammatical structure we will focus on at class; Secondly, sometimes I am not clear whether they got what I said, so I asked questions again and again”. As to yes/no question, the teacher answered, “I want to make sure whether the other students are listening to the class carefully. It is the way I can get their attention”. As to the way questions are answered, the teacher said, “The way *in chorus* could activate classroom atmosphere; the reason why the students volunteered to answer is that they are quite interested in the topic which is familiar to them. However, they will lose interests in the expositive writing and reading comprehension”. “I scarcely raise questions in Chinese at classes unless it is really hard for the students to understand”, said the teacher, as to language used in question-raising”.

## 4. Pedagogical Implications and Some Suggestions

The present study demonstrated the number and frequency

of different question types and different students’ answers in a 40-minute English class in a primary school. Instructional objectives, by and large, were reached at different levels such as knowledge objectives, skill objective and affective objective. To some extent, the high frequency of question-answer is a reflection of a successful English class. The students were completely immersed in the English environment constructed by the teacher, engaging in pair-work, group work and playing different roles in classroom activities. Their enthusiasms for English learning were inspired and maintained thorough the teaching process. Taking the results of the study into consideration, we can get many implications. However, besides the satisfactory results we got from the class, there is still a little space for future improvement. From the perspective of teacher training, questioning strategy and wait-time, the author gives the following sentiments:

Firstly, the teacher should get some training introducing the distinction among different question patterns, especially, between display and referential question. Brock found that “learners’ response to referential questions were on average more than twice as long and more than twice as syntactically complex as their response to display questions”<sup>[2]</sup>. It is particularly important in those contexts in which the classroom provides learners their only opportunity to produce the target language. In one sense, learners’ response to referential questions is not a mere repetition of knowledge in the textbook, but a flexible application in the real and natural settings.

Secondly, the teacher should presuppose several referential questions cautiously. An elaborately-designed teaching plan is crucial to a successful classroom communication. Richard D. Kellough pointed out key cognitive questions should be planned, thoughtfully worded, and written into your lesson plan<sup>[14]</sup>. Thoughtful teachers even plan questions targeted to readiness level, interest, or learning profile of a student.

Thirdly, after questioning, the teachers should provide students with adequate time to think. The pause after asking a question is called wait time (or think time). In the study, the whole class runs very fast. From the video, almost all the questions are responded within 2 seconds. One of the considerations is that the questions are within the students’ reach. That is, they are relatively easy for the students to answer. The teacher should give students more wait-time, such as 3-5 seconds, instead of correcting students’ errors directly. It is particularly important when referential questions are put forward. Some questions that are a little beyond their current level could drive them to think critically and divergently, which is beneficial to language learning.

## 5. Conclusion

This study examined the number and frequency of teacher's questioning and students' answers in a primary school English class. It can be clearly observed that both the teacher and the students actively participated in the classroom activities. The teacher created a natural and relaxed atmosphere for the students which could reduce student's psychological pressure and encourage them to produce target language. As is expected, from the students' answers, we can see they use the grammatical structure correctly. For some reasons, there are some limitations in this study and the writer will list them below; and then give some advice for future study. The subjects are from one class in Grade 5 and it cannot stand for all the primary school students. Both the time of the experiment and the number of subjects are limited. So the future studies could design experiments with more subjects and in longer time. The study only discussed the question patterns and students' answer. For the future studies, other related issues such as teacher's feedback, wait-time, and distribution place of questions and frequency of questioning strategy should be considered.

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## ARTICLE

# Research on the Construction of Safety Guarantee System for Police Technical and Tactical Training in Public Security Colleges

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### ABSTRACT

The security system for police technical and tactical training in public security colleges in China is mainly composed of seven security guarantee systems: management organization, safety education, laws and regulations, training control, site equipment, safety supervision and emergency plan, scientifically and rationally constructing a security system in relevant public security colleges. This paper has carried out a comprehensive research on Hebei Vocational College of Public Security Police, and provided corresponding safety theory and guarantee for the security protection of the college during the police training period.

## 1. Introduction

Training is the basic way to effectively improve the police's own combat effectiveness. In recent years, my public security colleges have been continuously innovating and improving, the methods used in the training process and new forms of organization. The training modes such as scenarios, simulations and confrontation have been comprehensively highlighted. In the process of training, they have gradually integrated with actual combat, and the effect of training has become more and more obvious. The number of casualties of the police in the city's display is gradually decreasing.

## 2. The Significance and Principle of the Construction of Safety Guarantee System

### 2.1 The Significance

Since the relevant training tactics and skills themselves have a certain degree of risk, accidents such as injuries often occur during the training process. As a result, individual training instructors have reduced the difficulty of training in order to reduce the probability of student injury. It can be understood that the construction of a scientific and reasonable training guarantee system can not only effectively ensure the safety factor of students in the training process, but also effectively improve the training difficulty and effect.

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## 2.2 The Principle

When carrying out the construction of the safety guarantee system, the relevant staff members should pay attention to the system. It should comprehensively consider various factors and carry out effective prevention, rescue, control and effective treatment for the safety during training. The construction of its system should be based on the following principles:

The first is the principle of comprehensiveness. The term security itself is a problem of multiple layers. There are many factors that affect the safety of students when they conduct tactical training. Such as teachers, venues, students, equipment, equipment and management, therefore, in the process of constructing and perfecting the security system, it is necessary to comprehensively consider the characteristics of the actual training and the hidden dangers of possible security problems, and effectively avoid the related security problems and potential hidden dangers.

The second is the systematic principle. The security system possessed in tactical training is a relatively large system. There are many subsystems combined, and the combined subsystems are independent. And there is a certain relationship between the various systems, and they influence each other and restrict each other. When constructing a system of security assurance, it is necessary to comprehensively apply the principles related to system theory and combine them according to the four properties of relevance, integrity, purpose and hierarchy.

The third is the principle of controllability. In the process of perfecting the construction of the security system, it is not only necessary to have the support of relevant theories, but also to have a controllable effect in the process of actual training time. Each subsystem should take the training safety theory as the basis and comprehensively grasp the safety status of the whole system. The safety technology, equipment, site, environment and equipment used in the training process should be reasonably managed and used, so that the entire system can be controlled safely.

The fourth is the principle of dynamics. The training of police and tactics has a certain degree of characteristics, accompanied by the continuous improvement and application of modern technology and equipment. The concepts and methods of training are always in a state of renewal and development, and the security problems in technical and tactical training have also undergone a certain degree of change, which requires constant adjustment and improvement according to the changes in the actual situation when establishing a perfect security system to ensure the overall dynamic balance of the system.<sup>[1]</sup>

## 3. The Construction of Safety Guarantee System for Police Technical and Tactical Training in Public Security Colleges

There is a certain degree of characteristics in police training, and there are many factors that can affect the safety factor in the training process, and the risks in each training program are also different. It is better to establish a reasonable, systematic, scientific, standardized and comprehensive security system than to completely avoid and reduce the occurrence of accidents and injuries during the training process. This security system should be composed of several subsystems such as management organization, safety education, training control, legal system, site equipment, emergency plan and safety supervision.<sup>[2]</sup>

### 3.1 The Construction of Safety Education System

Through comprehensive training on relevant safety technologies and education, it is necessary for all levels of leadership and police-related trainers to have a comprehensive understanding of the necessity and importance of safety training. It is necessary to understand the scientific knowledge possessed in safety training, and comprehensively establish the idea of "safety first, prevent in advance", thoroughly support customer self-paralyzing thoughts, and consciously and fully comply with various safety systems and norms. The main content contained in safety education consists of the relevant rules and regulations of the training safety law, safety common sense, safety situation and safety theory. The methods used in safety education mainly include special seminars, on-site observations, knowledge contests, warning education, centralized lectures, expert counseling, experience exchange and media promotion. The police conduct training safety education to be fully linked to the actual situation and training tasks.

Through the means of wall charts, board reports and broadcast networks, the relevant rules and regulations, operation methods and basic common sense in comprehensive publicity and safety training are carried out. We will comprehensively create a safe culture atmosphere and environment, and constantly strengthen and improve safety awareness and the cultivation of our knowledge and skills. Each management staff member shall develop a relevant safety education system based on the development of actual combat training. Put safety first in the first place, and then upgrade the difficulty of training, effectively improve the safety and training difficulty and improve the development. Do not comprehensively reduce the difficulty of training because of related safety issues.

The management equipment staff in the venue should

comprehensively improve their own technical level, deepen their sense of responsibility and improve their ability to conduct safety management, which is an important factor in effectively ensuring training safety.

For the safety education of the students, since the students are the center of training, through relevant and reasonable safety education, enable students to fully grasp and understand the safe operation practices, effectively improve their self-control behavior, and consciously abide by their safety system to improve their awareness of safety management, which is a basic shortcut to effectively avoid accidental injuries during training.<sup>[3]</sup>

### **3.2 The Construction of the Guarantee System of Security System**

In the process of training the police, the work of safety itself must be systematic and scientific. A special organization is required for management, and inspection, supervision and other work are fully implemented in the safety management work. Comprehensively improve the security management organization related to police technical and tactical training. The organization must have the functions and responsibilities of the management staff that are clear, hierarchical and well-structured, so as to enable the security management work to be carried out effectively and reasonably according to the corresponding management procedures.<sup>[4]</sup>

In its organizational structure, it should be divided into three levels: security committee, training security management team and security administrator, which are the decision-making body, management and executive level. The role of the safety committee itself is an organization that makes decisions. Its main areas of work include: establish correct safety training targets, prevent and develop comprehensive, reasonable plans for safety work, formulate and issue safety management systems and related regulations, and guide the direction of safety work. At the same time, it is necessary to comprehensively undertake the command work and decision-making work to achieve the set goals. The safety management team is the management level of the entire system and is the responsible person for overall management. These include arrangements for understanding, safety inspections, education and supervision, reward and punishment systems in training safety, accident investigation work, development of pre-release related training safety systems, organization, supervision, regulation, guidance, and safety in inspection and training, conduct construction and maintenance of facilities used in maintenance training, formulate relevant facility management systems, supervise the safety of facilities, and guide the use of facilities

and other works. Safety management staff is the executive in the entire system. Their own duties are to conduct comprehensive and careful inspection of the safety conditions of the venues and facilities used in the training, supervise and urge the relevant training personnel to fully implement the prescribed probability issued by the superiors, and put their safety requirements into practice, timely discover and report potential safety hazards, timely stop and correct the unsafe actions or behaviors in the training process, and proactively propose relevant suggestions for improving and perfecting the training safety work.<sup>[5]</sup>

### **3.3 The Construction of Safety Management and Supervision and Guarantee System**

Safe institutional regulations are the basis for real-time tactical training and safety throughout the organization. It is an important basis and guarantee for perfecting and improving relevant safety laws and regulations system and effective implementation of management work. On the basis of practice, comprehensively based on the characteristics and actual training conditions in the training process, the safety management rules and regulations are implemented to comprehensively reduce the safety accidents and the wear and tear of training equipment during the training process. The main construction of the safety management and supervision and security system is as follows:

The first is the system of safety management, in which the system mainly includes safety education, management regulations, daily management, personnel selection, promotion, use, inspection work, work rewards, assessment and other systems. When establishing a system for the use of facilities management, it is necessary to integrate the standards of the facilities, construction procedures, inspection standards, maintenance methods, implementation records, maintenance approvals, and regulations on the use of the shooting range.

Finally, the construction of the normative system for safe operation, its construction content mainly includes the rules of police training safety operation, equipment management and use, venue management, safety accident handling, safety monitoring, safety training rules, difficult subjects, training activities and other rules and regulations. Carrying out the scientific knowledge possessed in the safety training, comprehensively establish the idea of "safety first, prevent in advance", thoroughly support the self-paralyzing thoughts, and consciously abide by all safety systems and norms. The main content contained in safety education is composed of the relevant rules and regulations of the training safety law, safety common sense, safety situation and safety theory.<sup>[6]</sup>

### **3.4 The Construction of Site and Equipment Safety Guarantee System**

The site and equipment used during the training process are the material basis for the police to carry out the training process. If the construction of the site and equipment facilities is not in line with the actual standards and the safety standards are not met, the management of the equipment and equipment used in the training process is not careful enough to cause damage, etc., which will have a great safety hazard for the police training period. Therefore, it is necessary to comprehensively establish an effective measures management system for the safety of training venues and training equipment. From the perspective of ensuring the safety factor of the police during the training process, the construction of the site safety and equipment safety guarantee system mainly includes the following aspects:

First of all, it is necessary to comprehensively meet the standards established by the state to create training venues and equipment use. The venues and related equipment and facilities that the police are training shall be designed according to the city of the block, and the strict implementation shall be carried out in accordance with the standards issued by the state from the beginning of construction to the final acceptance to ensure the safety and quality during the construction process, the standards for the establishment of relevant climbing equipment should be in full compliance with the standards issued by the International Mountaineering Federation.

It is necessary to carry out regular maintenance, inspection and maintenance work for the equipment and facilities used in the training, and to make the corresponding work records every time after inspection, so that the training equipment can always maintain a good state. Once a safety hazard is found, everyone should immediately report to the superior leader, or directly suspend use. For equipment containing years of use or damage, it should be handled and replaced in time.<sup>[7]</sup>

### **3.5 The Construction of Emergency Plan Security System**

The final role of the contingency plan is to ensure more effective assurance that students can quickly and accurately and scientifically and effectively deal with accidents or safety incidents during the training process. In this way, the students themselves are harmed to the greatest extent, and the post-work can be done in a reasonable and orderly manner. The emergency plan is a comprehensive system that is built from the following work items: disposal principles, countermeasures, procedures, leading groups, af-

ter-care work, and responsibility investigation.

First of all, the principle of the emergency plan guarantee system is to require the leadership to be unified and coordinated. In the case of emergency response, the relevant management staff shall issue a unified order, and each department at each level shall be specifically responsible for its own responsibilities and cooperate fully and actively. The second is to prevent accidents from happening, and to take the students' own safety as their primary goal. Really take prevention as the main goal and comprehensively combine rescue and prevention. Using high-impact and scientific processing methods, relevant processing staff should quickly arrive at the accident site within 5 minutes after receiving the report, and conduct investigation and post-processing of responsibility. In the case where the leading group conducts the site, teams such as ambulance, responsibility investigation, and post-processing should be established immediately.

The on-site ambulance team is responsible for the coordination of the command and vehicle in the on-site ambulance work, and coordination with 120 staff. The task of the responsibility investigation team is to conduct a responsibility investigation of the injury or accident of the students in accordance with the rules and regulations set by their own colleges and in accordance with the requirements in the tables clearly defined in the Code of Teaching Practice. The post-processing staff's own responsibilities are based on the relevant systems established for the student management in the college: be responsible for the students' condolences, nursing care, etc. during the treatment, do a good job of appeasement and lending between the parents of the students, set up the students to make up the class, suspend and compensate for the work.<sup>[8]</sup>

## **4. Conclusion**

To sum up, the effective management of safety is mainly composed of four aspects: human, environment, material and management. However, the most basic factors in the security risks are human and management. Therefore, it is necessary to comprehensively improve the safety awareness and responsibility of the relevant staff within the police school, and carefully and comprehensively consider the safety theory used in the training process and the characteristics of the accident occurrence. We will continue to improve and improve the safety and security system in police technical and tactical training, so as to effectively reduce the occurrence of accidents or safety problems and comprehensively improve the effectiveness of actual combat training.



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ARTICLE

# Information Privacy, Data Surveillance and Security—How Australian Privacy Law Fully Plays Its Role in the Age of Big Data

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ABSTRACT

Privacy and the protection of privacy is a common topic studied by many scholars. From the very beginning of human culture, people have personal privacy, which is not willing for them to be unveiled by others. With the development of information technology, especially the internet, knowledge and information are dealt by internet users in conscious or unconscious way, and personal information has been rapidly and quickly distributed and disseminated all over the world. Personal data can be collected by hackers or interlinks from the website, internet not only provides people an era with internet links, but also an age with information collections, a big data age. With the background of big data, this essay tries to put forward the correlative relationship between the protection of information privacy and the privacy law in Australia. It first has an overview of the concepts of information privacy and data surveillance under the background of big data, then highlights the importance of data security in the age of big data; with a literature review on the development of Australian privacy acts, it further claims that privacy acts or regulations by the federal or states provided strong support for the protection of personal data. Then relationship between the protection information privacy and the need of judicial guarantee is further studied for thorough methods or regimes in data protection.

With these points studied, this essay aims to highlight the importance of data protection and information privacy. On the other hand, it aims to provide awareness for readers the vital role privacy laws can play in the protection of people's personal information and emphasizes the importance of a continuous evolution for privacy law system in the age of big data.

## 1. Introduction

The development of modern technology, especially the rapidly developed internet age, makes people live under the shadow of privacy violation. With people's information privacy violated, the normal order of human society faced severe test. To maintain the nor-

malization status of people's daily life and the order of the society, judicial safeguard from privacy laws are greatly needed. In Australia, there are series of acts and regulations related with the protection of citizens' privacy rights. These laws are formed and developed with the changing of society; however, it is hard for privacy laws to be synchronous with the fast changing society, especially in the

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age of internet and the times of big data. The formation of a systematic privacy law system is inevitably hysteric to keep pace with the judicial safeguard of people's information privacy and data protection. Data collection and different sorts of data surveillance like video surveillance both make it hard for the privacy law to fully play their function in the process of information protection. How to protect information or the flow of data in the age of big data is a tough issue studied and discussed by many scholars, it is important to find a workable way for effective protection of information privacy, and calls for insight study on possible measures from different views. Based on the needs of privacy protection, this essay has a review of the formation of Australasian privacy law system and a study on the critical definition of privacy (mainly focus on information privacy) and data surveillance at the beginning. It aims to combine the difficulties of data protections in the current society with highly developed technology and internet, so that a comparison between traditional data protection and data protection in the age of big date is made, and the protection of information privacy can be studied in "jurisprudential discourse" (Burdon M, Telford P., 2010)<sup>[5]</sup>.

Research methods applied in this thesis include historical research method and comparative research method; with the historical research method, this essay has a review over the establishment of the legal system on privacy protection in Australia, so as to drive a panoramic view of the legal system; with the introduction of comparative research method, the essay has an analysis of the roles played by the privacy protection laws and figures out the importance of them in the protection of information privacy by some cases applied with privacy laws. These introduced methods help the essay trace the development of Australian privacy protection, cases are also used to analyze different sorts of privacy violations and to study the manifestations of them as well as the possible measures or workable approaches for the protection of the information privacy and the security of civil rights as well as the data security. Combining with these research methods, the essay draws the conclusion that in the era of high developed internet technology and big data collection, the security of information privacy of Australians are faced with great challenge, on the other hand, it shows the urgency and the persistence need of judicial safeguard in information privacy protection.

## **2. Critical Analysis of Concepts of "Privacy"**

### **2.1 Different Definitions on Privacy and Privacy Right**

When it comes to the definition of privacy, it is never easy

to give a precise interpretation on it. According to the research done by David Lindsay, "the concept of privacy began to receive explicit recognition in the Anglo-American world in the second half of the 19th century" (David Lindsay, 2005)<sup>[8]</sup>. It is an 'elusive' concept that is difficult to define in any satisfactory manner (ALRC, 1983)<sup>[3]</sup>. Webster's Dictionary defines confidential information as something that is private or secret, so privacy shall be confidential. These listed researches and studies by scholars and authors give the definition of privacy from different angles. It shows that there are different dimensions of privacy for it applies to different fields, thus, makes it hard demarcate which elements are in the range of privacy. So "privacy can assume different definitions" (P. GUARDA, 2004)<sup>[26]</sup>. In the age of big data and internet, privacy is not only multi-dimensional, but also flexible and dynamic, the definition of privacy can be changed with the changing of the person's work and the places lived, for different cultural backgrounds, professions, etc. So it becomes more difficult to give a clear definition on privacy, to "define the province of privacy distinctly is impossible" (James Fitzjames Stephen, 1967)<sup>[25]</sup>. Difficult as it is to give a clear definition of privacy, a general idea on the definition of privacy is accepted, and it is commonly regarded by people that privacy "refers to the peculiar things they do not want to be shared and opened." (Banisar D, Davies S, 1999)<sup>[4]</sup>

Although discussions and researches are never suspended in the defining of privacy, it takes a long time for privacy to have its definitions and be really regarded as a kind of right for people. The story of privacy right can be traced back into the years of 19th century, with Warren and Brandeis' essay published in the Harvard Law Review, in which, they regard privacy law as a new right of people and defines privacy right to be "the right to be alone" (S. D. WARREN, L. D. BRANDEIS, 1890)<sup>[23]</sup>. Apart from researching works and studies defining the privacy right of people, privacy laws in some countries also give the definition of privacy right. According to the ACT human rights act (Australian Capital Territory Human Rights Act), 12th clause, in the domain of Part 3, civil and political rights, privacy means that "everyone has the right not to have his or her privacy, family, home or correspondence interfered with unlawfully or arbitrarily."

### **2.2 Concepts and Characteristics of Information Privacy**

The review of the previous researches and studies on the privacy and privacy right shows that it is a widely accepted idea that there is no clear definition of privacy. Difficult to define privacy as it is, it is undisputed that the

protection of information is definitely the center function of privacy law.

Agranoff gives the definition of information privacy in his research, he regards information privacy as “the claim of individuals, groups, or institutions to determine when, and to what extent, information about them is communicated to others” (Agranoff, M. H., 1993)<sup>[2]</sup>. The definition of information privacy given by Agranoff are drawn from the aspects of the content of information privacy, the time and the flowing of information privacy, with the definition given, Clarke further describes that the most dominant aspect of personal privacy is the personal data or issue that is specific to the person, it not only includes the personal behavior of him, but also refers the data produced in the person’s daily life; whether the person has the right to freely use his data or control the data by himself. They are now collectively referred to as ‘information privacy’ that he defines as “the interest an individual has in controlling, or at least significantly influencing, the handling of data about themselves” (Clarke 2000, p4)<sup>[6]</sup>. From the aspects of data controlling and the handling of personal data, Clarke shows the importance of the controlling of information privacy. As one of the main elements of privacy, information privacy includes the management and the use of one’s private information, ID number, accountant number, income and financial statues, marital statues and family members, medical files, consumption information and network use, etc.

### 3. Critical Analysis of “Data Surveillance”

#### 3.1 Definition of Data Surveillance and Importance of Data Security

Data surveillance, defined from the literal meaning, means that data has been monitored, according to the study of Joseph Donahue, data surveillance “compiles personal information from various sources to investigate or monitor people’s daily activities and interactions amongst each other” (Joseph Donahue)<sup>[17]</sup>. With this definition, Joseph Donahue stresses the personal information been monitored, so that when it comes to data surveillance, the most dominant characteristic is the safeguarding of people’s personal information.

In 1785, philosopher Jeremy Bentham puts forward the concept of ‘Panopticon’ (J. Bentham, 1791)<sup>[15]</sup>, he describes that different from the traditional prisons, a panopticon is a prison with a central tower circles around the prisons. Prison guards standing on the tower can have a panoramic view of the movements in every prison; on the other hand, prisoners cannot see what is happening in the tower. In this way, guards can catch the information of

the prisoners without being noticed. Similar to the surveillance method of panopticon, data surveillance happened on internet makes internet users’ information privacy collected without being informed.

Data surveillance in the age of big data and internet is an indisputable part in information privacy. Compared with surveillance in traditional forms, it is easier and cheaper to apply, while it bears more useful information. Compared with the traditional meaning of information leak, data leaks happened in the range of internet will have a great influence on the owner. Leaks and misconduct of the users’ network using record, like the user’s name and password, as well as cellphone numbers all result harassment to the data owners. It is different from the traditional one partly because “Technology used in online marketing has advanced to a state where collection, enhancement and aggregation of information are instantaneous.” (Laurence Ashworth, 2001)<sup>[13]</sup>. It is believed that data surveillance and the urgent need of data security came into the eyes of public first in United States in 2002 when people are aware of the Pentagon’s Total Information Awareness (TIA). Some critics argues that data surveillance can provide forecasts for possible dangers and will be a workable way to fight against possible dangers or problems; while other critics holds the idea any kind of surveillance is a type of violation to people’s information privacy and bears the potential to be abused for various reasons, no matter it is carried by a person or an organization. Clarke notes that personal surveillance is an important weapon in the fight against social evils, but he points out that it can also deny the subject natural justice, and can be tantamount to coercion or blackmail.

It is a common phenomenon of unauthorized acquisition of information in the age of big data. The most dominant feature of the data in big data times is the vulnerability of it, it is first shown by the flexible way of being collected, stored, used or dealt. The second reason of its vulnerability is the loose controlling of the data base. Faced with temptation of economic interests, data controller might sell the collected data for economic purpose; according to the view of Westin, the concerns of individuals and society are secondary to the need for the efficient operations of business and government, this will frequently happen especially when there existed the absence of legislation. Another common reason resulting in the low security coefficient of personal data is weak defensive technology which can be easily attacked. All of these phenomena together with other reasons lead to the leak of personal data.

Under the security measures provided by privacy laws, data security can be made possible from the level of leg-

isolation, personal data sold by data controllers is protected against those who do not have the authority to see it or use it, so that personal data can be “secured and protected from inappropriate access”. (Hewett W G, 2002)<sup>[12]</sup>

### **3.2 Ways for the Protection of Data Security**

With the improvement of privacy law system and more attention putting on information privacy, data security becomes the spot of discussion, so the security of information privacy and data protection in various ways are in great need.

One way to protect the private information of the net users depends on the development of technology making the net citizens use the internet in an anonymous method. Wikileaks introduced similar technology in the protection of its resource providers, with the help of Onion Tor, the advanced encryption technology successfully makes its providers launch and give interpretation of the related documents without being traced. As a hot topic, wikileaks is usually talked for its ethical value; however the technology used can be a reference in the protection of people’s information data in the age of big data.

Another way to protect it is to make sure a thorough privacy law system which is synchronous with the age of big data shall be established and be well implied in the protecting of information privacy and data security. Compared with the flow of data in the age of big data and internet, the traditional way flow of data is easy to be monitored and controlled for the flow is traceable. Before the age of big data, People lost their personal data mainly when they communicate to others or leave their personal information when they go to the school to study, go to hospital to have a health check, or go to a supermarket for some daily used items, etc. For people living in the “reality”, it is not hard to protect their information privacy no matter where they leave their data, or who they visit, for their information is recorded in written documents and the documents are kept by special assigned people of the school or hospital. Under this circumstance, not only the data controller, but also the data document can be traced, so that the data security can be easily realized and the data can be perfectly protected.

However, with the sophistication of information technology, the trace and controlling of personal data becomes more and more difficult, firstly due to the increasing of the data collected and disseminated capacity of the modern technology; secondly due to the absence of privacy legislation. Rapidly developed technology makes great progress in different fields like the medical research, the transportation system, the modernized logistics distribution system, the telecommunications, and financial trans-

fers. All these newly born or developed fields have close relationship with people’s daily life and can collect their personal data in different ways, citizens using the service offered by the mentioned fields or similar companies can by no means avoid the leaking of their personal data. In this way, there comes the first step of the flow of the data, taking the logistic system for instance, if a client wants to send a parcel to a friend, he has to leave the personal information of both sides. And these information will be collected by the logistic company during the sending of the parcel, after that the data might be collected by data collecting companies, which forms the second step of the flow of the client’s data; for data companies, their collecting of data not only happened in the field of logistic system, other sort of personal data happened at the same time in other fields. With data collected from various channels, data companies play the role as an intermediary between the data users and the data owners. Nevertheless, for the powerful surveillance ability of computers, the original owner of the data, the client, has no idea of what happened to his personal information, where it goes to, who uses it or what will happen to it. In a highly developed technological society, it is impossible for citizen to protect his personal information without the judicial safeguarding of the federal government. One way for privacy laws’ offering of judicial safeguard is to limit the distribution of third party software products, “such as spy-ware, in cases where consumers’ privacy or security is compromised” (SPY ACT, 2005)<sup>[24]</sup>. Legal systems for “specific rules governing the collection” and “principles of data protection” (Banisar, David, 1999)<sup>[4]</sup> are needed to help the date owner protect his information and guard his rights to know where the date goes to, how the data is stored, and whether the data is used accurately or not.

### **4. Retrospective View on Australian’s Privacy Law**

Privacy right is a big part of human rights, with the development of technology, people’s privacy rights currently plays a vital role in the successful implementation of human rights protection laws. Based on other countries’ experience on the implementation of human rights acts, and the content of provisional constitutions, Australia passed types of acts or regulations to protect people’s privacy from both the federal level and the states level.

The history of Australian privacy law can be traced back to 20th century, In 1980, the Organization for Economic Cooperation and Development (OECD) shows its significant impact on the legislation system of the member countries by issuing the Guidelines on the “Protection of

Privacy and Transborder Flows of Personal Data” (OECD, 1980)<sup>[18]</sup>. As a document developed by experts chaired by Michael Kirby, the guidelines provided foundation for privacy laws in Australian. Michael Kirby was also elected as the chairman of Australian Law Reform Commission and played his influence on the following privacy acts or regulations for the federal and the states.

In 1988, Australian government enacts the Privacy Act; the act gives a clear description on information privacy from three divisions, and stipulates privacy rights known as the Information Privacy Principles (IPPs). This act in the history of Australia, sets up the privacy principles in the form of an act, and applies the clauses to the government as well as the private and the public sectors, so that it can limit the organizations’ collecting, using and revealing of people’s personal information. At the same time, it restricts government agencies’ using of the information data of citizen.

Australia established the Australian Capital Territory Human Rights Act (ACTHA) in 2004. ACT Human Right Act is regarded as the first act from the level of the Federal on the protecting of human rights in Australia, for the act not only shows clear clause on the implementation of the protection of human rights from the level of ordinary people, but also the limitation on the operation of power from the level of the administration party. Being the first human act, ACT has a great impact on the law history in Australia, and symbols the mature of people’s rights protection consciousness as well as the triumph of people’s movements for human rights. A capital act as it is, ACT evokes the emergence of various regulations and acts on rights protection in other states of Australia, like the Charter of Human Rights and Responsibilities in Victoria States, with these regulations and acts publicized, the Australia’ Human Rights Framework legislated by the federal government of Australia. After that act, the Australia Legal Reform Commission published a report on the practice of Australian privacy law in 2008. To fully protect the information data of the nation, Australia passed the Australian Information Commissioner Act in 2010, and established the Office of Australian Information Commissioner (OAIC) based on the act.

In 2014, Australia passed the Federal Privacy Act, this act is regarded as a revolution, for it empowers people more rights on the protection of private information and security information privacy in an uttermost way by putting strict clauses and penalty on the leaking of people’s personal information. One feature of the act is the high fines it regulates, according to the act, those companies or organizations violating the clause will receive a ticket as high as 1.7 million Australian dollars; for individual busi-

nesses or entities, the number is as high as 0.34 million. By the implementation of strict clauses, the act tries to maximize its function in data protection and make Australians be aware of the flow of their personal data.

## **5. Privacy Laws’ Role in Protecting of People’s Privacy**

### **5.1 The Judicial Safeguard on People’s Information Privacy and Data**

The highly developed technology and internet makes information and data “raw and valuable commodity” (Abdul Raman Saad)<sup>[11]</sup>. Information and data become more and more important with the development of technology and modern society, data was regarded by some authors as an “overriding public interest” (Times, 2001)<sup>[14]</sup>. However, in the age of big data and internet, personal information and data are violated for various reasons, so different ways of information and data protection, especially the judicial safeguard, are needed.

Established in 2010, Office of Australian Information Commissioner (OAI) is a government agency independent from the government, with the purpose for better protection of Australians’ information privacy and personal data. Since the foundation of the agency, the office received 10576 consultations on the protection of privacy, and 1496 lawsuits from 2012 to 2013. A research carried by the office shown that 96% of Australian held the idea that they should be informed of how their personal information were dealt with and protected, over 60% of the interviewees expressed their worries on the possibility of the misuse of their personal information.

In the judicial safeguarding on its citizens’ information privacy and personal data, Australian privacy laws restrict the collecting, spreading and using of people’s data. Both acts and regulations from the level of the Federal and the level of States put forward clear restrictions of data use. Taking its restricting of video surveillance for instance, as a type of data surveillance, video surveillance sometimes is used by people in an improper way or illegal measure to trace and collect the sensitive information of private or organization. Cookies used by some websites trace the user’s logs and monitor people’s behavior by its video monitoring system, which belongs to this type of improper use. However, with spy wares and cookies inserted in websites, no matter what efforts a citizen tries in the protection of his personal data on the internet, it is hardly for him to avoid the violation and leaking of the date. High speed development of the modern technology makes the society and people living in it covered under the surveillance of the electronic monitor.

Originally used in public place like schools, railway stations, and supermarkets, monitors (also called electronic eyes in some countries), are nowadays introduced in many other fields of people's life. For a person walking on the street, once he looks up, monitors will be found here and there; cafeterias, bookstores, workshops and some other private owned factories or stores are filled with monitors. There is no denying that electronic monitor definitely offers a much better management for the order of the city and the daily running of the business; it also plays a vital role in the preventing and cracking of crimes. On the other hand, with the spreading of video surveillance, the free zone of Australians are narrowed, and the personal activities are monitored.

To better explain the violation of people's personal data caused by video surveillance, the case in New South Wales is an example. In New South Wales, it is very common for a day care centers to have electric monitoring system, school or day care centers introduced the use of video surveillance for a better management of the school or day care centers, apart from this advantage, video surveillance in day care centers can make it possible for the students' parents be aware of the activities of their children. However, with the widely use of monitoring system, protests against the using of video surveillance in day care centers are received by the local government. These protests mainly come from two types of people, both parents of the children and staff in the day care centers want their voices to be heard and their problem to be solved. In this case, Parents hold the view that video surveillance can on one hand makes it convenient for them to check what their children is doing and the surroundings via internet connection, on the other hand, it makes some parents worried that it would be possible for their children been spied by other people who have no kinship with them; apart from this reason, another voice against the use of video surveillance in day care centers comes from the teachers working in the center, as a worker of the spotted place under video surveillance, they felt their life and work have been monitored by parents, and that is a kind of violation to their privacy to some extent. This case happen in New South Wales provides a clear demonstration on the advantages and disadvantages of video surveillance.

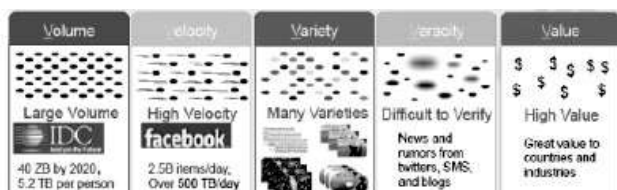
With the using of monitors, people's life is always in a state of VCR, there are always ubiquitous electronic monitors monitoring in people's life anytime. Similar to video surveillance, the internet usage in daily life also takes a big portion in collecting the data of citizens' personal information, data collecting and processing are in process without the notice of the internet users when they open websites contain cookies, ad-wares, bugs, or

spy wares; the flow of data is collected from one website when the subscriber leaves his user name and personal information to another social network site as the user updates his moments. It is not exaggerated to say that a person's personal data is in the possibility of being violated once he logs the website. There are considerable flow of data on the internet, this calls for specific means not only from the perspective of internet management, but also from the perspective of laws to safeguard the personal information of net citizens, so as to prevent the possible risks of people's personal data violating. When it comes to the judicial safeguard, it calls for the translation and refinement of the privacy laws, for the development of internet "requires even the change of the notion itself, as well as of the contents, of the right to privacy" (G. PASCUZZI, 2006)<sup>[11]</sup>.

To restrict the use of video surveillance, states and the Federal passed types of acts, the state of Victoria and New South Wales passed laws and regulations on surveillance device respectively in 1972 and 1978; in 1999, New South Wales passed the Workplace Video Surveillance Act; based on the Listening Device Act, the Federal further legislated the Surveillance Device Act in 2004.

## **5.2 The Judicial Safeguard on People's Personal Data under the Background of the Age of Big Data**

Briefly speaking, big data refers to the massive or mega scale collection of data, from the very beginning of its appearance, which catches wide attention for its potential values. The Wall Street Journal regards big data as one of the most dominant technological innovation; academic journals like Nature and Science both published monographs specialized in the exploring of big data. Nature issued its "Nature·Big Data" monograph in 2008<sup>[20]</sup>, Science issued its monograph "Science. Special online collection: Dealing with data" in 2012<sup>[22]</sup>. Reports from prominent magazines and researches done by academic journals makes the wide acceptance of big data as well as the importance of it, people then realized many business fields and organizations can be carried forward with the assistance of big data collection and analysis. Because of the potential values shown by big data, US government invented 0.2 billion dollars to launch the project on Big Date Research and Development Initiative. The world famous consulting company McKinsey also reports that big data has already permeated every field of the society for the "Five V" characteristics of it. It first of all has large volume, and then comes its high velocity, variety, and its high value to companies and industries.



**Figure 1.** The “Five V” characteristics of big data

Based on the modern technology of data surveillance, data companies further developed data surveillance in large scale, a kind of mass data surveillance, which is also called as Mass dataveillance, it is “concerned with groups of people and involves a generalized suspicion that some (as yet unidentified) members of the group may be of interest.” (Clarke, 1991)<sup>[7]</sup>

There are different sorts of data, with the exponential growth of data after the engagement of internet, datasets and databases come into being; they are widely used in private or public sectors. “Datasets that may be available to government include but are not limited to open government datasets (“Open Data”), public datasets such as social media data, metadata, and datasets in new fields such as the “Internet of Things,” or sensors in Smart Cities.” (R. Kitchin, 2013)<sup>[19]</sup>

According to a research of IBM: within all the data produced in the history of human, 90% is originated in the last several years; to 2020, the total data in human society will increase 44 times from that of 2009, a survey by International Data Corporation shows that the amount of data is growing exponentially, it doubles in every two years, and will reach 35ZB (35 trillion Giga Byte) in 2020. The reason why data can increase in such a rapid speed lies in the huge number of the internet users, for every second, there are about 2 million people logs in search sites like Google; subscribers of Facebook reached 1 billion, and log data originated is above 300 TB.

For the characteristics and advantages carried by big data, it is widely used and sometimes abused in many cases, which calls for the judicial safeguard of it. In the age of internet, big data and cloud computing provides convenient and accurate figure analysis. A most distinguishing difference between the FIFA World Cup Brazil and the previous ones is Brazil’s integration of the frontier technology like the “cloud computing” and “big data”. Different from the traditional data, in the process of internet use, big data makes the separation of the “data subject” and the “data controller”. Faced with economic temptation, some data controllers might sell the data to a third party, the legalistic protection of this kind of data leaking emerges, and the first example of legal in-

strument on “utilitarian justification” (John Stuart Mill, 1991)<sup>[16]</sup> is made.

The implementation of privacy laws forms the foundation of the data protection, with this precondition; other methods shall be concluded and used in data security. One of them is the establishment of the management standards of the data, on what kind of personal data can be used by a third party, and what data is personal data, etc. However, with the complexity characteristics and the rapid changing of technology in big data age, acts or regulations are formulated with the references of standards written by technicians or programmers. A poorly made standard cannot have a thorough demonstration of the personal data, which might cause the ineffectiveness of the acts or regulations, for according to Guarda Paolo, “Data protection in the digital environment is dependent on the regulation of the security standards.” (Guarda, P., 2009)<sup>[9]</sup>. So it is vital for acts or regulations to have an effective and scientific standard making team, and the team members shall be highly independent from data collecting companies.

In the process of making standards, some of the technicians are responsible, but for those who do not have high sense of social responsibility, there is a possibility for them to leave “bugs” in the standards. This phenomenon shows the lack of democracy in the establishment of data protecting standards, to fully solve this problem, internet experts independent from the data collecting companies or any third parties are needed, so that objective and effective standards can be made, and the protection of people’s personal information will be promoted.

In the implementation of privacy law’s protecting of data security, limitations of privacy law is also shown by the unclear categories it had on the elements of privacy, for instance, according to the clause of Privacy Act, “telephone number or address, would not in itself be classed as personal information”. However, information like telephone member or address is accreted with other kind of personal information, with the leaking of information like telephone number and address, data collector can easily link them to other databases with more detailed personal information stored, and in this way, personal data can be collected. An unclear expression will result in a discount of the privacy law’s legal validity, in the case of Seven Network (Operations) Ltd vs Media Entertainment and Arts Alliance (MEAA), the internal telephone number directory of the staff of Seven Network became the controversial topic for whether the number are provided to MEAA illegally as personal information or not. This case leaves its impact on the establishment of privacy act, for it well demonstrates the



importance of clear classified categories on the elements of privacy and the scientific description of its clause.

## 6. Conclusion

With the background of big data time, this essay has a review of the formation of Australian privacy law system chronologically, it can be seen that the country never stops in the seeking of the continually improvement of privacy acts or regulations to fit the development of the society and technology. This essay contends that privacy law is the underpinning for data protection and information privacy and plays an indisputable role in it. With the complex characteristics of data surveillance, and fuzzy definitions of information privacy and the age of big data, data security is hard to be realized.

Although there are privacy laws in Australia, in the protecting of people's information privacy, it shows its shortcomings. The rapid development of modern technology makes it hard for privacy law to keep pace and be synchronized with it, thus, there exists disconnection for a systematic information privacy protection and data security. To build a systematic management of the data, a system centered with privacy laws and combined with self-discipline of the company is in need.

One common measure used is the security defending technological system including firewall, intrusion detection, security audit, and anti-virus system; the other way to promote the security of data controlling company is the improvement of the management of the company, including the network management, system management and the management of computing room, it also calls for the strong responsibility from the data controlling company in the holding of its "moral autonomy" (Robert Post, 2001)<sup>[21]</sup> in the protecting and using of data. There is value in the present study, but due to the limited evidence, further study should be drawn and made.

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## REVIEW

# Exploration and Analysis of the Reform Methods of Russian Teaching in Universities and Colleges Based on Flipped Classroom

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### ABSTRACT

In recent years, with the continuous advancement of quality education, the flipped classroom has gradually become manifold, especially to provide new ideas for the reform of the educational system in universities and colleges, which also makes the traditional Russian teaching in universities and colleges face the status quo that needs to be transformed. This paper briefly analyzes the current situation of Russian teaching in universities and colleges, and based on the advantages of flipped classroom, and puts forward strategies for the reform of Russian teaching in universities and colleges, and hopes to provide suggestions for relevant educators.

## 1. Introduction

With the construction of The Belt and Road, Relations between China and Russia have continued to heat up. The two sides have carried out comprehensive cooperation in various fields such as economy, military and art. Russian teaching has also attracted great attention in universities and colleges. However, as far as the current teaching situation is concerned, Russian teaching in universities and colleges has not received enough attention, the teachers are weak, and the teaching methods are outdated, which has become a bottleneck restricting the quality of Russian teaching in universities and colleges.<sup>[1]</sup> The birth of flipped classroom provides

new ideas for improving this problem. By re-adjusting the time inside and outside the classroom, students have more time for personalized learning, while increasing classroom interaction and fully respecting the students' dominant position in the classroom. In the development of the new era, China urgently needs compound talents who are proficient in Russian. Only through innovative teaching model and improving teaching quality can we meet the needs of the society for high-end Russian talents. Flipped classroom maximizes the time for teachers to lecture in class and leaves more time for students to communicate, which is very beneficial for Russian teaching in universities and colleges. The use of language is inseparable from communication. The extensive knowledge of teachers in

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traditional classrooms not only deprives students of the opportunity for language output, but also dispels the enthusiasm of learning.

## **2. The Current Situation Russian Teaching in Universities and Colleges at the Present Stage**

Now, we briefly discuss and analyze the current situation of Russian teaching in universities and colleges from the following aspects.

### **2.1 The Teaching Model Is Old and Monotonous**

For a long time, the teaching of Russian teaching in universities and colleges is mostly the traditional mode of “teacher speaking, student listening”. Although teachers generally accept the concept of quality education, however, in the actual lectures, in order to allow students to master vocabulary, grammar and other knowledge within a limited time, the teacher’s preferred method is still “cramming”, they are afraid that students are unable to understand, thus continue to explain and keep students taking notes all the time.<sup>[2,3]</sup> The result of this situation is that the more students listen, the more tired they are, the less they are interested in learning, and the lower the attendance rate. This traditional teaching mode ignores the importance of students as the subject of learning, and also ignores the key links of language interaction and communication. It is difficult for students to truly fall in love with the language. In fact, any language, first of all, is a sound symbol, followed by a graphic symbol, and the Russian classroom reverses the order of the two, teaching is not combined with practice which limits the development of students’ oral communication ability. The students cultivated by this method are not the high-quality compound talents required by the society.

### **2.2 Shortage of Teachers, and Poor Basic of Student Resources**

As is known to all, in the current foreign language teaching, English has an absolute dominant position, while the number of students studying Russian is decreasing drastically. As of the end of 2016, there were only 50000 university and college students studying Russian in the country, and Russian language teachers also faced the dilemma of changing majors and substituting other elective courses.<sup>[4]</sup> According to the research data of Professor Buning Ma of Beihang University in 2015, the title structure of Russian language teachers is more unreasonable than that of other languages in more than 300 universities in China. Among the survey of 480 Russian language teachers in China, 25 are senior titles, accounting for only 5.2% of

the total, and 146 are deputy senior titles, accounting for 30.4%. At the same time, there are problems such as gender imbalance, irrational education and age structure.

In addition, the teaching basic of student resources of Russian teaching in universities and colleges is relatively weak. Many students are zero-based, and there is a big gap between pronunciation, intonation, grammar and standard requirements. Moreover, they are rarely practiced after school hours, and are affected by the negative transfer of their mother tongue, which greatly limits the level of students’ communication.

### **2.3 Cross-cultural Awareness in Russian Teaching in Universities and Colleges Is Weak**

Language is the carrier of culture. For language teaching, teaching a language is to teach a culture. For Russian teaching in universities and colleges, teachers must not only teach students language skills, but also make them understand the language and background culture.<sup>[5]</sup> However, the cross-cultural awareness in the current Russian teaching in universities and colleges is relatively weak. On the one hand, because the education of the Russian language teachers themselves is relatively closed, the understanding of their culture is not profound, and the Russian language acquisition is based on the Chinese thinking, and it is not authentic; on the other hand, Russian is far behind English in terms of scientific research results and scope of use. The materials available for reference are not sufficient, which is not conducive to students’ grasp.

## **3. The Connotation of Flipped Classroom**

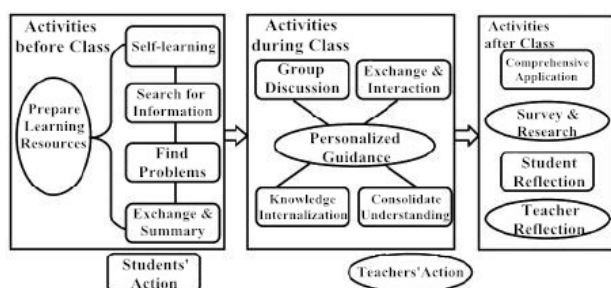
As a new teaching mode, flipped classroom can effectively improve the status quo of Russian teaching to a certain extent. Below, we briefly explain the connotation of the flipped classroom.

### **3.1 The Origin and Definition of Flipped Classroom**

The flipped classroom originated in the 2007 state of Colorado in the United States, first proposed by two chemistry teachers, Jonathan Bergmann and Aaron Sams, who recorded short videos to supplement the absence of students.<sup>[6]</sup> Later, this teaching model was continuously improved and promoted until it became popular around the world.

The flipped classroom aims to create a “student-centered” teaching system that teaches the past teachers’ classrooms and reverses the order in which students practice exercises. Teachers are no longer the controllers of the classroom, but the managers of the teaching activities.

The students are no longer passive recipients of knowledge, but the subject of learning. The flipped classroom divides the teaching system into three parts: before class, during class, and after class. As shown in Figure 1:



**Figure 1.** The flipped classroom teaching model

Firstly, before the class is the preparation stage of the whole teaching. Teachers should formulate teaching plans according to the students' existing knowledge structure and teaching objectives, separate each knowledge point, make short videos, and propose guidance questions of different levels and levels, and send them to students through the network to let students learn independently. The part that can be mastered by self-study or access to the data is equivalent to accepting the internalization of knowledge before the class, and the part that cannot be mastered will concentrate on listening and speaking in the classroom.

Secondly, class interaction is the core of teaching. The interaction here includes group interaction, teacher-student interaction and life interaction. Teachers should divide the whole class into several groups according to the students' learning foundation and personality; each group of about 5 students, each member must actively participate in it and freely express their opinions. The content of the group discussion is often the content that cannot be completely mastered by self-study in the micro-course materials. Through discussion and brainstorming, the ideas are expanded to gain a deeper understanding of the knowledge points. Then each team sent a representative to share the communication with the teachers and classmates. The teacher evaluated the results of the discussion and proposed personalized guidance to help students deepen their understanding and consolidate their knowledge.

Thirdly, after-class feedback is a key part of knowledge sublimation. The feedback is to verify the success of the first and second internalization of knowledge, to test the degree of knowledge of students, to find their own deficiencies, and to think independently about why these problems are caused, and to reflect on the mistakes in learning methods. Therefore, learning lessons can also enable teachers to further improve their teaching methods and ideas.

### 3.2 The Advantages and Characteristics of Flipped Classroom

Firstly, the teaching videos are short and succinct and highly targeted. In the flipped classroom, each instructional video is aimed at an independent knowledge point, with the duration of about 5 minutes and a maximum length of no more than 10 minutes. In this way, the short video can make the students' attention not to be scattered, and the pertinence is strong, which is convenient for students to learn and find.

Secondly, learning is no longer limited by time and space. Traditional teaching is taught by teachers. Students remember that once they are distracted or remember to be slower, they can't keep up with the rhythm. It is not only difficult to improve their interest in learning, but also easy to miss knowledge points. The flipped classroom, through the production of micro-video, enables students to control the learning rhythm themselves, with functions such as pause and playback, so that learning is no longer limited by time and space, and it is more conducive to the cultivation of independent learning ability.

Thirdly, rebuild the learning process so that students become masters of learning. The student's learning process can be roughly divided into two stages: information transmission and internalization. The former is realized through the teacher-student and student interaction in the classroom and the latter is completed by the students after class. This process is usually not very smooth due to the lack of teacher guidance and the company's companionship. The flipped classroom reverses this learning process, allowing the information transfer process to be completed before class, teachers make micro-videos for students to self-study and provide online guidance, while the internalization stage is realized through interaction in the classroom, which improves the learning efficiency and respects the students' dominant position in the classroom.

## 4. Design and Application of Flipped Classroom in Russian Teaching in Universities and Colleges

Below, we briefly analyze and expound the design and application of the flipped classroom in the teaching of Russian teaching in universities and colleges before, during and after class.

### 4.1 Reasonable Arrangement of Teaching Content before Class

The content of the teaching is the design and syllabus arrangement is the key to the success of a class, as is

the teaching of the Russian teaching in universities and colleges. Most teachers are faced with Russian-based zero-based students, so the transfer of knowledge points should be gradual, neither too complicated nor too repetitive.<sup>[7]</sup> When designing the micro-video before class, due to the short time, it is necessary to strictly screen the teaching content, and strive to highlight the key points, at a glance, in a clear and concise way to enable students to master the core content of the video. Before the class, the teacher usually records two to three paragraphs of 5 minutes of micro-video, respectively, for Russian vocabulary pronunciation, grammar knowledge and cultural background or rhetorical techniques to explain, let students arrange their own time to learn, to achieve knowledge internalization. At the same time, at the end of the video, you can also design some simple test questions or thinking questions to test the students' self-learning effect. If students have problems they don't understand, they can participate in online discussions. Teachers should record the points where the questions are concentrated so that they can answer them in class.

#### **4.2 Combine with Traditional Teaching Model during Class**

Although the flipped classroom is novel in form, Russian teaching can't completely abandon the traditional classroom teaching mode, but should learn from each other's strengths and complement it.<sup>[8]</sup> Most university and college students have grown up under the traditional teaching mode, and the impact of exam-oriented education on them is extremely profound. Therefore, we cannot expect to achieve the teaching goal by relying on the flipped classroom. In recent years, some scholars have proposed the whole process of micro-classification in Russian learning, but this does not meet the current teaching situation in China. It is difficult to satisfy both subjective and objective conditions. The classroom is the time for teachers and students to interact, and the teachers summarize the difficulties encountered by students in online learning. Let the group discuss it first. If there are different opinions, you can start the debate. Try to use Russian instead of Chinese in the discussion. During the discussion, each group may encounter different problems. Teachers should keep abreast of the progress of the students' discussions and give personalized guidance if necessary. Although discussion and interaction occupy most of the classroom, the teacher's summary and evaluation are indispensable and can play a finishing role in the whole class. Teachers should comprehensively evaluate students' individual performance, discussion of positive level and discussion results, analyze the key points and difficulties again, and

guide students to think independently and cultivate the spirit of exploration and critical thinking. This process is a process of combining the flipped classroom with the traditional classroom. The result of both the online learning and the guidance of the offline learning make the Russian teaching break through the traditional limitations and are full of new ideas.

#### **4.3 Appropriate Integration of Cultural Knowledge Related to Russian after Class**

Language is a manifestation of a national culture. Influenced by the differences in historical background, Chinese and Russian languages and cultures have their own characteristics. Only by deep understanding of culture can we better use language. Teachers can recommend suitable Russian film and television works, classic reading materials and translation materials during the post-class consolidation period to help students understand the origin of language, rules of use, and extended meanings to improve intercultural communication skills. Students learn more about the past and present in Russia by learning the extracurricular materials recommended by the teacher. Only when they have sufficient language background knowledge can they communicate freely. For example, Chekhov mentioned "митриемД" and "Дмитрием" in his work "Woman with Dog". For the average student, they think that this is two names, and even think that they are the same person. In fact, the original meaning of this passage is "She has read many books. When she writes a letter, she doesn't use a hard note. She called her husband not to use 'Dmitry', but to use 'Jimetry' for educated people." If the student doesn't know the semantic differences and potential connotations of the two names, it is difficult to understand the content of the article. Teachers can only help students clear language barriers and make appropriate use of Russian to communicate if they are properly integrated into intercultural communication knowledge during or after class.

### **5. Conclusion**

In summary, the flipped classroom, as an emerging teaching concept, has broad application prospects in the field of foreign language teaching. Through the above analysis and elaboration, it is not difficult to find that there are still many shortcomings in the current Russian teaching in China, and there is room for improvement in terms of training objectives, curriculum, teacher strength, and teaching methods. The appearance of the flipped classroom can effectively improve these problems, so that Russian teaching can be combined online and offline; and the

advantages are complementary. It is worth noting that the flipped classroom is not to weaken the role of the teacher, but to transform the teacher's function, from the study of "how to teach" to the study of students' "how to learn" direction, and thus improve the quality of Russian teaching. The "Belt and Road" has brought new opportunities and challenges to the teaching of Russian teaching in universities and colleges. Only by putting Russian teaching at a strategic level and re-exploring the teaching model can we truly cultivate useful Russian talents.

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## REVIEW

# The Application of Situational Teaching Method in Comprehensive Russian Curriculum

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### ABSTRACT

Economic development and social progress, China's openness to the outside world is getting higher and higher, and the development of comprehensive Russian curriculum is particularly important. Among them, for the situational teaching method, it is one of the most important teaching methods. Through the application of the situational teaching method, a vivid and vivid learning atmosphere can be created, and the intuitiveness and image of the language scene can be fully reflected, which provides a strong guarantee for the development of Russian curriculum teaching. This paper mainly uses the application of situational teaching method in the comprehensive Russian curriculum, aiming to provide feasible guidance for relevant researchers.

## 1. Introduction

At this stage, in the comprehensive Russian curriculum, the situational teaching method has been widely applied and popularized, and it also plays an incomparable role and advantage in improving the level of comprehensive Russian teaching and stimulating students' enthusiasm for learning. It is highly valued by teachers and students. Therefore, in order to promote the smooth development of the comprehensive Russian curriculum, it is necessary to raise the importance attached to the application of the situational teaching method, adopting advanced teaching methods, constantly innovating, advancing with the times, continuously improving students'

communicative competence, and fully devote themselves to the Russian learning situation, thus promoting the comprehensive and faster development of the comprehensive Russian curriculum.

## 2. The Related Overview of the Situational Teaching Method

### 2.1 Connotation Analysis

For the situational teaching method, there is a great difference from the traditional test-oriented education in the past, which is an important achievement in the innovation of teaching concepts. For the situational teaching method,

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the teacher is actively creating a vivid teaching scene in the process of teaching practice, guiding students to actively integrate into the teaching situation, and then fully exerting the students' learning enthusiasm,<sup>[1]</sup> thus ensure the improvement of Russian curriculum teaching level. In other words, through the application of situational teaching method, a variety of subjective feelings are applied to strengthen the creation of diverse learning situations. With the internal integration of thinking, students' cognitive experience is continuously enhanced, and students are guided to continuously improve their comprehensive abilities.

## **2.2 Characteristic Analysis**

### **2.2.1 Clear Teaching Goals**

For the situational teaching method, the teaching goal is to improve students' learning ability and comprehensive practical ability. By strengthening the creation of problem situations, the students' comprehensive language ability is continuously improved, which also greatly promotes the overall development of students.

### **2.2.2 Rich Teaching Content**

Through the application of the situational teaching method, teachers should be good at enhancing the creation of teaching situations through various ways,<sup>[2]</sup> compared with the traditional teaching mode, the form of situational teaching method is richer and more diverse, which helps students to improve their learning enthusiasm.

## **3. Analysis of the Feasibility Factors of the Application of Situational Teaching Method in Comprehensive Russian Curriculum**

Under the influence of the reform of teaching methods in China, the application of situational teaching methods has been greatly promoted, which has already had a great impact on many teaching fields, and is also a way to improve the teaching level of comprehensive Russian curriculum. First, it can greatly enhance the vividness and image of information and knowledge, and ensure students' strong learning enthusiasm and initiative; second, through the situational teaching, it has a great attraction to the students' attention and enhances the students' academic performance; third, the innovative teaching mode promotes the improvement of teaching level and highlights the subjective status of students. To be specific:

### **3.1 It Is Conducive to Ensuring Students' Active Integration into Classroom Teaching**

Strengthening the application of the situational teaching

method can create favorable conditions for students to integrate into the classroom teaching, accept the attitude of the classroom knowledge content, and fully exert the students' interest in learning, thereby enhancing the love for the comprehensive Russian curriculum, and then enter the world of Russian language. As we all know, students are the main body of classroom teaching, but teachers also play an extremely important guiding role,<sup>[3]</sup> which is of great attraction to students' learning. In the process of applying the situational teaching method, teachers should pay attention to the improvement of their own sense of humor, explain the contents of curriculum through vivid and vivid language, so that students can better integrate into the classroom teaching.

Under the influence of traditional teaching methods in the past, the study of students' textbook knowledge is too focused. Many teachers require students to copy and copy in the classroom teaching. In this way, it is not only difficult to improve the level of Russian teaching, but also easily lead to students' bad learning mood. Based on this, it is necessary to strengthen the application of the situational teaching method, continuously improve the vividness and image of the textbook knowledge content, and enhance the communication and interaction between teachers and students in the classroom, and form a good teacher-student relationship.

### **3.2 It Is Conducive to Promoting the Improvement of Students' Enthusiasm for Learning**

For the situational teaching method, teachers are required to have a high degree of teaching enthusiasm, especially in the comprehensive Russian curriculum, so as to achieve effective guidance for students. Strengthening the application of the situational teaching method can help students better understand the teacher's classroom language and reflect the contents of the book in a simple way,<sup>[4]</sup> Especially in the process of teaching grammar, through simple language, students can provide convenient channels for understanding the teaching content, and thus ensure their high learning enthusiasm, initiative and creativity.

### **3.3 It Is Conducive to Making Learning into Everyday Life and the Realizing the Combination of Learning and Application**

Learning through Russian, the relationship with life is closely related and inseparable, for situational teaching, teachers' teaching content and teaching methods must be consistent with the actual life of the public, and guide students to establish correct ideas and recognize the importance of Russian service in learning and work. In order

to better achieve the goal of life in Russian learning, we must pay more attention to the application of situational teaching methods, strengthen the creation of life scenes, combine the comprehensive Russian curriculum and practical life, and be good at using Russian to express our opinions and ideas, thereby achieve the goal of realizing the combination of learning and application.

## **4. The Specific Application of Situational Teaching Method in Comprehensive Russian curriculum**

### **4.1 Strengthen the Creation of Teaching Situations**

In the traditional Russian classroom teaching, teachers have paid too much attention to the teaching knowledge, and students only copy and copy, it is difficult to improve the students' comprehensive ability, and it is difficult to improve the quality of Russian curriculum. Therefore, it is necessary to strengthen the application of the situational teaching method, strengthen the creation of teaching situations,<sup>[5]</sup> and fully combine the abstract concepts with the concrete objects.

For example, in explaining the basic expression of time, teachers should strengthen the application of the clock demonstration method, bring a clock into the classroom, and then explain the basic grammar of time expression and evolution. It is necessary to break through the bottleneck and explain the bottleneck, and is committed to the improvement of students' interest in Russian knowledge.

### **4.2 Strengthen the Application of Multimedia Technologies**

For the comprehensive Russian curriculum, the modern information technology has been highly valued and has been widely used, for example, slides, computers, etc., and strengthen the efficient use of multi-media teaching materials and network resources, in order to carry out multimedia-assisted teaching, extract valuable language training materials, and then expand the knowledge content of students. In the process of classroom teaching, it is necessary to strengthen the application of audio-visual media to play Russian songs, stories and movies, and to visualize and visualize the teaching content; creating a good learning atmosphere and making students feel as if they are in it.

For example, in the process of teaching "acquaintance-ship", teachers can play relevant short films about Russian self-introduction and guide students to actively enter life situations. Through the application of audio-visual media, you can simulate the scenes that are difficult to find in the

real environment or virtual reality life, stimulate the students' senses through various forms, and then display the information in the form of pictures and texts. Therefore, the vividness and intuitiveness of the teaching situation can be fully reflected, so that students can fully grasp the relevant vocabulary and sentence patterns.

### **4.3 Combine Real Life and Strengthen Simulation and Reproduction**

Using real life to show the scene, we must guide students to combine the scenes in the textbook with daily life, and strengthen the knowledge they have learned through experience, so as to fully understand the learning content.

For example: when teaching "У врача" (see a doctor), the teacher should prepare the needles and infusion bottles needed by the hospital in the early stage of the class, and ask the students to use the knowledge they have learned to make a dialogue,<sup>[7]</sup> fully stimulate the students' enthusiasm for learning, and deepen the classroom learning atmosphere.

At the same time, in the process of teaching and shopping, teachers can bring students into the shopping plaza for drills, break the time and space constraints, give the role of shoppers and customers, and complete the prescribed tasks. For example, if the student is a seller, the customer who can face the transaction can say "Что вы хотите посмотреть?" (What do you want to buy?); when introducing the product, you can say "Репутация выше всего, качество важнее всего". (Reputation first, quality first) to the customer. And if the student is a customer, when asking about the price of the product, for example, can say "Сколько стоят эти сапоги?" (How much is this pair of boots?); or say "Есть светлее/ темнее?" (Is there a lighter/darker color?)

Based on this, we can close the sense of distance between Russian and real life, make Russian enter our study and life, and then continuously improve students' listening, speaking, reading and writing ability in the subtle.

### **4.4 Strengthen the Creation of Various Forms of Scenarios**

#### **4.4.1 Performance Form**

By creating a performance form, the aim is to give full play to the students' enthusiasm for Russian learning, and to promote the improvement of the Russian level. Students can also express their Russian skills in various forms, and then raise their speech ability to a new height.<sup>[8]</sup> Therefore, on the basis of the content of the texts to be studied, we should start from the content of daily life, strengthen the creative performance through the sentence

patterns, and then bring the students into the “performance life”, so as to cultivate students’ divergent thinking and improve students’ imagination and ability to innovate.

For example, taking “Русский характер” (Russian Characters) as an example, this is a very famous short story of Tolstoy. The story tells the story of an ordinary tanker, Игорь Дремов, in the context of the Soviet War of the Second World War. The story tells us that the beauty of Russian character and humanity can overcome all difficulties and sufferings. Before the performance, students are required to define the role division, such as “Игорь Дремов” (Igor Dermoff), “Избраница” (Fiancée), “Мать” (Mother). Students can perform the novel in conjunction with the plot. Because the text is relatively long, it can be divided into several scenes to perform, a group of people, a group of plots, so that classmates can almost participate in the performance of the show.

Through the creation of performance scenes, students can fully understand the psychological changes of the parties, continuously enhance the vividness and image of the dialogue, and also realize the effective application of theoretical knowledge in practice, which has a great guiding effect on the improvement of students’ verbal ability.

#### 4.4.2 Stick Figure Form

In the comprehensive Russian curriculum, it is necessary to strengthen the creation of scenes in the form of simple strokes, which is also one of the important supplementary teachings, which can enhance the vividness and image of Russian learning.<sup>[9]</sup>

For example, when studying “Seasons of the Year”, teachers can accurately describe the winter scene, and then draw a snowman, ice rink and cold wind on the blackboard. Then ask the student “Что за сезон?” (What season is it?); the student replied in unison with “Сейчас зима.” (now winter.); the teacher can then continue to ask the student “Что я рисую на доске для чего?” (What do I use to draw these stick figures on the blackboard for?); after a short period of thinking, the student replies “Снежный человек может кататься на коньках” (can make a snowman and skate.).

Under the influence of this teaching method, students can fully understand the seasonal related vocabulary, thus consolidating the knowledge they have learned and strengthening the role of oral communication.

#### 4.5 Use the Knowledge That Have Learned to Strengthen the Situational Question-and-Answer Exercises

Generally speaking, for the comprehensive Russian cur-

riculum, it has strong complexity and cumbersomeness. In order to facilitate students to better understand and master, it is necessary to guide students to use complex grammar in spoken language. In the process of practical teaching, teachers can compile the grammatical content and words they have learned into questions, and then ask questions to students and conduct question-and-answer exercises with students,<sup>[10]</sup> which can continuously improve the mastery of students’ knowledge. Moreover, in the process of answering questions, students can also associate with the grammar or sentence pattern associated with them, so that they can apply what they have learned and broaden the knowledge level of students. Therefore, it is very important to carry out the situational question-and-answer exercises.

#### 4.6 Actively Carry out Extracurricular Activities

According to the national innovation development strategy and the new concept of college education reform, we can understand that teachers and students must attach great importance to the development of extracurricular practice activities, for the comprehensive Russian curriculum, it is necessary to combine Russian learning, actively carry out extracurricular practice activities, broaden the horizons and thinking of students, and promote the improvement of Russian curriculum teaching level. Therefore, teachers should establish an open mind and actively guide and organize students to participate in extracurricular practice activities. For example, they can go to places where Russians live, observe Russian lifestyles and living habits, and conduct appropriate exchanges to cultivate students’ comprehensive Russian abilities.

### 5. Conclusion

In summary, for the situational teaching method, it is necessary to strengthen the application in the comprehensive Russian curriculum, continuously improve the efficiency of Russian classroom teaching, and ensure that all students can actively participate in the Russian learning situation, and the classroom atmosphere is active. Therefore, it is imperative to strengthen the application of the situational teaching method, which creates convenient conditions for students to learn Russian, and the students’ enthusiasm and initiative are greatly improved.

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## REVIEW

# The Application of Historical Materials Teaching Method in High School History Class

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### ABSTRACT

In the new curriculum reform, historical materials teaching method is becoming more and more important in middle school history teaching. This article is the analysis of materials in two aspects. This paper analyzes the practical significance of historical materials teaching, and points out the problems that should be paid attention to in the teaching of historical materials. Through the analysis of some teaching cases, it can provide practical experience for the better use of historical materials in the later period.

## 1. Introduction

After the reform of the new curriculum, the form of the history examination paper of the college entrance examination is limited and the content is more and more abundant. As an important objective of ability inspection, the proportion of historical materials analysis questions is increasing. It can be said that, every historical material analysis is a real test. This change is closely related to the training goal of middle school history education in the new period. In order to promote

the development of society and the growth of students' personality, education and teaching should break through the framework of knowledge and memory as a goal. Education and teaching should respect students' cognition and emotion, and correct simple methods of quick success and instant benefit. These can cultivate students' ability to treat the wide range of social problems in a critical way. It enables students to acquire the ability to judge, reason and analyze problems in learning, so as to make self-decision making ability.<sup>[1]</sup> It can be seen in improving students' achievements, developing students' abilities and adapting

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to the reform of new history courses. The application of historical materials teaching method in senior high school history class is becoming more and more important. Professor Li. Z.Y. pointed out that the teaching of historical materials has become the trend of history teaching in secondary schools in twenty-first century.<sup>[2]</sup>

## 2. Analysis

### 2.1 The Practical Significance of Historical Materials Teaching

First of all, As far as the essence of history is concerned, the historian Fu.S.N pointed out that historiography is only a matter of historical data.<sup>[3]</sup> The discussion of history must proceed from historical facts. The combination of history facts and theories is the basic thinking method and research method of history. Rigorous scholarship and faithful historical facts are the basic attitudes towards learning history. Because historical theory and historical view are people's subjective understanding of historical data, and historical data are reappearance and deduction of objective historical facts. Any historical conclusion can not be drawn out of the historical material by subjective assumption, so all historical facts and arguments divorced from historical materials become water without roots, and trees without roots, and it will be wrong. Such a conclusion is meaningless. Secondly, from the student's point of view, the historical materials teaching method can stimulate students' interest in learning and cultivate students' ability of historical thinking. As we all know, interest is the best teacher, history teaching should start with cultivating students' interests.<sup>[4]</sup>

The main reason why many students are not interested in history is too much mechanical memory. Students' rote memory knowledge can not be applied flexibly. After a long time, they fail to achieve results, they are tired of history. The reason for this phenomenon is that students are eager to make progress in the process of learning history. Students only pay attention to the results of history textbooks, and do not pay attention to the process and basis of historical conclusion. This way of learning history makes the history classroom boring and lifeless, and naturally the students do not have the motivation to learn. In fact, teachers can make history classes lively, and the key lies in the use of historical materials. Through the application of historical materials, teachers can link history with reality. These historical materials enable students to feel empathy, so that students can feel the experience of characters and feel the environment of their characters. Because of this experience, students will understand the historical conclusion. For example, when teachers talk about the

Sino Japanese war of 1895 and the national crisis facing china, teachers can show the current situation map and arouse students' sympathy. In this way, students are encouraged to explore the causes, so that students can have a deep understanding of this period. Psychological research shows that senior middle school students are more independent and more abstract generalizations than junior high school students. The process of using historical materials can cultivate and develop the historical thinking ability of high school students. Under the guidance of the teacher, students analyze historical data and explain the laws of history with the information reflected in historical data. This process of learning is the process of flexible learning and diligent thinking. Students' learning is no longer a passive recipient, but a positive explorer. The important quality of learning is to ask questions. We are teaching the course of the new route, we quote the information about Magellan's journey around the world.<sup>[5]</sup>

There are some questions about the students: they don't have food to fight each other, why can't they go fishing? Although this problem is immature, this problem fully demonstrates that the teaching of historical materials enables students to understand the course of history. In this process, the ability of historical thinking can be fully cultivated, and then the students' thinking is gradually removed from the limits of the textbook, which is more conducive to the expansion of the students' vision. Historical materials teaching can improve teachers' self ability, teachers play a leading role in the teaching of historical materials, so that students can understand and analyze historical data. The whole process of using historical materials is very demanding for teachers, teachers can judge to supplement the historical materials at the right time; teachers choose appropriate historical materials according to different backgrounds. In many historical materials, teachers should have a deeper understanding of the selected historical data and be able to judge the authenticity of historical materials. In historical data, there is a lot of historical information. Students' questioning of details in historical materials is also a test for teachers. Nie. Y.L. said that teachers should gradually become friends of students and become research and learning teachers under the background of the new curriculum.<sup>[6]</sup> Therefore, if a teacher wants to have a good history teaching course, he must have the ability of continuous learning. In the teaching research of historical materials, teachers constantly improve their vision and ability.

### 2.2 The Problems That Teachers Should Pay Attention to in the Teaching of Historical Materials

In terms of sources of historical data, teachers make full

use of pictures and historical materials in textbooks. If teachers need to supplement historical data, they can look for it from historical monographs or historical papers, or find them on the internet, the first several ways take more time. Teachers can also extract historical data from historical exercises, and encourage students to collect historical data by themselves. It saves time by getting the historical data from the exercise book, but it is true and false to identify these historical data. In addition, in the process of finding historical materials, teachers are not concerned enough about historical data, and they are one-sided understanding of historical data. Teachers do not query and verify historical materials; they may ignore some basic historical data. It is easy to produce a huge historical error. The reason is that there are teaching books and teachers themselves. Therefore, the textbook editors and teachers have a unique eye to strengthen textual research and identification of historical materials.

How to select the historical materials? There are many historical materials, history class time and students' energy are very limited, teachers can not make every historical material useful, and so it is necessary to choose the typical appropriate historical materials. Teachers can use precise historical data to link and integrate teaching contents. For example, in explaining the background of criticizing and inheriting Confucianism, a teacher draws a conclusion on the life condition of people at that time. In addition, teachers should pay attention to the situation of students, from the perspective of students' understanding; these cannot surpass students' cognitive level. Cognitive level is the information processing activity of individuals' understanding of the objective world.<sup>[7]</sup> The cognition of human beings has been born after birth, and has been developing with age. The cognition level of middle school students is not yet mature. Therefore, some difficult classical Chinese materials need to be sorted out by teachers, such as unfamiliar words, pictures, maps and table materials.

How to use the historical materials? The use of historical materials is closely related to the effectiveness of historical materials teaching. On the other hand, the improper use of historical materials is widespread in our teaching activities. Teachers use individual cases to replace the whole analysis method. Due to the influence of traditional historiography, teachers have inherent conclusions in the process of preparing lessons. The teacher collects the corresponding historical materials for the conclusion to serve the teaching; in fact, it fell into a misunderstanding of finding historical data for the conclusion, which deviated from the basic track of historical materialism seeking objective conclusions. The teachers abuse the historical materials, and the historical materials are filled with full irri-

gation. In this lesson of contending for a hundred schools of thought, there are many characters and many ideas in this lesson, we want to help students understand better through a large number of historical data. Because the historical data are numerous and difficult, which makes students sleepy, the results do not reach the teaching effect. In fact, the meaning of the teaching of historical materials is not to say that all the historical materials are used to teach. The use of historical materials is not a purpose, but a means, because every teaching mode is designed to accomplish a specific teaching goal. In the elements of teaching mode, the teaching goal is the core factor, which restricts other factors<sup>[8]</sup>. Whether the teaching of historical data is to serve historical materials or to serve teaching, the result is to understand without explanation. It is good to set up circumstances and guide students to learn by using historical data. However, this approach ignores the students and does not integrate knowledge efficiently, and the result is just the opposite. Historical data are not used as much as possible, but as accurate as possible. If you want to use it with purpose and meaning, you can achieve twice the result with half the effort. In the process of teaching historical materials, teachers can process historical materials on the basis of constant historical data. This can make historical data interesting and the way of expression of historical data is diversified, which is conducive to students' understanding. Historical materials can be diversified, such as cartoons, dialogues, dramas and stories. These can stimulate students' enthusiasm for learning, which is much better than students' reading of boring ancient Chinese literature. At the same time, it requires teachers to constantly improve their teaching level and art.

### 3. Conclusion

In the background of the new curriculum reform, the teaching of historical materials is widely used in the course of history teaching. At the same time, there may be many problems in the teaching of historical materials. The author still needs to find out in the future teaching practice. In short, teachers should have more basic knowledge of historical materials and learn some methods and skills of historical data teaching. This has many advantages for history teaching and professional development of history teachers.

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## REVIEW

# Research on the Concept of Fairness in the Practice of Higher Education

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With the continuous development of society, the problems related to education have become the focus of people's attention, especially the equity of higher education, which can affect not only the sustainable and steady development of higher education, but also the stability of society. This paper mainly discusses the present situation of higher education equity in China and the analysis of factors affecting higher education equity, and summarizes some trends of the development of higher education equity and then puts forward some measures to promote the development of higher education equity.

## 1. Introduction

One of the important components of our education system is higher education. With the progress of the popularization of higher education in China, the problem of equity in higher education has been gradually revealed. With the expansion of the popularization of higher education, these problems have not been completely and effectively solved. These problems have gradually raised people's concern in the world today. The reason is that they not only affect the fairness and justice of society at different levels, but also affect the construction of socialist harmonious society with the time. Therefore, in order to promote a healthy and all-round development of higher education in China, it is very necessary to study the unfair problems existing in higher education and find solutions, which also contributes to the development of socialist harmonious society in China.

## 2. Inequality in Higher Education

### 2.1 Unequal Allocation of Educational Resources

The distribution of higher education, the investment of education funds and the quality of education obviously reflect the unfair allocation of higher education resources. In terms of the distribution of colleges and universities, there are a large number of universities and key institutions in the economically developed regions of China, such as Beijing, Shanghai and Jiangsu Province. However, in the western part of China and other economically underdeveloped regions, there are few universities and key institutions. Some cities like Qinghai, Tibet, and Ningxia are short of higher education institutions. The distribution of such colleges and universities has led to a widening gap. In terms of investment in education, it is not difficult

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to understand that the colleges and universities that have received the maximum support are undoubtedly the “211 Project” and the “985 Project” thanks to the financial support of the state policy. In order to cultivate high-end talents, the country has constantly tilted toward key universities and key disciplines in terms of policies. However, if we continue to move forward, there will be a “Matthew effect” in which the strong will become stronger while the weak will become weaker. The result is that the level of education in economically underdeveloped areas and general colleges and universities is low, teaching facilities are old and backward, and the quality of teaching is declining so that it cannot keep up with the development of the times, which has seriously affected the development of education.<sup>[1]</sup>

## **2.2 Unequal Access to Education**

At present, the access to higher education is mainly restricted by the regional and urban and rural differences. The number of colleges and universities in the East is relatively large, the reason why they can provide sufficient funds and attract outstanding students is that the economic strength of the eastern region makes education relatively advanced. The western region does not have enough funds to ensure its maximum development; In addition, there is a gap between urban and rural areas, The conditions for running schools in rural areas and the level of teachers have not kept pace with the development of the times, the knowledge learned by rural students is only a preliminary understanding and they have not mastered a deeper level of understanding. It is difficult for rural teaching equipment and teachers to ensure that a person’s potential is maximized.

## **2.3 Inequalities in the Status of Private Colleges and Universities**

Although the important component of higher education also includes private institutions of higher learning, because of the unequal treatment of the status of private institutions of higher learning in China for a long time, their development prospects and situation are not all bright, and they are far from public institutions of higher learning. At present, many recruitment units have a discriminatory attitude towards graduates of private colleges and universities. They do not recognize the university diplomas of private colleges and universities, resulting in the difficulties of students graduated from private schools finding satisfactory jobs. Since private colleges and universities do not receive the attention of the state, they do not have any extra funds to expand their scale. In fact, private colleges

and universities can provide more opportunities for young people to study, thereby reducing employment pressure, has a positive role in the harmonious development of society, and can play a pivotal role in optimizing the allocation of educational resources.

## **3. Analysis of Factors Affecting the Equity of Higher Education**

### **3.1 Economic Unbalance of the Underlying Causes of Inequality in Higher Education**

With the rapid development of the economy, higher education in developed regions has also gained a superior environment; However, due to the inconsistent development of various regions, it has also had a great impact on the development of higher education. At present, in addition to the modernization that has accelerated the development of prestigious universities, with the formation of national policies demonstration projects and window projects have also flooded into developed regions, thus widening the gap between institutions and urban and rural areas, resulting in excessive concentration of resources. Due to the historical conditions and market-driven influence of the developed provinces in the central and eastern regions, most universities have concentrated here. In addition, the government has allocated the best teachers and a large amount of funds to schools. As a whole, which fails to give consideration to fairness. Development, coupled with the gap between regional economies themselves, increases the development difficulty of underdeveloped regions, which makes it difficult to provide support and guarantee for the development of higher education.

### **3.2 The Lag and Dislocation of the Educational Concept Which Is the Main Cause of the Unfairness of Higher Education**

The summary of education’s development is concept first. At present, many people think that the investment of higher education resources is the key to the development of higher education. In fact, the correctness of education concepts is the prerequisite for a series of successful achievements. Therefore, in terms of the concept of fairness in higher education, what to some extent restricts the harmonious development of higher education is actually the backwardness and dislocation of the government, society, and individual education concepts, such as the “211 Project” and the “985 Project” key institutions. The government’s preference for them is getting stronger and larger. For ordinary colleges and higher vocational colleges, the government’s investment is relatively small, and

private colleges and universities are hardly invested, some parents have given up the idea of sending their children to higher education institutions. This is due to economic pressure, gender discrimination, and feudal ideas that exist in rural families.<sup>[2]</sup>

### **3.3 The Imperfect System of University Funding For the Important Causes of Unfair Higher Education**

At present, the vast majority of colleges and universities have established funding systems, but they are not yet perfect enough to meet the needs of poor students. Despite some outstanding achievements, some outstanding problems remain unresolved, such as: Some students have a close relationship with teachers through methods of proximity and opportunism, and teachers or leaders determine the object of donation based on the subjective impression of the students. This makes it difficult for students who are often economically difficult to obtain donations opportunity; At present, most of the funding system is only limited to students with financial difficulties as the donation target is too narrow, so that some family conditions are only enough to ensure that students who have completed their studies cannot complete academic research through their own efforts. The existence of similar problems has further exacerbated the inequality of higher education.

## **4. Measures to Promote the Equitable Development of Higher Education**

### **4.1 Strengthening the Concept of Equity in Higher Education**

#### **4.1.1 People-centered**

Since the starting point and destination of education is the person, and the person is the foundation, center and purpose of education, it is necessary to adhere to the people-oriented education concept. This idea is reflected directly in the admission system of higher education, the employment system of two-way choice, and the investment system of cost-sharing. Pay attention to the people-oriented, guarantee the educatee's opportunity fairness, so as to reasonably allocate the educational resources reduce the educational gap make the government tilt to the university in the economically underdeveloped areas, and then promote education fairness.

#### **4.1.2 Equity, Efficiency and Balance**

Under the government's leadership, the distribution of resources is mainly reflected in the fairness of higher education. To ensure equitable access to higher education for

all, governments need to exercise reasonable control over the resources allocated to higher education and to regulate market mechanisms. In addition, the government cannot intervene too much in the market; Although it is said that the market-led resource allocation form is educational efficiency, too much intervention will lead to an uncoordinated development of economic resources, and it will not be able to balance the fairness and efficiency of education. Therefore, we must first establish the idea of fair efficiency from the concept, and then advocate the principle of equality, principle of difference and principle of compensation in the allocation of educational resources, in order to aggravate the value orientation of higher education equity.

### **4.2 Promoting the Financial Security System**

To promote a fair financial security system for higher education, it is necessary to improve the investment system and funding system of higher education so as to gradually reduce the inequality in higher education until it is eliminated.

A standardized transfer payment system for higher education is established according to the regional layout of universities, the source structure of students, financial status, employment destination, education costs, and family conditions, and objective factors such as the support of universities and the actual financial capabilities of local governments are combined. In order to reasonably compensate for the cost of higher education in economically backward areas, we must design scientific transfer payment standards for higher education, the amount of transfer payments per student's public funds, and improve the target of transfer payments, so as to ensure the public welfare of higher education and the basis for educational equity. Ensure its funding for the development of higher education. In addition, the system of transfer payments for higher education needs to be regulated under the joint efforts of the central and provincial governments. This requires that the central government should focus on higher education issues that affect the overall interests of the country. For example, subsidies for defense research projects, subsidies for basic disciplines, and subsidies for education funds for ethnic minorities, while provincial government subsidies need to pay more attention to how to meet the regular needs of local education and balance the level of education development between the provinces and between urban and rural areas.

In addition, the school's education funding system still needs to be improved. The source of the funding system for higher education is the principle of fairness proposed by Rawls. The concept is based on the establishment of an

equal system for disadvantaged groups. At present, China needs to improve the current system of “award, loan, aid, supplement, and reduction” funding for education in the following aspects. First, the system of student loans for college students should be improved, and the basic guarantee system for tuition fees and living expenses for poor college students should be strictly implemented in accordance with the standards; Second, we need to seek truth from facts, improve the policy of subsidizing scholarships, and grant them in strict accordance with the standards; Third, a temporary subsidy system can be established for the replenishment of loans; Fourth, social support funds can be divided into many forms. At present, if we want to implement policy reforms and expand the target of funding, we can only draw on the experience of developed countries to compensate the disadvantaged groups, reduce the institutional obstacles at the operational level, and then give full play to the financial security system and promote the equitable development of higher education.<sup>[3]</sup>

## 5. Trends in Equity in Higher Education

### 5.1 Direction of Teaching Evaluation Review and Assessment

Chinese higher education has entered the era of quality and fairness after the continuous expansion of college enrollment. At present, the important way to promote equity in higher education and the effective means to improve the quality of education and teaching are mainly the development of teaching evaluation. That is, every student has access to a fair and high-quality higher education, and every school becomes a high-quality school. Therefore, we must strengthen the system of teaching evaluation in colleges and universities through periodic evaluation, establish a quality assurance system for higher education with Chinese characteristics, and then carry out this strategy in depth so that the catering workers in colleges and universities are more standardized and of better quality; Comprehensive reform of higher education is more dynamic.

The evaluation of undergraduate teaching work in ordinary colleges and universities in 2003 was the source of China’s teaching evaluation process. At that time, remarkable results were achieved, such as the standardization of teaching management, the promotion of changes in educational thinking in universities, and the improvement of education quality. However, due to the lack of scientific and reasonable design, there are also many problems, the most prominent of which is the “three without distinction”, that is, no distinction between grades, categories, and branches. Institutions that measure different levels by a fixed

level are not graded, colleges and universities of different levels use the same set of indicators to measure this is not categorized, and disciplines with different characteristics are measured by the same ruler. This kind of evaluation hinders the outstanding performance of colleges and universities in their respective fields, leading to the convergence of teaching and research, research and teaching, and other universities. It is unfair to the development of different types and levels of colleges and universities, and thus restricts the expansion of high-quality resources in higher education. Therefore, after the evaluation was over complaints and criticisms from all walks of life came.

In view of the fact that the evaluation system must be reformed, evaluation must always exist. Therefore, the government has issued relevant policies, namely *improving the teaching quality guarantee system and improving the teaching evaluation in colleges and universities* (from the *Outline of Planning*). Immediately afterwards, the Ministry of Education officially issued the *Notice on the Review and Evaluation of Undergraduate Teaching Work in Ordinary Institutions of Higher Education*, which removed the original excellent grading evaluation fees and proposed a review and evaluation of only qualified grades, marking the formal transformation of university teaching evaluation. This “Circular” pointed out that “the review and evaluation of undergraduate teaching work in ordinary universities should be fully carried out to promote the construction of quality assurance systems in universities.” The evaluation focuses on the degree of protection of university resources for the training of talents in schools, the degree of adaptation of talents training goals and social needs, the satisfaction of students and employers, and the effectiveness of the teaching quality guarantee system, namely the “four degrees”. Thus, quality assurance has become the most important issue in the teaching work of colleges and universities.

### 5.2 Open up to an Orderly Opening

Under the background of the globalization of education, the important way to realize the rapid and better development of Chinese higher education is to open up the school with the help of foreign high quality and “characteristic” higher education resources. This kind of school is to introduce foreign educational resources with high quality and characteristics on the premise of maintaining localized higher education. Active opening and cooperation in running schools is conducive to accelerating the development process of higher education; By studying foreign teaching methods, educational ideas and scientific management systems, we can narrow the international and regional gaps in Chinese higher education, raise the level of Chi-

nese higher education as a whole, and train more talents for China.

Since the founding of new China, China's open school pursuit in the absolute sense of fairness, and thus fell into the quagmire of "Suhua", that is, completely transplanted the Soviet model without abandoning its own essence, so that China's higher education has taken a lot of detours. After the reform and opening up, the door of higher education in China was opened. With the entry of high-quality higher education in Western countries such as the United States and Britain, China's higher education has made rapid progress. However, due to the different political systems and values of the East and the West, after a period of time, due to the large number of references in Western education, many fish and fish were mixed and unclear, making higher education lose its original characteristics. Therefore, we must deepen the comprehensive reform of higher education in an all-round way. Under the new situation and new requirements, we must choose to open in an orderly manner and choose to adapt to high-quality higher education. In this way, we can promote the integration of

the concept of quality education abroad and the concept of education in China. Therefore, when promoting international cooperation and exchanges in higher education, we must always take the best of it and discard its dross, so as to improve the quality and fairness of higher education through multiple channels. In addition, schools can also improve and improve mechanisms such as public education and study abroad. And thus contribute to the improvement of educational equity in China.

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