



Journal of Educational Theory and Management

ISSN 2591-7099 (print) ISSN 2591-7102 (online)

2019
October
Volume 3 · Issue 2

▶ 02 ◀

Journal of Educational Theory and Management

Volume 3 Issue 2 • October 2019 ISSN 2591-7099 (Print) ISSN 2591-7102(Online)

Editor-in-Chief	Huimin Feng, Wuhan University
Associate Editor	Shuzhu Gao, Capital Normal University
Editorial Board Members	Belkis Rojas Hernandez, University of Pinar del Río Yanjun Liu, Huanghuai University Chong Li, Dalian University of Technology Zhong Li, Tianjin University Min Yao, Hunan Agricultural University Zhimin Luo, Yunnan University Wei Xiao, Hunan Normal University Alean Al-Krenawi, Ben-Gurion University of the Negev Curriculum Rubens Antonio Gurgel Vieira, The University of Campinas Mamello Evodia Moeti, Central University of Technology Alexandra J. Holter, Brooklyn Center Community Schools Eddie G. Walker II, University of Minnesota Crookston Denise Uehara, Punahou School Julita Sansoni, Sapienza University of Rome Laia Lluch Molins, University of Barcelona Patient Rambe, Central University of Technology Ajeet Kumar Rai, Banaras Hindu University

Copyright

Journal of Educational Theory and Management is licensed under a Creative Commons-Non-Commercial 4.0 International Copyright (CC BY-NC4.0). Readers shall have the right to copy and distribute articles in this journal in any form in any medium, and may also modify, convert or create on the basis of articles. In sharing and using articles in this journal, the user must indicate the author and source, and mark the changes made in articles. Copyright © SYNERGY PUBLISHING PTE. LTD. All Rights Reserved.

Volume 3 Issue 2 · October 2019 · ISSN 2591-7099 (Print) 2591-7102(Online)

Journal of Educational Theory and Management

Editor-in-Chief

Huimin Feng, Wuhan University

CONTENTS

ARTICLE

- 1** **Exploration and Research on English Linguistics Teaching Based on the Perspective of Constructivism**
Danping Yan
- 6** **Analysis on the Development Path of Contemporary English Teaching in Universities and Colleges**
Shaojie Wu
- 11** **Strategies of Ideological and Political Education Transformation for Vocational College Students in the Internet Micromedia Era**
Bin Yang
- 15** **Construction and Management of Micro-service Platform of Libraries in Universities and Colleges under the Circumstance of We-media**
Guojun Yu

REVIEW

- 19** **On the Development of Teachers' Competence in Local Open Universities under the Impact of MOOCs**
Xiaohua Peng
- 24** **Analysis of Communication Strategies in the New Media Age**
Qi Wang Meili Liang Qi Zhao
- 30** **Research on the Way to Realize Humanistic Care in College Students' Ideological and Political Education**
Li Wang
- 34** **Toward More Effectiveness of Communicative Behavior: Listening Input Acquisition**
Rong Hua
- 39** **A Study on the Reform and Innovation of English Teaching in Colleges and Universities under the New Media Environment**
Yan Chen
- 43** **Is Compulsory School a Heaven or a Hell?**
Liuyi Yang Yujie Liu



ARTICLE

Exploration and Research on English Linguistics Teaching Based on the Perspective of Constructivism

Danping Yan*

Zhejiang Pharmaceutical College, Ningbo, Zhejiang, 315101, China

ARTICLE INFO

Article history

Received: 11 June 2019

Revised: 1 July 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

English teaching

Constructivism

Teaching exploration and research

ABSTRACT

In the current education system in China, the English major is an important part of the education system. As the exchanges between China's and foreign countries have deepened, the importance of English education has become more prominent. Therefore, it is of great significance to improve students' ability to use spoken English. However, as far as the teaching model in China's current universities and colleges is concerned, there are still many problems, and there is an urgent need for optimization and rectification. Based on this, this paper is based on the theory of constructivism, and deeply explores the solution to the problem of the current China's English linguistics teaching model and hope this paper can provide a meaningful reference for China's English education.

1. Introduction

Constructivism is China's current educational philosophy. Its basic ideas are divided into teaching concept and learning concept, as well as student view and teacher view. Its main purpose is to reflect the characteristics of students as the main body. In this theory, teachers are also redefined. Teachers are the promoters of students' exploration of knowledge, and they are the promoters of students' independent thinking and creativity, therefore, under certain environmental influences, students can use the help of the outside world and use the corresponding materials to acquire knowledge through meaning construction. In this case, the constructivist teaching model overturns the traditional Chinese teaching model, which helps students to

define their own goals and guide students to actively learn independently and to make full use of the students' own potential. The constructivist teaching model also puts forward that the individual initiative and coordination of students is an inevitable factor for students' self-growth. It is very important to transform students from passive acceptance to active exploration; at the same time, this theory is different from traditional Chinese teaching thoughts and learning concepts, and therefore has important guiding significance for China to change traditional teaching ideas.^[1]

2. Discussion on the Current Situation of English Teaching Linguistics in China

Firstly, at present, many universities and colleges in China

*Corresponding Author:

Danping Yan,

Zhejiang Pharmaceutical College, Ningbo, Zhejiang, No. 888, East Section of Yinxian Avenue, 315101, China;

E-mail: ydp707@163.com.

Fund Project:

The 2019 Ningbo Philosophy and Social Science Project: Research on the Linkage between "Core Competence" and Public Foundation Courses—Taking University and College English as an Example (Project No.: G19-ZC07).

are influenced by traditional educational concepts, and most of them are dominated by instructors. The students are often memorized for the content of the teacher's lectures, and because the students' foundations are uneven, the teachers cannot set the direction of the lectures according to the actual situation of the students, causing the students to lose interest in the study. Secondly, because the textbook outline is out of touch with the actual application, the practical application is not strong, and most colleges over-emphasize the memorization of words and sentences, while ignoring the practicality of language English practice. Thirdly, at present, most of the classrooms in China lack interactivity, and teachers mostly lead the whole classroom. Students accept passively and cannot form interesting interactions. Finally, most colleges use the scores of the exams to judge the pros and cons of the students' ability, and the evaluation system is single. Such situations severely limit the students' sense of innovation and autonomy, and are not conducive to the students' actual English language application ability.^[2]

3. Discussion on the Existing Problems in English Teaching Linguistics in China's Universities and Colleges

3.1 Chinese Universities and Colleges Pay Too Much Attention to Theoretical Teaching in English Education

Due to the inadequacy of English teaching theory in most universities and colleges in China, the teaching effect is relatively poor. Judging from the China's current education model, most universities and colleges teach the content of English teaching linguistics, generally according to the textbook outline, and most of the lecturers pay too much attention to theoretical teaching, failing to live the conceptualized language knowledge in the textbook. And the general instructors pay attention to grammar in the classroom but look down upon practice. In addition, the English textbooks in most China's universities and colleges are based on "Linguistics: A Course Book" edited by Hu Zhuanglin and "A New Concise Course on Linguistic for Students of English" edited by He Zhaoxiong.^[3] The content of such textbooks is relatively difficult, and the content of the textbooks is deep and the terminology is too much. This situation also brings many difficulties to the students, thus losing interest and confidence in learning. At the same time, most students think that test scores are more important than language theory, so most students just learn too much grammar and ignore the practical use of English language.

3.2 The Teaching Model of China's Universities and Colleges Is Dominated by Teachers

Affected by the traditional education model, at present, China's classrooms are dominated by teachers, and the instructors are instructed to inculcate students. The teacher fully understands and absorbs the textbooks, and then interprets the textbooks on the podium, while the students passively accept the theoretical knowledge and terminology in the textbooks. In such cases, the dominant position of the teachers squeezes the students' subjectivity in the classroom, and also limits the communication and interest between the teachers and students, students and students in the overall classroom. It also makes students unable to memorize and understand the content of the course well, and more restricts the actual use of the language application of students.

3.3 The Teaching Model Is Backward in China's Universities and Colleges

In part of China's universities and colleges, school leaders are not very concerned about English teaching linguistics, and they still do not have enough knowledge about the importance and practical application of teaching. As a result, the college did not have enough enthusiasm and motivation for the reform of English language teaching. In addition, most of the universities and colleges are teacher-led, and some of the teachers' teaching models are too rigid, which makes the classroom lose flexibility. According to relevant surveys, one-third of the students in Chinese universities have lost their interest in linguistics because the teaching methods taught by the teachers are too tedious. Therefore, the students in the colleges and universities have only stayed on the surface of the language of English education, but cannot deeply explore and understand them.

3.4 There Are Defects in the Student Ability Evaluation System in China's Universities and Colleges

In China, the evaluation of the proficiency of students' ability is mostly judged by the examination model. In addition, most of the instructors will focus on the examination content during the teaching process, and will pay more attention to the basic knowledge of words, sentences, phonetic symbols, etc., instead of guiding students to develop in an all-round way. This situation makes the students and parents only pay attention to the test results, cannot really understand the true meaning of the English language. At the same time, the single evaluation system also caused students to not comprehensively develop. Therefore, under the constructivism, it is important to establish a sound evaluation system.

3.5 Lack of Interactivity in the Classroom between the Teacher and Students in China's Universities and Colleges

There is another problem under China's current education model. It is the lack of interaction between the teacher and the student. Because of the single model of teaching, teachers occupy a dominant position, so that students cannot communicate effectively with teachers, and most teachers only explain what they think is difficult to understand, and the problems that students do not understand cannot be well answered. It can only passively accept the content taught by the teacher, which makes the students' participation feel extremely, and cannot give full play to the creativity of the students. At the same time, due to the uneven foundation of the students, the teachers cannot pay close attention to each individual student, but only explain the places that the teachers themselves think are difficult to understand, so that the individual differences of the class students are larger. Moreover, due to the development of the network, multimedia English is gradually becoming common in the classroom, but its model makes the content of the teacher's lesson preparation derailed from the actual application, and cannot effectively adjust the students in time, thus affecting the effect of the lecture.

3.6 The Talent Cultivation in China's Universities and Colleges Is Inefficient

Because China's talent cultivation does not vary from person to person and students have different abilities. Some teachers usually pay too much attention to cultivating students with better learning ability. There is not much attention paid to students with relatively poor grades. At the same time, most teachers focus on the teaching of basic words and grammar for students, but they cannot practice their oral English very well, which has led many students to form Chinese-language English in practical language applications, which does not achieve good practical results. At a certain level, it embodies the defects of the traditional Chinese education model, which makes most colleges and universities unable to cultivate practical talents for the society, most of which are paper-based, and this situation has led to the emergence of talents.

4. Discussion on the Reform Ideas of English Language Teaching in China's Basic Perspective of Constructivism

4.1 China's Universities and Colleges Should Make Innovations on Teaching Concepts

The purpose of constructivism theory is to take students

as the leading factor and acquire knowledge in social activities. Therefore, there is a conceptual content that is difficult to understand in English language textbooks. Teachers should take the essence and go to the dregs in the traditional teaching model. Fully liberate its solidification ideas and update teaching views. To achieve the consensus between leaders and teachers to form reform teaching. And put these consensuses into the actual teaching model, thus changing the defects brought by the traditional teaching concepts. The teachers may also actively listen to students' opinions, ask students for suggestions, and change the curability of the classroom. Based on the patterns and methods that students like, they will continue to innovate teaching methods. Based on this approach, not only can students improve their comprehensive quality, but also improve the communication between teachers and students, enhance the professional ability of the instructors, and accelerate the comprehensive development of China's teacher industry.^[4]

4.2 Highlight the Dominant Position of Students in the Classroom

Influenced by China's traditional thinking, students from all levels, from primary school to university, are passive to accept knowledge in the classroom. And constructivism puts forward the student-led thinking, based on this idea, which fully influences China's current education model reform. Therefore, in the universities and colleges, the lecturers should also explain the language knowledge and the basic theory, as well as the flexibility of designing the classroom to increase the practicality of the students' English application language. Based on this, students' creativity and enthusiasm can be fully utilized. In order to improve students' motivation for learning English language and achieve student-led practical results. And teachers can play some Chinese and foreign anime, movies, songs and other materials in the classroom according to their hobbies and interests, improve the interaction of the classroom and enrich their content; Teachers can carry out the second class. The students are small teachers, and the students' thoughts lead the whole classroom, providing students with practical foundations and displaying individual students' platforms, thus improving the students' comprehensive quality and confidence in learning.^[5]

4.3 China's Universities and Colleges Should Carry out Practical Reforms for Teaching Models

Based on the traditional Chinese education concept, teachers are dominant, and the teaching mode and educational thinking are relatively backward. The idea of constructivism

ism just broke the traditional Chinese education concepts. Therefore, the instructor should be based on the current situation. Therefore, the instructor should increase the practicality of the English language for the students based on the current situation, based on the teaching materials and changing the backward model of teaching. Students can lay a good foundation for oral communication in the future under the premise of regulating the pronunciation and intonation. Since English is the first common language in the world, fluent oral English is not only a manifestation of the individual ability of students, but also a bonus skill for entering social work in the future. Therefore, cultivating students is not only mainly about the ability to write and do, but also better to communicate and speak based on the teaching materials. The purpose of teacher teaching is to help students master the correct pronunciation and intonation of English. Let their students freely express their ideas. Do practical and effective communication, thereby deepening the construction concept.^[6]

4.4 China's Universities and Colleges Need to Establish a Sound Evaluation System

Since China's universities and colleges pay more attention to the test results, they ignore the evaluation in the learning process. The English-based language subject is a subject that is deeply combined with theory and practice. Most universities and colleges often only judge the individual ability of individual students by the test results, and such kind of evaluation is not comprehensive enough. Such a situation will only lead to the students' memorization of the content of the textbook, only to have a good score in the exam, and ignore the actual application of the English language. Therefore, a perfect evaluation system should be established in China's universities and colleges, and applied to the actual teaching, so that more than single examination paper tests, but also the daily learning status of students and the application of actual oral English, to achieve a fair and open assessment. In turn, students not only pay attention to the study of theoretical knowledge, but also pay more attention to the practice of everyday English language.^[7]

4.5 It Is Necessary to Increase Classroom Interaction in the Process of Teaching

At present, in the China's learning environment, most teachers prepare lessons before class, and then teach on the podium. Finally, students blindly accept, which makes students lack interest in learning. Based on constructivism teaching models, the establishment of fun classrooms, increasing the effective interaction between students and

students, students and teachers, can quickly improve students' interest and enthusiasm for learning. At the same time under the guiding ideology of the theory, creating a new interactive education model can greatly improve the teaching effect of English language. First of all, we can create a model of exploration in the classroom. Teachers point to the students, and they explore and communicate with themselves. They find their own inadequacies in the exploration and solve their own problems through communication with the students. Furthermore, it is reasonable to create an interactive learning atmosphere. For example, the instructor can ask typical questions at the appropriate time and let the students discuss in a group model, after the results are obtained, they can be discussed again between the groups. Get the correct answer and give it to the teacher. Let each student participate in and experience the fun.^[8]

4.6 China's Universities and Colleges Should Strengthen the Cultivation of All-round Talents

In traditional English language education, most of them focus on practicing the writing of students, while ignoring their practical application. At the same time, the instructor only focuses on the knowledge points of the exam, but does not have an important understanding of the practical skills and abilities of the English language. Based on this situation, if you want to cultivate a comprehensive talent, you must break through the previous teaching model. Universities and colleges can refer to the construction theory and highlight the students' actual knowledge exchange. And teachers can carry out effective reforms according to the content of the textbooks and the way of teaching, and even adapt the textbooks according to actual conditions, because constructivism is of great significance to China's current reform of traditional education models. If China's universities and colleges use this theory reasonably and effectively, discard the shortcomings of traditional education and change its teaching methods and models, it can effectively improve the students' comprehensive quality and professional ability. This situation is also the inevitable result of the change in China's English language teaching.^[9]

5. Conclusion

In summary, the theory of constructivism is feasible. This theory has important reference significance for China's current education model. This theory can effectively stimulate students' enthusiasm for learning and break through the situation that traditional teachers occupy the dominant position and students are passive. Therefore, China's

universities and colleges should apply the theory of construction to practical English language teaching, highlight the students' subjectivity in the classroom, strengthen the interaction of teaching in the classroom, and stimulate the creativity of students. And through the implementation of classroom activities, students can effectively stimulate the active learning effect, and enhance the cultivation of students' innovative ability and logical thinking. Based on this, students can be very interested in the English language and reduce the difficulty of the teaching content, so that the actual mastery of the English language is greatly improved, which lays a good foundation for the students' comprehensive quality and language use, and also builds confidence in their future entry into the workplace.

References

- [1] Wenjun Gao. Exploration of the Role of Constructivism Learning Theory in English Reading Teaching in Higher Vocational Colleges And Its Enlightenment[J]. *Education for Chinese After-school (Theory)*, 2019(09):107. (in Chinese)
- [2] Qiwei Yuan. College English Teaching Method under the Guidance of Constructivism Teaching Model[J]. *Overseas English*, 2019(04):150+152. (in Chinese)
- [3] Yanping Zhang. Research on the Reform of College English Majors' Phonetic Teaching from the Perspective of Constructivism[J]. *Education Forum*, 2019(02): 139-140. (in Chinese)
- [4] Li Xie. Exploring the Innovation of English Teaching Methods in Higher Vocational Education from the Perspective of Constructivism[J]. *Intelligence*, 2018(32):150. (in Chinese)
- [5] Meiling Li. Inspiration and Thinking on Constructivism Theory for College English and Linguistics Teaching[J]. *Education Modelrnization*, 2018, 5(37):129-130. (in Chinese)
- [6] Hangfan Zhou. Exploration of English Linguistics Teaching from the Perspective of Constructivism[J]. *Journal of Qiqihar Junior Teachers' College*, 2018(03):136-137. (in Chinese)
- [7] Juan Huang. Research on English Linguistics Teaching under Constructivism——Comment on “Introduction to English Linguistics”[J]. *News and Writing*, 2018(01):118. (in Chinese)
- [8] Bin Li. Research on the Reform Strategy of English Linguistics Teaching Model Under the Theory of Constructivism[J]. *Journal of Harbin Institute of Vocational Technology*, 2016(02):134-136. (in Chinese)
- [9] Zhixiong Wang, Juan Du. Research on the English Linguistics Classroom Construction Based on Constructivism[J]. *Journal of Seeking Knowledge Guide*, 2016(1):98-98. (in Chinese)



ARTICLE

Analysis on the Development Path of Contemporary English Teaching in Universities and Colleges

Shaojie Wu*

Enshi Polytechnic, Enshi, Hubei, 445000, China

ARTICLE INFO

Article history

Received: 25 July 2019

Revised: 5 August 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

University and college English

English teaching

Development path

ABSTRACT

As China's opening up to the outside world continues to increase, mastering English proficiency has become a basic requirement for Chinese citizens to move toward society and to go international. This paper focuses on the necessity of strengthening the English teaching reform in universities and colleges in China, the concept of English teaching reform and development in universities and colleges, the current problems and development path of English teaching in universities and colleges for reference.

1. Introduction

In recent years, China has made great efforts in education, and more and more foreign-funded enterprises have entered China, providing opportunities for Chinese students to find employment, therefore, more and more students are applying for English majors. In this context, it is necessary to strengthen the English teaching reform in universities and colleges, innovate teaching concepts and methods, optimize the structure of English courses, improve the evaluation mechanism of teachers, etc., improve the level of English teaching in universities and colleges, and promote the development of English teaching in universities and colleges in China.

2. The Necessity of Strengthening the English Teaching Reform in Universities and Colleges

Since the reform and opening up, especially since China's accession to the WTO, China's national economy has achieved rapid development. China's status and influence in the international are greatly improved. China's social development is very fast. For English teaching in universities and colleges, if we want to keep up with the pace of the times, cultivate more excellent English talents for China, and further promote China's international development, we need to strengthen the innovation of English teaching in universities and colleges. By strengthening the English teaching reform in universities and colleges, contemporary university and college students can master the language of English and apply it to the diplomatic en-

*Corresponding Author:

Shaojie Wu,

Enshi Polytechnic, No. 122 Xueyuan Road, Enshi, Hubei, 445000, China;

E-mail: 978756790@qq.com.

vironment. In addition, students will continue to contact and understand foreign cultures in the process of learning English, which will help university and college students adapt to foreign life more quickly after going abroad. In short, strengthening the English teaching reform in universities and colleges is not only the need of students' own development, but also the need to realize China's international development.

3. The Concept of English Teaching Reform and Development in Universities and Colleges

To carry out the English teaching reform in universities and colleges and promote the further development of English teaching in universities and colleges, we need to uphold the correct development concept. China has been offering English courses for many years, but the purpose of initially learning English is not to cultivate English talents, to promote the overall development of students, but to save the Chinese nation. Before the liberation of the Chinese nation, China experienced various wars. In the process, a group of patriotic people who studied and studied Western culture to save the motherland emerged, it can also be seen that Western culture has a great help to improve the efficiency of English learning and master English skills. Merely from a cultural point of view, economic globalization has led to two trends in the development direction of individual countries: first, the country is developing towards the overall trend of world development and pursuing synergy; second, the country continues to highlight its own characteristics and demonstrate individuality in the development process. In the past few decades, in order to obtain national liberation and enter the international market, China's development philosophy is to learn advanced science and technology from developed countries to promote the development of China's economy and gain national prosperity. In recent years, China's comprehensive national strength has been significantly enhanced, and it has a greater influence on the international stage. In the future development, we should adhere to the development concept of combining advanced technology with the highlight of the country's distinctive culture.

Therefore, English teaching in universities and colleges should promote the development of the country and improve the country's comprehensive strength as the ultimate goal of teaching, and cultivate high-quality English talents as the basic concept of teaching to promote the spread of Chinese culture, which requires that English teachers in universities and colleges should skillfully integrate Chinese culture into English teaching, so that students can better communicate the excellent culture of

the Chinese nation through English and further develop cultural exchanges.

English teachers in universities and colleges need to innovate in teaching content. The teaching objectives should be toward the goal of national development, strengthen the cultivation of university and college students' oral English expression ability and writing ability, and improve students' communication ability.

4. The Current Problems of English Teaching in Universities and Colleges

4.1 The Weakness of Teacher Resources

As mentioned above, English teaching in universities and colleges is to serve China's strength and promote China's prosperity. Therefore, teachers should have a high level of professionalism and professionalism. Teachers are the disseminators of knowledge and the guides of students. In the process of English teaching, teachers must have excellent teaching ability, however, at this stage, China's English teaching in universities and colleges is still weak in terms of teacher resources, specifically including the following two points:

4.1.1 The Quantitative Proportion of Teachers and Students in Universities and Colleges Is out of Balance

With the increase of China's international influence and the increasing frequency of foreign cooperation and exchanges, the number of students applying for English majors has increased significantly in recent years, while the number of English teachers in universities and colleges has been limited, which makes universities and colleges have to carry out large-scale class teaching, a teacher needs to face dozens or even hundreds of students. This kind of teaching mode is not conducive to teachers to understand the learning status of students in a timely manner. Students cannot solve problems in a timely manner, and it is not conducive to teachers to manage students. This imbalance quantitative proportion of teachers and students seriously affects the quality of English teaching in universities and colleges.

4.1.2 The Current Professional Level of English Teachers in Universities and Colleges Needs To Be Further Improved

Because many teachers face a large number of students, the number of things to be dealt with is relatively increased, which leads to teachers having less time to study and some colleges and universities offer fewer opportuni-

ties for learning and communication, making the professional level of teachers not effectively improved, and the teaching effect is not obvious.

4.2 Teaching Objectives and Teaching Contents Are Confused

Universities and colleges are the last link between schools and society. They are the last springboard for graduates to start their dreams. In addition, China's international influence is growing, and cooperation with foreign countries is gradually increasing, therefore, the objectives of English teaching in Universities and colleges should be to make students better in line with international standards, to broaden students' knowledge and improve their English ability through various effective teaching methods. However, the teaching objectives and teaching contents currently set by many universities and colleges are not clear and definite enough. Some universities and colleges set the teaching objectives to enhance the communication ability between students and foreigners, but add a lot of manpower and material resources to the teaching contents. The teaching contents are too rich and do not match the teaching objectives; in addition, the objectives set by universities and colleges are too long-term, but the contents of teaching are very simple. It is difficult to stimulate students' interest in learning and improve the efficiency of students' learning.

4.3 The Cohesion of Each Studying Phase Is Disjointed, the Evaluation Is Single, and the Studying & Application Are Separated

The development of the economy and the continuous deepening of international exchanges have promoted the English studying in China to a certain extent, but students of different semester have different understanding and acceptance of English, therefore, the teaching objectives and content should be combined with the characteristics of students in different sections, but the China's current English teaching in universities and colleges still has the phenomenon of disjointed teaching between studying phases.

The English teaching plan in universities and colleges emphasizes the ability to develop students' listening, speaking, reading, and writing skills. However, in the context of exam-oriented education, this educational concept is difficult to implement^[1]. Regardless of the students in every studying phase, the teaching is aimed at improving the students' academic performance. In the daily teaching, the assessment of the students is only a small class test, and the test pays more attention to the students' writing

ability, which ignores the cultivation of students' ability to listen and speak. It is not difficult to see from the evaluation mechanism that whether it is primary school or university, the main purpose of learning English is to achieve good results in the exam. In order to go to key universities, postgraduate studies, or go abroad to learn English, once the purpose of learning is not linked to interests, English is left behind. Many universities and colleges only offer English courses in the first two years, and the first year of English courses is basically the study of basic words and grammar. The second year of the English course is to properly expand cultural knowledge, but the purpose of expanding cultural knowledge is also to respond to the college students' exams for the fourth and sixth grades (CET-4, CET-6). The Teaching objective is single and lacking in advancement, which makes students lack the ability to apply English. After leaving the textbook and the exam, they don't know how to use English.

5. The Development Path of English Teaching in Universities and Colleges

5.1 Strengthen the Innovation of Teaching Ideas and Optimize the Curriculum Structure

"The National Medium- and Long-Term Education Reform and Development Program (2010-2020)" clearly states that The long-term development of education needs to "promote students' all-round development, focus on improving students' ability to serve the country, serve the people's sense of social responsibility, the innovative spirit of courage to explore and the practical ability to solve problems"^[2].

As a language subject, English major has a strong humanity, which requires English teachers in universities and colleges not only to pay attention to the cultivation of language ability in the teaching process, but also to let students understand Western culture and learn humanities knowledge, so as to enhance students' humanistic qualities and improve students' thinking logic ability. After students have the ability to think, they can better deal with the various problems encountered in life and help to promote the long-term development of students. In addition, improving students' humanistic qualities is also conducive to promoting the building of a harmonious and civilized society in China. If the formulation of English education policy is the outline, the setting of English educational institutions, the structure of English courses and the teaching methods are the details. When the outline is laid out, the details are easy to arrange, the optimization of teaching materials and teaching content has become the breakthrough of this reform^[3].

In the process of English teaching reform and innovation in universities and colleges, strengthening the curriculum structure and optimization of teaching materials is an important content, because teaching materials and courses are the basic materials for teaching. The learning effect and development direction of students are determined by teaching materials and courses. Universities and colleges should integrate humanities education into textbooks. For example, Harvard University has launched a liberal arts education course to improve students' humanistic qualities. Therefore, for China's English teaching in universities and colleges, it is appropriate to integrate Chinese teaching and spread Chinese culture to students. At this stage, the selected textbooks must emphasize the normative nature of the language and the elegance of the content (or "humanity"), which consists of classroom textbooks and extra-curricular extended reading materials. It focuses on broadening the cultural vision, learning logical thinking, and cultivating speculative ability. For the first-year university and college students, you can set up a language-based course. First, students should improve their language norms by touching humanities knowledge, so that students can develop good language habits and build basic humanistic ideas; for the second year of university and college students, a writing course can be established to further enhance the students' humanistic qualities by training students' thinking; for the third year of university and college students, elective courses (required or optional) can be offered to offer modern grammar, English history, translation applications, literary classics, world civilization, academic writing (understand the main academic writing standards such as MLA, APA, Chicago, etc.^[4], which allows them to learn to use the network, the library to find academic resources), linguistics (including English and Chinese, through the comparative study to find the commonalities and differences of language) and other courses, while strengthening the humanities literacy while further developing language skills.

5.2 Update Teaching Equipment and Improve Teaching Methods

The traditional English teaching mode is that the teacher, as the protagonist of the class, conducts "cramming teaching". The teaching equipment used is multimedia, and only uses multimedia to display the words and paragraphs of the English to the students, and to play the audio dialogues in the textbooks to the students. This kind of teaching method is very boring, which is difficult to stimulate students' interest in learning. In addition, the large number of students has increased the difficulty of popularizing teaching equipment. Therefore, schools should add teach-

ing equipment, component voice classrooms, and expand the use of advanced equipment teaching equipment.

Although the teaching textbooks of the same school are the same, the teaching methods are not single. Different teachers can adopt different teaching methods according to the actual characteristics of students to meet the learning needs of students and improve the enthusiasm of students. In English education of universities and colleges, the vocabulary mastered by students is basically around 4,000, which can meet the needs of communication, and it takes more effort in grammar learning and culture and art. Teachers can encourage students to watch more European and American film and television dramas under the class, or organize students to conduct situational exercises in the classroom, so that students can master English knowledge and ability in the process of participation.

5.3 Improve the Teacher Evaluation Mechanism

In the university and college English education classroom, the number of students is large, and teachers cannot take care of the performance of each student. Therefore, the most direct and effective evaluation mechanism is assessment. The traditional assessment method is mainly to assess the excellence of students through examinations. The higher the test papers, the better the students are. The evaluation mechanism is very lacking. In today's educational environment, English teachers in universities and colleges should innovate evaluation methods, taking into account the students' classroom performance, the completion of homework, and the extent of progress in the learning process. In addition, we must pay attention to students' understanding of English phonetic symbols and grammar while paying attention to students' emotional attitudes in English culture.

5.4 Strengthen the Training of Teachers and Introduce Excellent English Talents

Teachers are the core of education reform, and the status of teachers cannot be ignored. From the perspective of teachers themselves, they should further enhance their sense of crisis, and continue to actively learn professional knowledge and improve their professional level and teaching level. At the same time, teachers need to constantly reflect on the teaching process and teaching results, timely discover their own shortcomings and make corrections. In addition, teachers need to strengthen exchanges, learn from each other and make progress together; from the perspective of the school, schools should provide teachers with training opportunities, encourage teachers to learn from other institutions, and enhance their professional

ability and comprehensive quality.

In the face of the shortage of teachers' resources, only by increasing the number of teachers can we better solve the problem of the disproportionate ratio of teachers and students, which requires the school to actively introduce excellent English talents. In the selection of teachers, it is necessary not only to examine the English level of teachers, but also to examine the professional qualities and humanistic qualities of teachers, and to conduct double selection from the perspective of knowledge and morality. Great learning makes a teacher; moral integrity makes a model, this is the character of the English teachers in universities and colleges.

5.5 English Teachers Should Enhance Their Sense of Time Management

The teacher's management of teaching time is first of all the teacher's understanding of time management^[5]. In fact, each teacher manages time to varying degrees and forms his own time management tendency. However, in real life, many teachers do not have scientific and reasonable management of their teaching time, and they are more spontaneous and scattered in the application of time, resulting in a lot of time being wasted. Teachers' awareness of management is to require scientific planning of the use of time, and to achieve time-sharing with purpose and method to improve work efficiency. English teachers in universities and colleges should clearly recognize that effective time management is a basic quality that a successful teacher should have. Learning time management and using time effectively can effectively improve the efficiency of teachers' teaching and work and enhance their professional confidence. In addition, the reasonable management time of teachers can also improve the learning efficiency of students to a certain extent, and have a corresponding impact on students, so that students can develop good ability and habits of distribution and use of time.

6. Conclusion

In summary, today's college English teaching needs to be further developed to train more and better talents for Chinese society. It is necessary to reform and innovate the current teaching mode, teaching system, teaching methods, etc., so as to improve teaching efficiency, promote the development of Chinese college English teaching, and promote the progress of China's educational undertakings.

References

- [1] Yan Wang, Hongwei Ding. Research on College English Teaching Reform and Teacher Development Path——Comment on “College English Teaching Reform and Teacher Development Research and Exploration”[J]. *Contemporary Educational Science*, 2016(16):2. (in Chinese)
- [2] Meirui Shi. Research on the Reform and Implementation of College English Teaching in the New Situation[J]. *Journal of Jilin Teachers Institute of Engineering and Technology*, 2018, 34(01):53-55. (in Chinese)
- [3] Yan Zhang. Exploration and Innovation of College English Teaching Reform in the Age of “Internet +”——Taking English Reading and Writing Teaching as an Example[J]. *English Square*, 2018(07):89-90. (in Chinese)
- [4] Pengjie Zhao. Analysis on the Development Path of English Teachers' Teaching Ability in Applied Undergraduate University——Taking Guilin Tourism College as an Example[J]. *Data of Culture and Education*, 2017(20):214-215+220. (in Chinese)
- [5] Yinghao Jin. Research on College English Classroom Teaching under the Dynamic System Theory Framework[D]. Northeast Petroleum University, 2016. (in Chinese)



ARTICLE

Strategies of Ideological and Political Education Transformation for Vocational College Students in the Internet Micromedia Era

Bin Yang*

Ningxia Polytechnic, Yinchuan, Ningxia, 750021, China

ARTICLE INFO

Article history

Received: 29 August 2019

Revised: 16 September 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

Micromedia era

Ideological and political education in vocational colleges

Strategy

ABSTRACT

Due to the continuous development of science and technology, China has stepped into the stage of rapid development of network information technology. Internet technology products come out in an unending flow, such as tablets and mobile phones, which are representative. In order to meet the needs of economic and social development, “micromedia” has become the mainstream of current social development, including: QQ, WeChat, Tik Tok and Weibo, which have become indispensable platforms for people to get information and communicate with each other in daily life. We have ushered in the “micromedia era”. On the one hand, it has injected new impetus into China’s social economy; on the other hand, it has opened up a new horizon for China’s education. The focus and difficulty of this paper is how to effectively combine the teaching ideas of vocational colleges with “micromedia” and elaborate its transformation strategy and policy.

1. Introduction

“Micromedia” has become the mainstream of current social development, including QQ, WeChat, Tik Tok and Weibo, which has become an indispensable platform for people to acquire information and communicate with each other in daily life. Meanwhile, people’s “values”, that are, world outlook, philosophy of life and values, have subtly influenced by it, especially the young students. In the micromedia environment, the education of vocational colleges presents a new development trend: broadening students’ knowledge and insights, widening knowledge channels, improving students’ information, and enjoying the convenience brought by micromedia to society. In addition, it also brings new challenges and requirements^[1] to the ideological and political education.

nience brought by micromedia to society. In addition, it also brings new challenges and requirements^[1] to the ideological and political education.

2. The Impact of “Micromedia Era” on Ideological and Political Education Teaching of Vocational College Students

2.1 With Poor Self-control Ability, Vocational College Students Generally Spend Most of Their Time on the Internet, Which Seriously Affects Their Learning

Facing with the convenience and joy of massive network information and micromedia communication, they know

*Corresponding Author:

Yang Bin,

Born in Pingluo County, Ningxia in 1963, who is a senior lecturer, engaged in the study of ideological and political education, philosophy and social sciences;

Correspondence address: Ningxia Vocational Education Park, Wencui Road, Xixia District, Yinchuan, Ningxia, 750021, China;

E-mail: 652099570@qq.com.

the world from fragmented contents. Thinking roughly and pursuing interest make it difficult to identify which is good for themselves and which is harmful. Some students even indulge in online chatting and playing games all day long. In the long run, they will become increasingly impetuous, seriously affecting their daily life and learning, and to a certain extent, reducing the quality of teaching^[2].

2.2 Currently, the Mainstream Core Values of Our Country Are Threatened by the Relatively Developed Economic and Social Information and Diversified Ideas

The Internet is characterized by: Openness, super-traffic and anonymity, whenever and wherever possible, are leading to students being invaded by various of bad information. Under the impact of diversification, the status of our mainstream core values seriously threatens. Moreover, the diversification and convenience of the “micromedia” and the emergence and spread of various micro-platforms make further de-centralization of public opinion dissemination. Using multimedia to disseminate core values in class will affect students’ traditional education mode^[3].

2.3 The Rapid Development of Micromedia has Brought New Challenges and Requirements to Traditional Quality Education Ideas, Contents and Forms^[4]

Under the traditional and backward teaching conditions in our country, in the process of imparting ideological and political education, students always accept it passively. Teachers’ compulsory inculcation and transmission forms fixed mode from top to bottom, which often neglects students’ voluntariness and initiative. What’s more, teachers often adopt fixed education methods in ideological and political education, which lack innovation and diversity, due to the limited teaching carriers. In the era of micromedia, with a large amount of information, various ways and inventive forms, these new changes stimulate students’ subjective consciousness, diverse interests and aspirations, which require new educational models, concepts and methods to be developed.

2.4 The Authority of Political Information Is Challenged

As the fast speed of network transmission, it is very convenient for people to access to information. Compared with traditional media, it lacks of information auditing, so people in daily life will receive numerous fake news. These will eventually become the public opinion after recklessly forwarding. According to the statistics of rele-

vant departments, social stability can be seriously affected by rumors. Its large-scale spread may cause public panic and endanger social stability. In this case, the government needs to stand up in time to dispel them. Or once social public opinion is formed, it is difficult to eliminate them fundamentally later. Under the condition of imperfect network political ecology, some netizens are biased against the information released by the government, thinking that the rumor-breaking information released by the government is for the sake of remaining social stability, and doubting its authenticity, which reduces the government’s credibility^[5] to a certain extent.

2.5 Uncertainty of Public Opinions Orientation^[6]

There is no unified norm of Internet speech in China. In addition, because of rapid dissemination and the convenience of forwarding, the situation filled with fake news is exacerbated partly. At the same time, many netizens are unable to clear up and identify whether it is false or true, resulting in the deviation of network public opinions and affecting the network political ecological environment. The situation lacking of opinion leaders in real life applies equally to cyberspace. For example, “Big Vs” in Weibo have many fans, whose comments and opinions will be forwarded largely. Some of them will firstly forward and comment on hot issues only to enhance their attention and amount of fans. These actions, lacked of identification of hot events, are easy to confuse netizens and mislead them.

3. Strategies of Ideological and Political Education Transformation for Vocational College Students

3.1 Making Innovation of Ideological and Political Education and Improving Teachers’ Application Skills in Using New Media^[7]

Vocational colleges should accurately grasp and make use of the characteristics of information dissemination in the era of micromedia. The ideological and political education in schools should focus on the educational goal of “people-oriented, morality-building”, keep pace with the times, and actively develop a new teaching model centered on students and led by teachers. We should actively explore new ways and methods, discover students’ ideological problems in time and carry out targeted measures. Teachers should improve their own quality of media information, master new media application technology, and become versatile in the flexible use of new media such as Weibo and WeChat. A new media center for students’ ideological and political education should be established.

Schools should effectively guide and monitor the micro-media by improving the affinity and attractiveness of ideological and political education, to enable young students to accept its edification.

3.2 Strengthening the Supervision of Micromedia and Cleaning up the Cyberspace

Communication on the Internet has become a popular way of life for young people, and has become the most important channel for them to obtain information. Therefore, in the era of “micromedia”, we must use technology and law to strengthen “media supervision” to prevent and control the spread of various wrong social ideas and reactionary information. Without the supervision, all kinds of sources are unknown and people will be surrounded by fragmented information and fake news, causing immeasurable harm to young people. First of all, the relevant departments should increase the research and application of network technology, create a healthy and good network space for ideological education of young students, and safeguard their interests. Secondly, we should provide technical support and services for youth ideological education by collecting and analyzing the big data. For example, in 2017, during the Nineteenth National Congress of the CPC, relevant departments analyzed netizens’ search contents through big data technology to judge their attention to reform policies, providing data support and other services in their researches and decision-making, and inserting “wings of the net” into the theoretical publicity work.

3.3 Strengthening the Construction of Micromedia Network Culture Position in Ideological and Political Education

Vocational colleges should attach great importance to the construction of ideological and political education network platform, grasp the direction, open the network platform, and establish its status. With the help of micro-media communication, we should pay attention to the things attracting them, adhere to Xi Jinping’s social thought with Chinese characteristics in the new era, highlight the theme of socialist core values education, and present the content of ideological and political education in a short, flexible and popular way. At the same time, we should strengthen the construction of the mainstream cultural status of micro-media, combine traditional Chinese culture with the content of mainstream ideological education, and enhance the discourse power and expressiveness of Marxist ideology.

3.4 Making Interaction to Give Full Play to the Role of Ideological and Political Education

We should mobilize the whole school to participate in students’ ideological and political education. All the leaders, head teachers, graduate advisors, teachers of ideological and political courses, and staff of student management should actively set up Official Accounts about outstanding personalities in WeChat and Weibo, make sure theme plates, and regularly issue positive energy to disseminate “mainstream publicity topics”, such as Xi Jinping’s socialist thought with Chinese characteristics in the new era, the core values of Chinese socialism, people listed in *Touching China*, and learning materials, pictures and videos that embody Chinese spirit, to seize the micro-position with positive voice and advanced culture. In addition, campus-related “WeChat, Weibo groups”, such as class groups, internship graduate groups, cadres groups, Party and League members groups, etc. should be set up. We could also establish network situational “workshops” to interact with students purposefully and enhance their sense of belonging^[8].

3.5 Carefully Implementing the New Development Concept of Open-minded and Mutual-share and Building a New Pattern of Educating People: “All Members, All Processes and All Aspects”

On the one hand, we should realize the ideological and political education pattern in which vocational colleges, social organizations and families complete and coordinate mutually. For example, the school student management department can establish “school-family interconnection groups” such as parent contacting groups, class groups and community activity groups with the head teacher as the group leader; local education departments, Communist Youth League organizations, schools can establish “social-school interconnection groups” and so on, to achieve all-round and comprehensive education, forming a joint force of ideological and political education. On the other hand, we should establish the network resource center of ideological and political education, make full use of the characteristics of convenient, fast and wide dissemination of network media and expand services’ scope, so that students can get the information they need always and everywhere, and participate in learning and discussion; and be sure to strengthen the supervision of network media to form a healthy, harmonious, safe and civilized platform for network ideological and political education^[9].

3.6 Insisting on the Organic Combination of “Theory and Practice” and “Online and Offline”

(1) The researches on the effectiveness of ideological and political education and its teaching effect should be im-

proved; and institutionalization and scientific development of ideological and political education should be promoted actively. While imparting knowledge, we should carry out in-depth practical education activities and innovate practical methods so as to enable students to understand and improve their ideological and political literacy in specific social practice. It is necessary to organize activities to museums, science and technology museums, homes for the aged, cemeteries of revolutionary martyrs, communities and other moral, educational practice bases and places so that they can experience in operations and grow in practice.

(2) In the process of “online” and “offline” education, we should fully protect the students’ enthusiasm to participate, and establish two-way interactive communication with them equally. Teachers should abandon the old self-centered infusing knowledge education model, and pay attention to their communication ways. Schools should keep abreast of students’ ideological trends at any time. When public opinion emergencies occur, they should publish information in time to prevent rumors from spreading through micromedia. Besides, educators should actively guide students to enhance self-discipline awareness of the network, remind them of managing their own micromedia information platform well and paying attention to telling from micromedia information, to constantly enhance the “immune ability”.

4. Conclusion

In brief, only ideological and political education make use of the influence of Internet micromedia communication, keep a good micro-position, gather micro-forces and form micro-effects, can students establish correct outlook on life and values in the use of micromedia platform for communication, and gradually integrate socialist core values into their study and life, making ideological and political work always maintain its momentum and call of the times.

References

- [1] Chairman Jinping Xi emphasized at the National Education Conference that: Adhere to the Road of Socialist Education with Chinese Characteristics and Train Socialist Builders and Successors with All around Development of Moral, Intellectual, Physical, Aesthetics and Labour Education [N]. *People’s Daily*, 2018-09-11 (1).
- [2] Wenqi Mou, A Preliminary Study on the Construction of University Student Management Platform in the “Micro-era” Environment [J]. *Journalism Communication*, 2015 (02).
- [3] Jie Zhang, Research on Innovation of Student Management in Higher Vocational Colleges under the Background of Micro-era [J]. *Culture Journal*, 2015 (03).
- [4] Huang Huang, Management Innovation of Vocational College Students under Weibo Mode [J]. *Forum on Contemporary Education*, 2015 (03).
- [5] Wei Yang, Lin Liu, Mengmeng Guo, Research on the Innovation of College Students’ Work Model under the Information Environment [J]. *Technology Wind*, 2015 (04).
- [6] Shuwen Jin, Research on Innovation of Ideological and Political Education System in Colleges and Universities under the Background of New Media, *Yangtze River Series*, 2018.
- [7] Jiaojiao Zhang, Suggestion on the Construction of Campus Network Culture in Colleges and Universities, *Journal of Fujian Institute of Socialism*, 2010.
- [8] Haizhou Wang, The Impact and Countermeasures of the New Media Era on College Students’ Ideology, *Journal of Jilin Radio and TV University*, 2016.
- [9] Wenxue Zhang, Tang Zheng, The Characteristics and Development Trend of the Subject-Object Relations of Ideological and Political Education in the New Media Environment, *University Education*, 2017.



ARTICLE

Construction and Management of Micro-service Platform of Libraries in Universities and Colleges under the Circumstance of We-media

Guojun Yu*

Xiangyang Vocational and Technical College, Xiangyang, Hubei, 441050, China

ARTICLE INFO

Article history

Received: 5 September 2019

Revised: 17 September 2019

Accepted: 9 October 2019

Published Online: 16 October 19

Keywords:

We-media

Libraries in universities and colleges

Micro-service platform

ABSTRACT

This paper focuses on the in-depth study of construction and management of micro-service platform of libraries in universities and colleges under the circumstance of we-media, which mainly elaborates several optimization measures through the problems existing in the construction of micro-service platform of university libraries, for example, enriching the content of micro-service platform, continuously improving the interactivity in the construction of micro-service platform, increasing publicity and improving the level of technical management, etc., thereby promoting the smooth construction of micro-service platform of libraries in universities and colleges, constantly improving the service level and ability of libraries in universities and colleges, and obtaining high satisfaction from readers.

1. Introduction

After the emergence of we-media era, WeChat (MicroMessage), MicroBlog, and MicroVideo have been widely used, which have become indispensable tools in people's daily life, and people's learning and lifestyle have undergone earth-shaking changes. Under the influence of various APPs on the mobile terminal, there are more advantages such as convenience and promptness in information push and acquisition. However, under the influence of some restrictive factors, some libraries in universities and colleges have not attached great importance to the development of we-media; therefore, the micro-services and micro-platform construction are still in a relatively lagging stage. Based on this, libraries in universities and colleges must constantly innovate service methods

to meet the needs of readers to the greatest extent, and implement the micro-services and micro-service platform construction to provide a broader development space for libraries in universities and colleges.

2. Analysis of the Feasibility Factors of the Construction of Micro-service Platform of Libraries in Universities and Colleges under the Circumstance of We-media

Under the influence of China's "Internet +" strategy, the development speed of mobile technology is extremely rapid, and the popularity of smart terminals has also risen to a new height. The development and application of various APPs has brought great convenience to readers' learning and life. Therefore, libraries in universities and colleges

*Corresponding Author:

Guojun Yu,

Xiangyang Vocational and Technical College, No. 18 Longzhong Road, Xiangcheng District, Xiangyang, Hubei, 441050, China;

E-mail: 425855126@qq.com.

must be paid great attention, which should constantly innovate service models and service content, strengthen the construction of micro-service platform, and maximize the satisfaction of readers' needs, among which provide readers with personalized services, reflecting the service tenet of "people-oriented".^[1]

At the same time, libraries in universities and colleges should further optimize and integrate the corresponding literature resources, such as mobile library, WeChat official accounts, MicroBlog, and MicroVideo, etc., so as to realize the "one-stop search service" to create convenient conditions, adapt to the changing trend of readers' needs, and upgrade own service capabilities and levels. In addition, with the construction of the micro-service platform, as an important basic data platform, it is also an important measure to build a smart campus to better solve the problem of information isolated island.

3. The Shortcomings in the Construction of Micro-service Platform of Libraries in Universities and Colleges under the Circumstance of We-media

3.1 The Content of the Micro-service Platform Is Relatively Simple

At this stage, some libraries in universities and colleges only provide micro- newspapers, micro-videos and other services in the construction of micro-service platform. There is a great difference between the content of columns, and the need for featured service content has not been met, which is difficult to meet the needs of readers to a certain extent, and is not conducive to the smooth construction of micro-service platform of libraries in universities and colleges.

3.2 A Serious Lack of Good Interactivity

In the construction of the micro-service platform of libraries in universities and colleges, although there are many columns such as resource recommendation, notice announcement, etc., the column lacks good interaction. At the same time, although some libraries in universities and colleges have set up automatic message replying functions, they only respond and reply according to mechanically combined keywords,^[2] whose role of interaction and communication is not reflected.

3.3 Less Communication Channels

At this stage, some readers have not fully understood the construction situation of micro-service platform of libraries in universities and colleges. The reason for this

phenomenon is mainly due to the lack of micro-service communication channels. In the process of publicity, only the form of the campus display board is used, and the publicity effect is difficult to guarantee. Although the micro-service platform provides great convenience for readers' inquiry and borrowing services, due to the lack of publicity, some readers still go to the library to inquire and borrow books.

3.4 The Level of Technical Management Needs to Be Improved

For the micro-service platform of libraries in universities and colleges, it has the duties of public service, book information push, etc. As everyone knows, the micro-service platform of libraries in universities and colleges belongs to a new service model. The level of technical management is relatively low, and some staff members have to improve their professional level of information technology and lack good problem-solving skills. Moreover, in the page design, there are only a few pictures, while voice and video technologies have not been integrated, which is difficult to fully exert the readers' reading interest, thereby hindering the construction of the micro-service platform of libraries in universities and colleges.

4. Measures for Improvement in the Construction of Micro-service Platform of Libraries in Universities and Colleges under the Circumstance of We-media

4.1 Enrich the Content of Micro-service Platform

For the micro-service platform, it is an important component of the construction of the smart library. It must be combined with the actual needs of the readers to emphasize the highlights, strengthen the application of multiple service methods, and build a characteristic micro-service platform. The framework diagram of the micro-service platform of libraries in universities and colleges is shown in Figure 1.

In terms of construction content, it mainly includes basic business, core business and third-party business, specifically: The first is the basic business. In the basic business, it is open to all readers, so that readers can view the basic business in real time, whose information content mainly includes library overview, rules and regulations, news information and so on; the second is the core business. The core business content, including one-stop electronic resource search and download, seat reservation and online consultation, and has been widely used in reader community,^[3] which is an important way and method to

improve the attention and use of micro-services; the last is the third-party business, which has a great impact on the reader's learning and life and is one of the important aids. Generally speaking, third-party services are mostly off-campus resources, mainly including remote databases and CNKI Reader. These services, driven by remote access, can make access unobstructed.

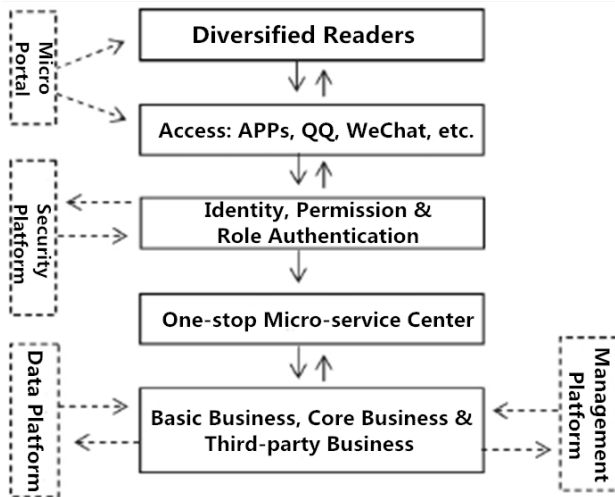


Figure 1. The framework diagram of the micro-service platform of libraries in universities and colleges

4.2 Continuously Improve the Interactivity in the Construction of Micro-service Platform

(1) After a large number of readers focus on the micro-service platform, it is necessary to strengthen the management of the micro-service platform. Moreover, much attention must be paid to the interactive usage experience to continuously improve the user adhesion of the micro-service platform of libraries in universities and colleges, and obtain higher satisfaction from the readers, and then improve the interaction in the construction of the micro-service platform.

For example, taking the Tsinghua University Library as an example, the library developed a binding interaction module in the public platform. Readers can use the constraint query instructions to obtain information such as library phone calls, lectures, personal borrowings, and popular academic literatures.

(2) After the new push article is issued, the manager should promptly reply to the background to check the article readings and comments, and strengthen communication and interaction with readers. On this basis, regular questionnaire survey activities will also be conducted to clarify the service orientation of the micro-service platform and ensure readers' good reading interest.

4.3 Increase Publicity

In the process of construction of micro-service platform of libraries in universities and colleges, good publicity and promotion are crucial. Firstly, the QR code of the public platform can be placed on the relevant website or webpage; secondly, the QR code can also be posted on the electronic screen and reading seats of the library; finally, in the library-related training and lectures, the corresponding promotion and recommendation can also be carried out. It is necessary to put the promotion of the construction of the micro-service platform of libraries in universities and colleges into place,^[4] in this way, more readers can be attracted to pay attention to it, and then the influence and popularity of the micro-service platform will be enhanced.

In addition, libraries in universities and colleges should also strengthen their specialized services and regularly carry out a series of special activities, such as reader interactions and lectures, which are pushed to readers in detail and guide readers to actively participate in these activities and this is also of great help to the promotion of the micro-service platform of libraries in universities.

4.4 Improve the Level of Technical Management

In the construction of micro-service platform of libraries in universities and colleges, the technical level is also one of the important construction contents, therefore, it is necessary to strengthen the application of modern technology, add books and information promotion content, and integrate interesting elements such as sound, video and animation to form an integrated dynamic picture, which will attract readers' attention. Generally speaking, libraries in universities and colleges have the characteristics of wide sources of information resources and rich content, so readers need to waste more time in the selection process, which has an impact on readers' reading enthusiasm to a certain extent, and the push effect is difficult to guarantee. Therefore, libraries must reasonably classify and integrate book resources, strengthen the construction of network navigation systems, and guide readers to select the information resources they need. Under the guidance of the windows, the reader can directly input the keywords to obtain the required information resources.

In addition, in the consulting service, it is necessary to strengthen the application of data mining technology, and by collecting and investigating the reader information, the reader's requirements can be understood, so as to determine the most suitable push content, and constantly improve the level of personalized service of libraries in universities and colleges, and obtain high recognition

from readers.

5. Conclusion

In summary, under the circumstance of we-media, it is of vital importance to strengthen the construction of micro-service platform of libraries in universities and colleges, to promote the construction of libraries in universities and colleges to a new height and depth, and to bring a new experience to the learning and life for readers in universities and colleges.

References

- [1] Jun Zhang, Lingshuang Liu, Jianan Liu. Investigation and analysis of MicroBlog service for libraries in universities and colleges in Beijing[J]. *Electronic Commerce*, 2017(12):95-96. (in Chinese)
- [2] Yujie Zhao, Wenbin Yao, Yuejian Yang, Yang Cui. Research on the optimization strategy of information push service of libraries in universities and colleges under the background of micro-communication era[J]. *The Guide of Science & Education*, 2017(12):178-179. (in Chinese)
- [3] Meitao Liu, Wenbin Liu. Research on the construction of a micro-innovation model of subject service based on user experience[J]. *Researches in Library Science*, 2017(20):67-71. (in Chinese)
- [4] Meng Wang, Yiluan Li, Yong Zhang. Research on the new system and service model of university and college library subject resources under the mobile environment[J]. *Researches in Library Science*, 2017(18):51-55. (in Chinese)



REVIEW

On the Development of Teachers' Competence in Local Open Universities under the Impact of MOOCs

Xiaohua Peng*

Dongguan Open University, Dongguan, Guangdong, 523000, China

ARTICLE INFO

Article history

Received: 8 April 2019

Revised: 13 May 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

Competence

MOOCs

Local Open University

ABSTRACT

With the rapid development of network technology and digital construction, the era of "Internet +" has come, and "MOOCs" has brought a new revolution to education circles. The Open University, which takes modern distance education as its basic education model, has put forward higher requirements for its teachers' competence. This paper analyzes the difficulties of teachers' competence under the impact of "Internet +" in order to improve the development of teachers' competence in local Open University.

1. Introduction

In the "Internet +" era, the curtain of MOOCs has been opened in China. MOOCs are Massive Online Open Courses, which are available to anyone in the world. MOOCs can meet the diversified needs of learners. Many colleges and universities have offered MOOCs.

As the main mode of modern distance education, Radio and TV University, which is now renamed Open University, needs to use modern advanced network technology to create high-quality digital learning resources, and provide a better network learning environment and learning platform. Teachers are required to provide abundant teaching

modes to meet students' needs. With the introduction of MOOCs in major universities in China, local open universities now face not only an impact, but also an opportunity. The new teaching mode puts forward new and higher requirements for teachers of local universities. It has changed the traditional idea that teachers should only teach face to face. Teachers of local universities should have solid professional knowledge. In addition, they also need to master the technical ability of modern distance education, innovative teaching design and organizational ability, and innovative ability of teaching methods. In order to better adapt to the era of MOOCs, local open universities need to reorganize teaching content and establish

*Corresponding Author:

Xiaohua Peng,

born in October, 1982, Lecturer;

Correspondence address: Dongguan Open University, No. 157 Canal East Road, Guancheng District, Dongguan, Guangdong, 523000, China;

E-mail: 495236086@qq.com.

Fund Project:

Guangdong Open and Distance Education Research Fund Project: Research on Human Resource Management of Open University Teachers Based on Competency in the Era of "Internet +"—Taking Dongguan Open University as an Example (Project No.: YJ1705).

equal and harmonious teacher-student relationship. Therefore, based on the theory of teachers' competence, this paper analyses the development of teachers' competence in local open universities under the impact of MOOCs. The improvement of teachers' competence in local open universities will help to improve the development and teaching quality of MOOCs, and promote the innovation of teaching mode, teaching methods and teaching means in distance education, and promote the professional development of teachers in open universities.

2. Theoretical Basis

2.1 The Concept of Competence

The term "competency" comes from the ancient Roman era and mainly refers to the attribute of "a good Roman soldier". At the end of the 19th century and the beginning of the 20th century, Taylor, the father of scientific management, put forward "time-action research" and "management competency movement", which became the beginning of competency research.^[1] Mc Lagan (1990) pointed out that competence is an individual's comprehensive ability to achieve excellent results.^[2] At present, there is no uniform definition of competency in academic circles. Zhengdong Wang (2008) studied the competency structure of teachers in distance education institutions through behavioral event interviews. He believed that the competency of teachers in distance education institutions includes three aspects: technical skills, human skills and instructional design skills.^[3] But Honglan Luo from the former Central Radio and Television University, which is now the Open University of Chian, put forward that the success of distance education teachers mainly includes: Professional knowledge (professional knowledge preparation, teaching process, after-school counseling, evaluation and support), professional character (self-confidence, enterprising and challenge, responsibility, professional enthusiasm), social adaptability (communication, cooperation, organization and management) and vocational skills (information ability, professional and technical ability).^[4]

2.2 The Connotation and Characteristics of MOOCs

MOOCs generally refer to large-scale open online courses. MOOCs has the characteristics of openness, large-scale, autonomy, diversity and high-quality. It is a new teaching form. Teachers are no longer simply speaking to students in the classroom, but they can play at random. This kind of open online course puts forward higher requirements for teachers, and offers the teaching content to students by recording video lessons. Facing the camera, teachers are facing great challenges in teaching content, teaching form

and teaching language. Needless to say, the operation and mastery of modern information technology should be constantly studied. Due to limited funds or resources, teachers of local open universities can be said to be writers, directors, actors and producers.

3. The Dilemma of the Development of Teachers' Competence in Local Open Universities under the Impact of MOOCs

Under the background of MOOCs, how can teachers be better qualified to teach? This question asks more for teachers' competence.

3.1 The Enthusiasm of Teachers' Work Needs to be Improved and Their Ideas Outdated

MOOCs are to show the content of learning to the students through videos. It is required that teachers should mobilize students' enthusiasm and make them acquire knowledge in a short time. Teachers spend a lot of energy and time on teacher-student interaction, PPT design and micro-video presentation. And students are the main body. Teachers should provide timely service to answer their questions and solve their puzzles. For teachers of local open universities, some are accustomed to the traditional three-foot platform, explaining the textbooks. Many teachers are frustrated in their work. And they are unwilling to accept the form of MOOCs. The competence of teachers' professional character in local open universities needs to be strengthened.

3.2 The Application Ability of Modern Information Technology Needs to be Improved

MOOCs itself is based on the network environment. To solve the problem how to more effectively disseminate knowledge in the network environment, teachers of local open universities must have certain ability to use information technology. The application of modern information technology has become a basic skill for teachers in local open universities. From the production of PPT to the production of micro-video and micro-audio, as well as the interaction with students through internet, all of these are inseparable from the application of modern information technology. As for local open universities, their practice of distance education is relatively short, the faculty is insufficient, and the daily affairs are too many. It is very difficult for teachers from local open universities to adapt themselves to the modern teaching of MOOCs. Due to the limitation of local open universities' own resources, teachers should personally do all aspects of the implementation of the course. For example, teachers should not only be able

to record video, teach face-to-face and offer online counseling, but also know how to direct and produce, which is a great challenge for teachers.

3.3 The Ability of Network Teaching Needs to be Improved

In the era of “Internet +”, MOOCs are very different from those of traditional face-to-face teaching. From the formation of curriculum resources, the production of micro-lessons, the specific operation of the implementation of MOOCs, pre-class preparation, interaction with students in class and after-class counseling all test teachers’ online teaching ability. For the teachers of local open universities, from the traditional face-to-face teaching to face teaching and network teaching, it is very difficult for them to implement MOOCs teaching on their own, due to the lack of experience, limited resources. Thus their ability of online teaching needs to be further improved.

3.4 Management System Does Not Adapt to Modern Development

In the era of “Internet +”, teaching mode of teachers in local open universities has changed to some extent. Teachers are required to adapt to distance education in which the main form of teaching is coursework. From the preparation of lessons, the form of lessons and the guidance after class, it is different from the traditional teaching mode. Inevitably, the original management model of school teachers also needs to be reformed. Especially in the aspect of human resource management of teachers, there are many contents that need to be reformed. For the planning of teachers’ human resources in local open universities, the original human resources planning can no longer meet the new situation of modern distance education. Teachers’ competencies have changed. Human resource planning should also be adjusted accordingly. In terms of teacher training, the traditional teacher training can no longer adapt to the work content of modern local open universities. There is a need to add new training content that meets the development needs of distance education. In terms of performance appraisal, nor can the calculation of teachers’ workload be the same as that of traditional face-to-face classes. In the era of “Internet +”, teachers’ class hours cannot be simply counted as the last few classes. It also includes a large number of resources construction, online student counseling, online follow-up after class, etc. In the aspect of performance appraisal, we should try our best to conform to the work content of teachers in modern local open universities.

4. Strategies for the Development of Teachers’ Competence in Local Open Universities

Although the arrival of MOOCs has a certain impact on teachers of local open universities, it can also promote teachers to improve their self-competence. Facing the predicament of the development of victorious force under the impact of MOOCs, the following countermeasures can be taken.

4.1 Maintaining Work Enthusiasm and Changing Teaching Concepts

Local open universities are faced with students who are on-the-job learners, and students’ learning time is more scattered. Teachers in open universities should set up the concept of lifelong learning, keep working enthusiasm, constantly learn new things and knowledge, set an example for students and create an atmosphere of lifelong learning. In order to further improve the competence of teachers in professional character, adapt to the teaching of “Internet +” era, the management of local open universities should embody the concept of human-based management and give teachers a voice in teaching and scientific research.^[5] Local open universities should arrange the path of teachers’ career promotion and provide financial support so that teachers’ work enthusiasm is strengthened. The current teaching in local open universities is mainly focused on training-like lectures, such as a course that covers a lot of content a day. The learning form of MOOCs directly tests the teaching design, the arrangement of teaching content and the teaching form of local open university. MOOCs are based on student-centered learning form, and students can learn MOOCs anytime and anywhere. Teachers in local open universities must face such a new situation, change their previous teaching concepts, consciously change themselves and keep pace with the times, and improve self-competence in professional character in the modern information age.

4.2 Enhancing the Application Ability of Information Technology

Under the impact of MOOCs, teachers’ success requires that teachers should first improve themselves. Teachers in local open universities should constantly improve their ability to learn information technology. Teachers can consciously learn new information technology knowledge through books and networks. Teachers can also learn by doing micro lessons on their own. Ask colleagues and professionals for advice when facing problems. Keep a positive and humble attitude. Don’t be afraid to ask ques-

tions. In the face of new things and new technologies, teachers have to learn to master them. And also teachers can establish a learning, which can give full play to member's respective advantages. For example, the design of a course and the construction of resources, several teachers can set up a team to study and work in groups. Improve the competence of teachers in local open universities in terms of social adaptability (communication, cooperation, organization and management).

Schools should regularly arrange training in the use of information technology. The forms of training can be diversified. It can be a professional computer teacher who trains ordinary teachers in the use of information technology. It can be an experienced teacher who introduces the experience of making micro lessons. We can also regularly study the use of information technology outside school, expert lectures, practice visits and other forms. In short, schools should use all available resources to provide teachers with various training in the use of modern information technology, enhance their ability to use information technology, and improve the competence of teachers in local open universities in terms of vocational skills (information ability, professional technical ability).

4.3 Training Teachers' Network Teaching Ability

It is an urgent task for local open universities to cultivate and improve teachers' online teaching ability. In the era of "Internet +", The Internet has brought a lot of convenience to life. At the same time, as for the characteristics of adult students' learning in Open University, such as: students are scattered, learning time is unstable, and it is difficult to provide face-to-face teaching. MOOCs teaching and other forms of online teaching can make best use of students' fragmented time, so that students can learn anytime and anywhere.

Local open universities should attach importance to network teaching, and provide a simple, powerful and easy-to-operate teaching platform for teachers. At the same time, schools need a series of training in line with the teaching characteristics of local open universities and the promotion of teachers' network teaching ability, so as to improve teachers' competency level in the era of "Internet +". School training design can not only improve the current level of timely competence, but also predict the future requirements of teachers' competence for local open universities.^[6]

Teachers in local open universities must strengthen self-learning and constantly implement online teaching. In the process of network teaching practice, they should accumulate experience, constantly reflect and improve. They should try their best to enhance self-competence in

professional skills (information ability, professional and technical ability).

4.4 Improve the management system to alleviate job burnout

The local open university should adapt to the demand of distance education with MOOCs as the main situation in the era of "Internet +". In terms of management, it should be in line with the work content of teachers in local open university and suitable for the development of teachers' competency. In the aspect of human resources planning, we should pay attention to the direction of teachers' career development, and bring teachers' career management into the school human resources management system. Local open university help teachers to clarify the path of career development and guide the design of teachers' career from the aspect of management system.^[7] Local open universities should establish a supporting service-oriented system to reflect teachers' sense of value and achievement, alleviate teachers' job burnout and psychological pressure, and achieve a coordinated development between teachers' personal goals and the organizational goals of open universities. The local open university needs to establish and perfect the teacher training system suitable for the "Internet +" era, and enhance the professional competency of teachers, such as enhancing the ability to use modern information technology, multimedia technology, network technology, etc., paying attention to training the adaptability of teachers to live webcam and the communication skills and skills with students. Performance appraisal system is the bottleneck that local open universities need to break through. Open universities are different from ordinary institutions of higher education and primary and secondary schools. In the evaluation system, it is necessary to establish an evaluation system suitable for the characteristics of local open universities, which not only reflects fairness, but also reflects multi-level. For full-time class teachers and professional backbone teachers, appropriate rewards should be given in quality courses and scientific research. For teaching managers and counseling teachers, they should break through the career plateau, embody incentives, and payment should be adjusted appropriately to strengthen their awareness of management and service.^[8]

In the era of "Internet +", the development of education in local open universities needs the participation and contribution of teachers. Only by constantly changing their concepts and improving their competence in professional knowledge, teaching skills, professional personality and social adaptability, can teachers in local open universities better adapt to distance education teaching in the era of MOOCs. Teachers are both participants and designers.

The local open university should be suitable for the new content of teachers' work in the era of "Internet +" in management, integrate into the new system, guide and encourage teachers to do professional development, enhance teachers' sense of belonging, identification and self-confidence, so that teachers can work hard, study hard and improve their competency continuously.

References

- [1] Maohua Li. Competence of university teachers[D]. Xi'an: Shanxi Normal University, 2009:1.
- [2] David Du Bois. Performance Leap - the Ultimate Use of Ability Assessment Method[M]. Fangling Li, Translated. Shantou: Shantou University Press, 2003:13.
- [3] Dee H alley. The Core Com petency Model Project[J].Corrections To day, 2001,63(12):154.
- [4] Honglan Luo, Tingting Yang. Research on the Competence of Full-time Teachers in Distance Education[J]. China Audiovisual Education, 2008(9):32-35.
- [5] Fengxue Qian, Ying Wang. Analysis of Teachers' Competence in Local Radio and Television University——Taking Anhui Radio and Television University as an example[J]. Journal of Anhui Radio and Television University, 2015(01):78-82.
- [6] Fengxue Qian. Exploration of Human Resource Management of Teachers in Provincial Radio and Television University from the Perspective of Competence[J]. Journal of Gansu Radio and Television University, 2015, 25(03):78-81.
- [7] Na Luo. Exploration on the career management path of RTVU teachers from the perspective of role competency[J]. Education and Teaching Forum, 2015(19):29-31.
- [8] Zhengshu Yan. Research on the Construction of Competency Model of College Teachers' Mucour Teaching[J]. Open Education Research, 2015, 21(06):104-111.



REVIEW

Analysis of Communication Strategies in the New Media Age

Qi Wang* Meili Liang Qi Zhao

School of Management, Shandong University of Technology, Zibo, Shandong, 255000, China

ARTICLE INFO

Article history

Received: 6 June 2019

Revised: 1 July 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

New media age

Communication

Public relations

Advertising

ABSTRACT

This paper explores how enterprises respond to changes in consumers and make corresponding adjustments in communication strategies in the new media age. The cases of Jiang Xiaobai and Netease Cloud are selected for the present analysis, providing suggestions for communication strategies in the new media age.

1. Background of the New Media Age

The emergence of new media has promoted the change of netizens' habits of surfing the Internet, entertainment, social intercourse and consumption. It has changed consumers' consumption patterns and demand patterns. Corporate communication strategies should also be changed accordingly. New media covers all forms of digital media, including digital traditional media, network media, mobile media, digital television, digital newspapers and magazines, etc. It is a relatively tradition-

al concept of media communication. In the new media age, enterprises use digital technology, network technology and mobile technology to provide information and entertainment services to consumers through the Internet, satellite and other channels, as well as computers, mobile phones and other terminals.^[1]

The "new" in the new media age is mainly embodied in the innovation of communication technology, communication form and consumer concept. Firstly, the media that enterprises can adopt are richer, faster and more influ-

*Corresponding Author:

Qi Wang,

Female, a native of Zibo in Shandong Province, associate professor;

Correspondence address: School of Management, Shandong University of Technology, No. 88, Gongqingtuan West Road, Zhangdian District, Zibo, Shandong, 255000, China;

E-mail: 851650827@qq.com.

About other authors:

Meili Liang,

Female, a native of Yantai in Shandong Province, lecturer, School of Management, Shandong University of Technology;

Qi Zhao,

student of Shandong University of Technology.

Fund Project:

One of the research results of Shandong University Humanities and Social Sciences Research Project "Research on Customer Segmentation and Marketing Innovation Based on Decision Rough Set" (Project No.: J12WF86).

ential to the public.^[2] A promotional content full of bright spots will spread to the whole network in a very short time. Secondly, enterprises will no longer rely solely on the simple one-way information transmission such as television, newspapers, etc. when they propagate, and become more and more prominent in the form of communication. With the interaction between consumers and the openness and diversity of activities, consumers become more and more active and active. The attitudes and practices of advertisers in the face of advertisements have also changed. The application of new media technology has shortened the distance between enterprises and consumers, enabling consumers to understand commodities more deeply and quickly and establish with other consumers. One kind of connection (such as purchase evaluation of Taobao) greatly enhances the participation and initiative of consumers in advertising activities; on the other hand, the data flooding and the uneven content of information brought about by the new media age make consumers easily into a state of exhaustion, which makes it more difficult to attract consumers' attention and trust.

2. Disadvantages of Traditional Communication Strategies in the New Media Age

With the advent of the new media age, the disadvantages of Corporate Communication Strategies in the traditional media age have become increasingly apparent. Obviously, it is not wise for enterprises to stick to traditional communication strategies.

2.1 Emphasizing Platform, Ignoring Consumer Feelings

In the age of traditional media, in the process of formulating advertising strategies, enterprise marketers usually focus their attention on the specific quantitative indicators of media platform selection. This is a typical "media-oriented, audience-oriented" mode of thinking, which is easy to create a "media-based" mode of thinking,^[3] often ignoring the important factor of consumers. If once a sensation of CCTV Spring Festival Gala Spring Festival Evening Advertising Fee Event, many enterprises are competing for a high price in order to occupy a place in the Spring Festival Gala, the result will obviously not only increase costs, but also won the attention and recognition of consumers.

2.2 Advertising Content Lays Stress on Product Characteristics, and It Is Hard to Attract Consumers with Rigidity and Emptiness

In the age of traditional media, enterprises not only need

to spend a lot of money to put advertisements on TV and radio platforms, but also need to hire professional advertising company personnel to plan advertisements for products. This often leads to the over-emphasis of advertising content on product characteristics, thus ignoring the concerns and attractions of consumers. The interests of advertisements are often based on the position of enterprises and content deviates. The actual situation of consumers makes it difficult to attract consumers' attention and it is difficult to have emotional resonance with consumers, so the effect is not ideal.

2.3 The Cost Is Too High and the Consumer's Accessibility Is Low

In the age of traditional media, taking advertising as an example, enterprises need to spend a lot of capital on selecting platforms and advertising production, especially on star endorsement and golden time programs of platforms. Only large enterprises with certain scale and financial strength can really make decent advertisements.

2.4 The Poor Interaction Makes Consumer Feedback Difficult to Reflect

In the age of traditional media, most of the advertisements put by enterprises are made by advertising companies according to the image, product characteristics and marketing strategies of enterprises. Consumers play a very small role. After the advertisement is produced, the media put in are determined by the cost of advertising invested by enterprises. The interaction between enterprises and consumers is poor, and they cannot receive feedback from consumers and reflect it. In the process of communication, consumers' feedback will influence the effect of advertising.

3. The Change of Communication Elements in the New Media Age

3.1 Social Platforms Are Widely Used and Interactive

With the development of social platforms such as Weixin, Weibo and Short Video, a large number of netizens are gathered on social platforms. Social platforms undoubtedly become an important battlefield for enterprises to carry out product publicity and image building. With the wide application of social platforms, the main body of advertising is no longer the enterprise itself. Consumers not only rely on the one-sided words of corporate advertising to control their purchasing behavior, but also refer to the post-purchase evaluation of other consumers. The interac-

tion between consumers and enterprises is enhanced, and the interaction between consumers and consumers is also greatly increased.^[4] For example, in Taobao, a large part of the factors that determine whether an ordinary consumer will buy are baby evaluation. Most people will first refer to the evaluation before deciding whether to buy Taobao.

3.2 Consumers Have High Initiative and Play an Important Role in Communication

In the new media era, many consumers are no longer satisfied with being simply promoted, but actively participate in the product chain. From the production of enterprises to the hands of the final consumers, consumers will take the initiative to participate in the process of understanding information. When consumers know a better product or see a very innovative advertising copy, they will forward propaganda through their own social platform; otherwise they will disclose bad products, which play a huge role in the process of enterprise information dissemination. For example, Xiao Hong Shu often has some cosmetic references, which are given by some consumers who have used the products, and the vast consumer groups will evaluate their attitudes towards the enterprise products accordingly.

3.3 There Are Many Ways of Communication and the Content Is Crucial

The importance of public relations has become increasingly prominent, and public relations planning are flourishing. Wechat public number push, H5, microblog, microfilm, flash shop and other forms emerge in endlessly, and even some enterprises have shifted the focus of communication from traditional television platforms to online social platforms. The way of production is no longer just a simple banner, propaganda or a huge cost of TV video advertising production. At the same time, a successful screen-brushing advertisement must have enough eye-catching content in addition to its excellent production. For example, the packaging bottle of Nongfu Mountain Spring is its unique propaganda way, which is frequently hot search; Netease Cloud Music also opens its own market by its popular comments from netizens, whose content is from the vast APP application groups, which easily arouses the resonance of consumers.

3.4 The Main Body of Communication Is Not Limited to Enterprises

Anyone can turn into a dominant communicator, especially some senior executives and social leaders. Celebrity Effect Gathers Fan Power,^[5] they can successfully transform themselves into the main communicator of advertising

information. Through its strong language persuasion and appeal in communication, it can deeply absorb the audience and stimulate their desire to buy related products. For example, Chen Ou of Jumeiyoupin has accumulated super popularity for himself by virtue of “I Speak for myself”, which has far-reaching influence.

4. Case Analysis of Enterprises

4.1 Case Analysis of Jiang Xiaobai

Jiang Xiaobai is a brand of Chongqing Jiangxiaobai Liquor Industry Co., Ltd. devoted to the new taste of traditional Chongqing sorghum liquor. With the brand concept of “I am Jiangxiaobai, life is simple”, adhere to the anti-luxury product concept of “simple packaging, refined wine”, adhere to the brand spirit of “simple, pure, independent”, and continue to build “I am Jiangxiaobai” brand IP and use. Interactive communication between households will continue to promote the fashion and market internationalization of traditional Chinese fine wine brands.

“Simple and pure” is not only the taste characteristics of Jiang Xiaobai, but also the attitude of life advocated by Jiang Xiaobai. Jiang Xiaobai advocates that young people should face up to their emotions, not avoid, not fear and be themselves. “I am Jiang Xiaobai, life is very simple” brand advocacy has penetrated into all aspects of modern youth life in the 21st century, and has multiplied such articles as “face-to-face wine appointment”, “good friend’s wine party”, “I have a bottle of wine, something to say to you”, “another me in the world”, “See Meng World Youth Art Exhibition”, “Jiang Xiaobai Just Battle International Street Dance Competition” and so on. With the fermentation of time, Jiang Xiaobai’s “simple and pure” brand image has evolved into a self-communicating cultural IP. More and more people are willing to express themselves by “Jiang Xiaobai”. For this complex world, perhaps everyone is Jiang Xiaobai.

In the new media age, enterprises are required to achieve “customer-centered” at a higher level. It is not simply to listen to consumer needs and solve consumer problems. More importantly, it is important to make use of new media technologies such as the Internet to enable consumers to participate in every link of the business chain.

2017 is the 20th anniversary of the establishment of Chongqing municipality directly under the Central Government. Jiang Xiaobai and Zhang Yanming jointly created a city MV “Hello, Chongqing”. The short MV tells the stories of six pairs of ordinary people in this city, including the feelings of men and women, reality and ideals, and

the feelings of returning home... Seemingly ordinary, but are our lives, let people feel thousands of. From this point of view, a series of emotional Chongqing theme posters and theme wine packaging were launched.

The communication strategy for Jiang Xiaobai's success includes three main points:

(1) Give Brand Images to Target Consumer Groups

Unlike the traditional white wine company, Jiang Xiaobai designed his own specific image: slightly long black hair, compared with Han Fan's hairstyle, always wearing a pair of black-rimmed glasses, standard comic public face. Daily dress is white T-shirt with grey scarf; the coat is British style long black windbreaker, the lower body with dark grey jeans and brown casual shoes. If you want to match a real person, it's probably Gu Xiaobai, played by Sun Honglei in *The Gang of Men*, which is the origin of Jiang Xiaobai's original inspiration.

Jiang Xiaobai also contacts consumers with the image of Jiang Xiaobai as the first person on his micro-blog and Weixin account. This approach not only closes the gap with consumers, but also reduces the barrier. The most important thing is that the image positioning fits the product positioning very well, which makes a deep impression on consumers and easily leads to the co-existence of consumers in the target market.

Three squirrels are also in place in terms of brand representations. It draws closer to the relationship with consumers through personified communication, which adds interest to the communication process.^[6]

(2) Make Full Use of the Power of New Media Platforms Commonly Used By Target Customer Groups

Jiang Xiaobai hardly ever advertises in the mainstream media. Apart from subway advertisements, Jiang Xiaobai basically has no traditional marketing methods, and the most used is free social media.

For the use of highly interactive social media, Jiang Xiaobai's micro-blog marketing shows several distinct characteristics: first, good at text implantation, will be interesting topics and Jiang Xiaobai's products linked. Secondly, corresponding to their own brand image, the operation of micro-blog is completely personified. Speak up when all the hot events, show your attitude; finally, use micro-blog interaction as an online tool to organize offline activities, and interact with online to enhance the stickiness of fans.

In addition to Weibo, Weixin has also become one of Jiang Xiaobai's communication channels. Compared with Weibo, Weixin has a higher degree of privacy. Jiang Xiaobai's director of public relations, Shu Bo, said that besides Weixin's public account, Jiang Xiaobai also operates a private account of Xiaobai, which is maintained by a ded-

icated person and does not belong to any of Jiang Xiaobai's employees. "Because some fans will tell little white brother some privacy, so this account is not open except for the person responsible for the operation, including I do not know." Shu Bo said.

With the above interactive platform, Jiang Xiaobai successfully accumulated a large number of fans for himself without any effort. Every update of the text will basically cause a lot of forwarding and attention.

(3) Oxygen Dioxide Marketing Model Based on Public Relations Advertising Communication

Jiang Xiaobai locates in the young people after 80 and 90. Except for the subway advertisements, all of them adopt the O2O marketing mode based on the communication of public relations advertisements. It is this innovation that makes Jiang Xiaobai rise like a black horse in the liquor industry of China.

Jiang Xiaobai has fully grasped the thinking of young Internet users in the age of new media, and realized "customer-centered" at a higher level. Particularly emphasis on user experience, pay attention to communication with consumers, so that users in their text into their daily lives, so that users can truly perceive and exceed users' psychological expectations, every user will feel after seeing Jiang Xiaobai's advertising text - "This is me!" Everyone has read a copy.

The real feeling of every person who has read the text is the effect that Jiang Xiaobai is committed to creating, so as to maximize the value of users, and also succeeded in winning the world by "Dian Si".

4.2 Case Analysis of Netease Cloud

Netease Cloud Music is a music product developed by Netease, with song lists, DJ programs, social, geographical location as the core elements, the main role of discovery and sharing. Netease Cloud is a dark horse in music APP. In the new media age, it quickly occupied the market relying on its music review and subway advertising.

In March 2017, Netease Cloud Music first creatively commented on those deeply touching songs, which were printed on Hangzhou Metro Line 1 and Jiangling Road Metro Station. "Those who cry over their meals can go on." "How many people love silently in the name of friends." These copies, screened out from 400 million comments, hit the hearts of the people, connected with the "struggle fatigue and loneliness" pervasive in the subway, and quickly detonated the spread offline. In just a few days, Netease Cloud Music Review Special Line received more than 2,000 Wechat public reports, with a total reading of more than 10 million; Baidu Index increased by 80%; Wechat Index doubled 216 times, reaching a peak of

13 million.

Netease Cloud communication strategies have the following two points are particularly worth learning.

(1) Actively Use Perceptual Appeal to Make Products That Resonate With Users

Whether it's music review, accurate personalized recommendation, and friend dynamic functions, NetEase is looking for a way to create a brand image that "moderately alleviates loneliness while maintaining personal independence". The subway advertising campaign, carefully using 85 selected comments, disseminated on Hangzhou Metro Line 1, is a way of emotional resonance to help users alleviate loneliness and heal their hearts. In the process of communication, enterprises should not only rely on rational appeal, but also actively use perceptual appeal. Use emotions to influence the audience's attitudes towards products and enterprises.^[7]

(2) Use UGC Skillfully to Influence Users

First of all, in the scenario of Internet accessing, Yiyun has chosen the subway which has a large flow of people and is ubiquitous. In such a closed space, users' attention is often easy to concentrate, and emotional infections between people are easier. Secondly, in terms of advertising content, Netease Cloud Metro Advertising 2.0 is a typical brand of UGC communication. Through the unique user music reviews of Netease Cloud, take it from users and use it for users, a large number of high-quality UGC content will continue to flow, ensuring the durability and influence of brand characteristics. In this way, Netease Cloud will present the story behind each user's music review to more users, which makes it easier to transfer and resonate between emotions.

5. Suggestions on Corporate Communication Strategies in the New Media Age

Through the above two cases, we can see that the communication strategies of enterprises in the new media age must be adjusted according to the changes of the times, fully considering consumers' consumption psychology and needs, choosing the platform that consumers are easy to contact, and at the same time, using the power of consumers and social public opinion, making the positive energy of communication strategies fully displayed, in order to maximize the presentation of communication effect and achieve twice the result with half the effort. Function.

(1) Accurately Locate Consumers and Select Appropriate Platforms

Firstly, Enterprises must conduct in-depth and thorough analysis of their target consumer groups.^[8] In addition to the basic information such as gender, age and consump-

tion level, they should subdivide the consumer groups into precise market segments, and pay more attention to the media preferences, hobbies and hotspots of the target consumer groups. Even grasp the target group's Internet habits, targeted advertising and other information.^[9]

After precise positioning, we should choose the media that the target consumers prefer to contact. In choosing the platform, we should optimize the media mix in addition to suiting the preferences of the consumer groups, so as to cover the consumer groups to the greatest extent and make comprehensive use of various traditional media and new media, instead of putting eggs in a basket to give full play to the cost advantages of new media.

(2) Content Is the Key to Winning

If enterprises want to make breakthroughs in communication performance, they must grasp the key link in the operation of new media, that is, the attention of communication content. The greatest feature of the new media age is "content is king". As long as the content has enough attraction and innovation, or is valuable to the audience, the audience will help enterprises continue to spread, and the audience will become a new level of disseminators. This dissemination effect is exponential growth, that is, explosive and viral dissemination effect.^[10]

First, the good content must be the content that readers like or value. Therefore besides introducing the characteristics of products or corporate image, the content also needs to know the reading tendency of its target consumer groups; secondly, the good content mostly combines the current real-time hot spots, can make full use of the festival atmosphere, social hot spots and so on to increase attention for its dissemination; finally, the good content is also new. Rong, uniform advertising and public relations activities cannot withstand the impact of big data in the new media age. They are instantaneous and cannot catch the eyes of consumers successfully. Therefore, innovations must be added to the content to give consumers a fresh feeling.

(3) Creating New Forms and Drawing on the Power of Public Opinion

Enterprises in the new media age, in addition to coping with the increasingly complex and diversified consumer demand, but also to grasp the characteristics of various new media and use methods, to give full play to the power of the media, in order to achieve twice the result with half the effort, or even better.

Netease Cloud has made use of the subway as a medium, but has not been stereotyped to innovate its form, naturally succeeded in attracting the attention of the vast number of netizens, with a high degree of attention. In this way, its audience is not only the passengers who take

the subway, but also spread rapidly to the whole Internet world with the various forwarding of netizens, which can be said to be “free advertising”, and the effect is far beyond the reach of a subway advertisement. The planning of public relations activities can be used for reference.

(4) Developing Communication Strategies Centering on Consumers

In the new media age, the main body of information dissemination is not only enterprises, but also consumer groups which have become an important force of information dissemination. The two-way communication between enterprises and consumers, consumers and consumers is becoming more and more convenient. “Retribalization” makes it easier to communicate within tribes.^[11] New marketing methods such as word-of-mouth marketing, experience marketing and fan marketing emerge in endlessly^[12], especially the prevalence of integrated marketing communication, which requires enterprises to pay attention to the role of consumers and formulate communication strategies centered on consumers.

6. Conclusion

In a word, when formulating communication strategies, enterprises should conform to the target consumer groups, choose the appropriate media platform according to their own product characteristics, innovate the production methods of communication strategies, increase creativity for content, attach importance to user experience and fan marketing, in order to arouse the resonance of consumers, so as to maximize the communication effect. At the same time, it should be noted that there are many defects in the new media communication, including the low credibility of the content of communication, the serious lack of legal protection of consumers’ rights and interests, and so on. Therefore, in the process of communication, enterprises should abide by market rules; actively safeguard the rights and interests of consumers, honest communication. Only in this way can they gain the recognition and support of consumers and establish a good brand image in the minds

of consumers.

References

- [1] Lu Wei, Fangzhou Ding. On the Transformation of Communication Research in the New Media Age[J]. *Journal of Zhejiang University (Humanities and Social Sciences Edition)*, 2013(04).
- [2] Junwen Wang. Research on Enterprise Marketing Strategies in the New Media Age[J]. *Modern marketing (Late version)*, 2016(03).
- [3] Shuangmei Li, Yu Li, Strategies for Selecting Enterprise Advertising Media Based on Focus Communication[J]. *Jiangsu Commerce*, 2008(01).
- [4] Shu Yongping. Realization of Interactive Advertising Communication[J]. *International Press*, 2004(05).
- [5] Wanwan Yang, Shangping Ma, Research on the Transformation of Brand Communication Model Based on Self-Media[J]. *Jiangsu Business Theory*, 2018(01).
- [6] Shaoru Hu. Research on New Media Marketing Strategies of E-commerce Enterprises Based on Internet Thinking[D]. *Guangdong University of Technology*, 2017(10).
- [7] Zheng Zhang, Yuan Liu, Xu Chen. Mobile Media Advertising Strategy Based on Persuasion Model[J]. *News world*, 2011(12).
- [8] Liuyan Hong, Lincheng Jin. New Media Visual Marketing Strategies for Traditional Industry Enterprises[J]. *Operation and Management*, 2017(05).
- [9] Yahong Lin. On the Publishing Strategy of Online Advertising[J]. *Journal of Ningbo Radio and Television University*, 2005(12).
- [10] Li Rao. Yong Wang, Analysis of Network Marketing in the New Media Age[J]. *China Business and Trade*, 2015(03).
- [11] Jixuan Liu. Marketing Change in the New Media Age[J]. *Television Research*, 2012(02).
- [12] Gang Chen. An Analysis of Marketing Communication in the New Media Age[J]. *International Press*, 2007(09).



REVIEW

Research on the Way to Realize Humanistic Care in College Students' Ideological and Political Education

Li Wang*

School of Marxism, Nanjing Normal University, Nanjing, Jiangsu, 210023, China

ARTICLE INFO

Article history

Received: 13 June 2019

Revised: 1 July 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

Ideological and political education in colleges and universities

Humanistic care

Realization path

ABSTRACT

The report of the Eighteenth National Congress of the Communist Party of China puts forward the connotative development of higher education. For ideological and political education, it is to realize the humanistic care of Ideological and political education. Humanistic care, as a unique "general education" in Chinese universities, is the basis for improving the effectiveness of Ideological and political education. It is an important standard for the connotative development of higher education to construct a path to realize the humanistic care of Ideological and political education from the three elements of educators, educatees and educational environment.

1. Introduction

The report of the 17th National Congress of the Communist Party of China put forward for the first time: "Strengthening and improving ideological and political work, paying attention to humanistic care and psychological guidance, and handling interpersonal relations in the right way". The report of the Eighteenth National Congress of the CPC further pointed out: "Strengthening and improving ideological and political work, paying attention to humanistic care and psychological guidance, and cul-

tivating self-esteem, self-confidence, rational peace and positive social mentality." These expositions point out the direction for further strengthening and improving the ideological and political work and improving the pertinence and effectiveness of the ideological and political work. As an important part of Ideological and political work, college students' ideological and political education should incorporate humanistic care into it and run through it all the time. Especially under the background of social transformation, social structure change, pluralistic values of social members and constant contradictions and conflicts,

*Corresponding Author:

Li Wang,

Female, Nanjing, Jiangsu, lecturer, master's degree, mainly engaged in ideological and political education research, higher education management;

Correspondence address: School of Marxism, Nanjing Normal University, No. 1 Wenyuan Road, Xianlin University Town, Nanjing, Jiangsu, 210023, China;

E-mail: xuqjs@126.com.

Fund Project:

The phase research results of the key project of the Jiangsu University Counselor Work: "Research on the Employment Competitiveness of Undergraduates in the background of the new normal of China's economy" (Project No.: 14FYHZD0714FYHZD07).

in order to give full play to the due value of Ideological and political education of college students in cultivating a good mentality of “self-esteem, self-confidence, rational peace and positive progress”, and to enhance the effectiveness of Ideological and political education of College students, it is necessary to integrate humanistic care as its own. The inevitable choice of development^[1]. This study studied ways to Realize Humanistic Care in College Students’ Ideological and Political Education.

2. Value Appeal of Integrating Ideological and Political Education of College Students into Humanistic Care

The ideological and political education of college students contains a profound humanistic wisdom and spirit, and has an inherent consistency with humanistic care. The process of College Students’ ideological and political education is actually the process of providing humanistic care for students. Essentially, the ideological and political education of college students is a social educational activity to cultivate, shape, develop and perfect people. It shoulders the mission of paying attention to people’s own development, interpreting the ultimate meaning of life and promoting people’s all-round development. This corresponds to the concern and satisfaction of the basic state of human existence, human needs and human subjectivity, respect and concern for human dignity, personality and value, and affirmation and pursuit of human all-round development embodied in humanistic care. Therefore, to integrate humanistic care into the ideological and political education of college students and promote their all-round and harmonious development is the proper meaning of Ideological and political education of College students. The ideological and political education of college students should respond to the realistic requirements of social development, meet the actual needs of college students’ development, train college students to be qualified builders and reliable successors of socialism with all-round development of morality, intelligence, physique and beauty, and should incorporate humanistic care into it and run through it all the time^[2].

3. Ways to Realize Humanistic Care in College Students’ Ideological and Political Education

3.1 Promoting Educators’ Humanistic Concern is the First Link in Ideological and Political Education

Educators are in a leading position in education. This requires educators to establish their own value orientation.

The same teaching content in different educators often presents different values. As the philosopher Hegel said, the same maxim, spoken in the mouth of a weathered old man and in the mouth of a child, has a different meaning. “The religious truths that the old people speak, although the children can speak, for the old people, these religious truths contain the meaning of their whole life.” Because the old man is a person with rich life experience, when he utters this motto, there is a real experience in it. That is to say, a person’s knowledge background and the values he already has are a guide to what kind of values we will shape. The value background of an educator decides what kind of value he will convey to the same educational content, whether it is the direction of justice or the direction of evil, which depends on the nature of the educator’s own values. Therefore, the humanistic care of educators themselves is the decisive factor to control the content of education. Therefore, the same textbook in different educators, there will be loaded with different levels of values, or even the opposite^[3].

3.2 Educators’ Own Humanistic Accomplishment Can Always Be Subtly Perfused In the Educational Content

This is reflected in their ideological realm in the process of education and teaching. If an educator has lofty humanistic care, he will connect the content of education with lofty humanistic care, so as to guide the educated to this kind of humanistic care. On the contrary, if an educator fails to reach the level of noble humanistic care, noble humanistic care can not be conveyed through the educational content. Therefore, the individual style of educators is always involved in the process of education and teaching. In the final analysis, the individual style of an educator is determined by his realm of humanistic concern. The nobler his ideological realm is, the more pure his thoughts are and the closer his educational style is to nobility. Of course, it is not enough for educators to have noble ideological realm, which is only the subjective condition to realize the humanistic care of Ideological and political education. In addition, it is necessary for educators to establish a teaching method or mode of humanistic care. At present, academia has put forward situational teaching method, situational teaching method, experiential teaching method and other methods in the exploration of teaching methods. These methods help to integrate the metaphysical realm of humanistic care into the educational content, so as to realize the humanistic care of Ideological and political education. Whether these teaching methods can really play their educational function of humanistic care depends on the educators’ ability of rational thinking. If we lack the power of rational speculation, it will

easily lead to a kind of “sensation” without logic, which seems to be a kind of education method conforming to humanistic concern on the surface, but in essence, because of the lack of the power of rational speculation, the content of the lecture has no depth, nor the shock and impact of thought. Therefore, for educators, to realize the humanistic care of Ideological and political education, we need not only a noble ideological realm, but also a “reasonable” education method^[4].

3.3 Educated People Need to Make Adequate Ideological Preparations to Realize the Humanistic Care of Ideological and Political Education

At present, many students still study ideological and political theory from the perspective of “knowledge theory”, whose purpose is to cope with the examination. In fact, the essence of curriculum is not “knowledge” about moral cultivation and law, because all humanities education is not “knowledge education”, which is different from natural science education in science and engineering. In the natural sciences, the content of our education can be regarded as “knowledge”, but in the humanities, the content of our education is no longer “knowledge”, but a kind of “thought” or “concept”. Even if we can recite a lot of knowledge of ideology, morality and law, it does not necessarily form a “identity” of values. This is another important reason that restricts the effectiveness of Ideological and political education. We have set up four courses of Ideological and political education. Most college students learn these courses as “knowledge”, and knowledge is only a kind of memory “reserve” for the educated. Whether these knowledge can be truly combined with college students’ values, political beliefs, moral life and the meaning of life still needs college students themselves. Understanding and understanding need rational thinking and discrimination. Then, beyond the attitude of “epistemology”, we should establish a learning attitude of humanistic concern. We can call this learning attitude of humanistic concern “the attitude of axiology”. This learning attitude of humanistic concern is the “threshold” for educators to devote themselves to the study of Ideological and political education curriculum. In other words, whether college students can change their attitude towards ideological and political education from “epistemological attitude” to “axiological attitude” is the key factor for educators to enter the humanistic concern of Ideological and political education^[5].

3.4 Change of University Educational Environment

We should first distinguish two different kinds of rational-

ity: instrumental rationality and humanistic rationality. Instrumental rationality is the basis of natural science, while humanistic rationality is the condition of humanistic care. At present, China’s higher education emphasizes more on the “technological power”, while the “cultural power” is in a relatively weak position. The former relies on the instrumental rationality of higher education, while the latter relies on the humanistic rationality. Therefore, the state has put forward the cultural strategy of Flourishing Philosophy and Social Sciences and strengthening cultural soft power. Over the past 30 years of reform and opening up, China’s economy has developed rapidly, and higher education undoubtedly plays an important role. Since the 18th National Congress of the Communist Party of China, the goal of deepening reform has been put forward. Therefore, higher education should achieve “connotative development”. What is the connotative development of higher education? It is to make the scientific research achievements of universities not only improve in quantity, but also in quality. Science and technology itself is “value-neutral”. Therefore, “connotative development” needs to take the achievements of science and technology into consideration on the basis of human values; otherwise, science and technology will lose its “connotation”. In this sense, it is not enough for higher education to have only instrumental rationality, but also humanistic rationality. Therefore, how to use humanistic rationality to improve the educational environment of universities is an important factor influencing the realization of humanistic care in Ideological and political education. Shaping the spirit of humanistic rationality in modern universities is the third effective way to realize humanistic care in Ideological and political education in contemporary China. Ideological and political education based on humanistic concern is an important standard for the connotative development of contemporary Chinese higher education^[6-10].

References

- [1] Zhang Zhao. Exploring the Ideological and Political Education of College Students from the Perspective of Humanistic Care[J]. *Chizi*, 2019(11):107.
- [2] Feng Luning. Thoughts and Explorations on Ideological and Political Education of College Students from the Perspective of Humanistic Care[J]. *Chizi*, 2019(11):101.
- [3] Yue Zongfeng. Infiltration Path of Humanistic Care in Ideological and Political Education of College Students[J]. *Journal of Shandong Agricultural Engineering College*, 2019, 36(4):151-152.
- [4] Yuan Yue. Talking about Ideological and Political Education of College Students under Humanistic

- Care in the New Period[J]. Northern Literature (Mid-term Journal), 2019(1):178.
- [5] Deng Huiliang, Hu Yuying. Strategies for Integrating Ideological and Political Education into Humanistic Care for College Students[J]. New Course Research (Mid-Decade-Shuangshuang), 2018(6):16-17.
- [6] Hua Shan. Talking about the Humanistic Care Path of College Students' Ideological and Political Education[J]. Intelligence, 2018(34):113.
- [7] Hua Shan. Talking about the Humanistic Care Path of College Students' Ideological and Political Education[J]. Shanxi Youth, 2018(21):149.
- [8] Mei Lisi. An Analysis of Ideological and Political Education of College Students from the Perspective of Humanistic Care[J]. Education and Teaching Forum, 2019, (4):51-52.
- [9] Li Hongli. Discussion on Humanistic Care of Ideological and Political Education of College Students in the Internet Era[J]. Yangtze River Series, 2019(1):231-232.
- [10] Zhang Enzun. Analysis of the Application of Humanistic Concern in College Students' Ideological and Political Education[J]. Youth Years, 2019(11):145.



REVIEW

Toward More Effectiveness of Communicative Behavior: Listening Input Acquisition

Rong Hua*

East China Normal University, Shanghai, 200062, China

ARTICLE INFO

Article history

Received: 17 June 2019

Revised: 1 July 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

Effectiveness

Listening skills

Implication

Language input acquisition

ABSTRACT

Listening and speaking are crucial communicative skills. It goes without saying that, under normal circumstances, almost two-thirds of our daily language use is spent on listening and speaking. However, a quite number of students have not yet been provided with the opportunity to acquire listening and speaking appropriately in China, so that there are still a considerable number of students, even university graduates, who are not satisfied with their oral English skills, especially their listening abilities. Therefore, this study attempts to focus on investigating and analyzing the effectiveness and practicality of English listening behavior in English learning. In order to effectively teach and learn, different groups of people should also have relatively appropriate and efficient learning behaviors, so as to enhance the awareness and ability of language input acquisition.

1. Introduction

What is listening? Is it to remember everything that is heard? The answer is absolutely “NO”. Anderson and Lynch (1988)^[1] argue that “Remembering should not be regarded as comprehension” by comparing two views of listening: (1) The listener as a tape-recorder. (2) The listener as an active model builder. The view of the listener as a tape-recorder equates the ability to remember spoken input with the ability to comprehend it. It suggests that as long as the input is sufficiently loud to be recorded and does not exceed the length of the available blank tape, then the message will be recorded, stored, and can be played back later.

However, the kind of tape-recorder analogy does not capture the relevant features of comprehension. First,

listeners can remember input that they do not understand and some listeners can understand far more than they can recall. In fact, in many situations, it would be inappropriate to attempt to remember everything. Second, the ability to produce the message in word-perfect form does not mean the ability to use the information. In order to use the message, what was said has to be interpreted and relate to the speech in the current non-linguistic environment. The ability to remember something word-to-word does not necessarily involve active processing of input with the interpretation. Third, the tape-recorded analogy cannot explain the way listeners select, interpret, and summarize input when they listen. Listeners tend to be selective in what they find most interesting or important or comprehensible in any particular message.

The fact is the view of the listener as an active model

*Corresponding Author:

Rong Hua,

East China Normal University, No. 3663 Zhongshan North Road, Shanghai, 200062, China;

E-mail: renliziyuanr@hotmail.com.

builder starts from the assumption that listening requires us to carry out relatively complex mental operations that the tape-recorder view of the listener cannot cope with. Anderson and Lynch(1988:6)^[1] mention co-operative listening: when “the listener attends to messages fully and from the messages he tries to construct a coherent interpretation, that situation can be considered to be one of maximally co-operative listening in the sense that the listener is both able and willing to play a part in the reciprocal activity of communication.” They argue that the role of the successful listener has to be thought of as an active one. They write that “The listener has a crucial part to play in the process, by activating to what he hears and trying to understand what the speaker means.” (Anderson and Lynch, 1988:6)^[1]

Rost (1990)^[8] also argues that the listener plays an active role in successful listening. He said that “Before we look at how people understand language, we need to know what it is that is understood, who is responsible for creating this understandable content, and who is responsible for understanding it.” He stresses the responsibility of the listener who interprets ideas that are related to the words that an interlocutor uses. Rivers (1981)^[14] says that “it is possible that the listener hears the actual sounds of utterance quite clearly but he or she cannot construct significance for them which seemed to fit the situation context.” He argues that the nature of listening is as follows: listening is not a passive skill, nor is it, as has traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sounds falling on one’s ears, one takes the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material one creates significance. There is meaning in the linguistic arrangement the speaker has produced, the speaker’s meaning; but significance is in the mind of the listener. “In comprehending oral message, we are not just extracting linguistic information but are selecting and matching what we have selected against probable messages that we are anticipating.” (Rivers, 1981)^[14]

In short, listening is an active (creative) processing of input involving interpretation. The listener as an “active model builder” (Anderson and Lynch, 1988),^[1] selects, interprets, and summarizes input when listening. A listener actively constructs a meaning rather than just receiving a speaker’s meaning passively. Besides, listening is co-operative part in the reciprocal activity of communication. The listener is responsible for constructing an acceptable understanding (coherent and reasonable interpretation). The listener constrains the inferences that can be drawn from the speaker’s words.

2. Effect of Familiarity and Unfamiliarity on Listening Comprehension

The listener needs to be motivated actively. This is because listening is not a passive act, but rather is an active one. It involves predicting, guessing, and responding mentally to ideas. Furthermore, listening to spoken languages is different from reading texts; but it is similar in the sense that the listener must be familiar with the topic and the discourse pattern. The familiarity makes comprehension easier. In addition, the listener’s background in the process of interpretation should be highlighted since interpretation depends on schematic or non-linguistic information (Widdowson, 1983).^[4] A schema is “a mental structure, consisting of relevant individual knowledge, memory, and experience,” in Schank and Abelson’s (1977) terms, which explains, “how the mass of memories of individual experience might be organized into networks of connected knowledge (Anderson and Lynch, 1988:14).”^[1] In other words, putting together incoming information with one’s own mental script gives birth to comprehension. Brown and Yule (1983)^[2] wrote that “Comprehension is also the integration of what we listen into experience.” This is another way of saying the same thing. Brown and Yule (1983)^[2] said: “The native speaker normally encounters spoken language... in a context of situation. He encounters context with a set of stereotypical knowledge which he has been building up from the time he first acquired languages as an infant in the culture.” Their statement refers to the activation of the mental script associated with the context of situation. According to Rost (1990),^[8] listening difficulties may arise from what calls an “inferential problem.” He suggests that an “inferential problem” is caused by “inappropriate activation of background or contextual knowledge.”

Therefore, the importance of background knowledge must be stressed as a fundamental aspect in the success of listening. Listening actually involves a lot of interpretation, taking into account our familiarity with the topic and the kind of relationships between different speakers. Moreover, according to Smyth, Morris, et al. (1987),^[7] one of the listening problems is attributed to listeners’ failure in “utilizing context to aid ongoing word recognition.” It should be pointed out that “Context is used to increase activity in the recognition units for likely next words (Smyth, Morris, et al., 1987).”^[7] In practice, it often happens that we can instantly guess what words come next because of the context in which the messages are spoken. Lastly, Morley (1983)^[6] points out that linguistic knowledge helps them “to segment discourse into the appropriate chunks as part of the process of prepositional identification.” In

other words, he argues that “to chunk incoming discourse into segments or constituents” is a necessary process to identify propositions. Call (1985)^[3] shares Richards’ (1983) view of the important role that syntax plays in rendering input comprehensible. She stresses the importance of the function of “short-term memory for auditory input” and “knowledge of syntax, which enables them (students) to group words into syntactic units.” Rost (1990)^[9] writes that it is defined as “non-understanding of linguistic items due to phonotactic, or syntactic, lexical decoding problems.” One reason for this is that foreign listeners are not accustomed to certain changes of English sounds, such as elision, assimilation and vowel reduction.

Let us summarize what has discussed above. One can say listeners’ activation of their schematic knowledge is essential in the process of interpretation. The listener’s mental script is a crucial factor in facilitating comprehension. It is also important for listeners to grasp a given context in which messages are spoken. Context may facilitate listeners to guess likely next words. In the end, syntactic knowledge is essential in chunking incoming messages or information. So next, one needs to consider what we teachers can do to drive all these points home to the student.

3. Implications for Listening Activities in the Classroom

The presentation of new language material is essential; however, this should not be the end of a teaching unit. The students should be helped to know how to improve their listening skills effectively, to the point where they can communicate using the language in real-life situations. Ur (1984)^[13] writes, “Listening exercises are most effective if they are constructed round a task. That is to say the students are required to do something in response to what they hear that will demonstrate their understanding.” Therefore, it is the teacher’s task to introduce various listening activities after the presentation, so that the student can develop not only linguistic competence but also communicative competence.

3.1 Implementing Schema Knowledge

This activity involves stopping at some point in a discourse and asking students to predict what is likely to come next. In order to perform this task accurately, students must be attentive to the meanings and relations expressed in the discourse and demonstrate their awareness of those meanings and relations. It is important when listening to a recorded source to take two stages into consideration. In the first stage, before listening, two skills are

developed^[10]:

- (1) Using a description of the setting to help understanding.
- (2) Using a description of the task to help understanding.

An example of the listening materials can be the “Birth of a Pop Group” (English for French Speaking Africa, p.46-47), where a journalist is interviewing a pop group. Two teachers can be used to record the interview (one being the journalist and the other the group leader). Students can be encouraged to guess, trying to find out the content of the interview, after the teacher has given a quick description of the setting. They can write down their guesses and discuss them in pairs. Guessing could revolve around the following questions:

- (1) What is the journalist going to talk about?
- (2) Where is the conversation going to take place?
- (3) What words and expressions can you hear in the conversation?

Students may be spurred by the teacher to use their background knowledge or context and some of the difficulties the group may encounter. Or, they can use the description of the task to help understanding.

One of the ways to help learners’ understanding is to remind them that in real life, people listen for a purpose. That purpose will determine the way they listen. Students can find out the following points:

- (1) The type of music the group plays.
- (2) The number of concerts they have.
- (3) The instruments they use for the music.
- (4) Their future plans.

“In the early stages of language learning, identifying the topic accurately enough to make an immediate relevant reply is apparently a very hard task.” (Anderson and Lynch, 1988) ^[1]If the student has listened to this story before, he might manage in some way to compensate for such difficulties, and thereby comprehend the topic.

3.2 The Practice in Pronunciation And Intonation

Fluent oral communication cannot be achieved without proper training in pronunciation and intonation. Therefore, particular attention needs to be paid to the recognition of phonological code. This then steps up the level of understanding from recognizing a word to organizing a whole sentence with syntactic knowledge. To put it in another way, listening, practice of pronunciation, stress, rhythm and intonation should be brought to conscious awareness in classroom practice.

Most Chinese students seem to have no difficulty in identifying and producing individual English vowels and consonants separately. But people, when they speak, do not pronounce individual sounds separately; they produce

a smooth continuity of combined sounds. It is these combined sounds that cause difficulties for Chinese students, because Chinese has no consonant clusters. So when producing English consonant clusters, they tend to insert a schwa between two consonants. For example, Chinese may say “play” as [pələi]. Therefore, the teacher should lay emphasis on consonant clusters while giving the students systematic practice of all the phonemes of English^[11].

Spoken English is made up of strong-stresses and weak-stresses, with strong-stressed syllables occurring at fairly regular intervals of time. In Chinese, if two similar syllables occur together, the second syllable is something reduced by one tone-level. For example, we say “shū shu (uncle) rather than “shū shū”. However, this is unusual and it happens almost exclusively in addressing someone. Generally speaking, Chinese is not a stress-timed language; therefore, it is difficult for Chinese learners to make a distinction between strong-stressed syllables and weak-stressed syllables in both understanding and producing English speech. In producing English speech, the Chinese students tend to over stress those syllables that should not be stressed. The students, therefore, should be provided with plenty of practice in stress and rhythm.

Perhaps intonation is the most difficult aspect for Chinese students in listening to English pronunciation. Wrong intonation will convey wrong mood or attitude, thus running the risk of offending others or making others feel embarrassed. Teachers should point out the intonation patterns of various kinds of utterances and ask the students to practice them. Usually, recordings of the dialogues in the text provide a good model for the students to mimic.

3.3 Dictation

Dictation is a transcribing activity. This activity is based on the principle of audio-lingual methods of foreign language teaching. That is, students learn language by mimicry, memory, and pattern drills. Ur (1984)^[13] argues, “Dictation can be used to check accurate perception and comprehension as well as spelling.” He regards dictation as a written form of repetition exercises and he says that the use of repetitions as a listening comprehension exercise is justified because “Longer coherent passages of discourse can be accurately repeated only if there is high level of comprehension on the part of the repeater.” Thus, in order to reproduce a sentence, learners will listen carefully not only for the sounds but also for the meaning. This justifies using repetition as an occasional listening comprehension exercise.

The teacher can first read the passages at normal speed and the students listen to it. Then he repeats the material

with pause for the students to write. Finally, he reads the passage at normal speed so that the students can check their own writing. While the students are writing what they heard, they may segment the stream of sounds in some way. Segmenting will give them chances to readjust their developing interpretation.

3.4 Answering Questions

For intelligent listening that requires action and reaction between a speaker and a listener, the teacher presents students with different sorts of questions. Types of questions should be designed depending on the students’ level of listening proficiency. These include questions requiring recall of details or an outline of the main points, or questions that require inferences or evaluative comments. Listening materials for students answering different sorts of questions should consist of samples of natural language from as many different sources as possible. This will give students experiences with many different topics, situations, and speakers.

3.5 Scanning

Students extract selected items by scanning the input in order to find specific information. There are a lot of exercises of this type. “The important aspects of this type of activity is the need for the students to seek out specific item and to let the other parts pass.” (Underwood, 1993)^[12] Listening to weather forecasts or news can be an example. Or teachers can present students with a short story requiring them to write an outline of main points based on what they heard. This activity may be regarded as one that focuses on retrieval of information in memory rather than on listening comprehension. However, it can be an activity that involves a dynamic process of listening comprehension and results in the constructive process of the message being heard and understood.

In summary, the activities discussed above provide students with a purpose for listening by providing appropriate activities. Activity listening makes students motivated to respond actively to something rather than to listen passively. That is to say, students do purposeful things in response to what they hear. In addition, activities above involve a collaborative process of listening during pair work or group work. If the activities are done through the target language, English, then students will have opportunities to interact with each other as speakers or listeners in order to perform tasks. Besides, activities focus on the processing activities themselves rather than on retrieval of information. The procedures try to help the students develop listening skills by using background knowledge and

by improving linguistic abilities.

However, there is one issue that cannot be ignored: what kinds of materials can best help students? Because successful activities are based on selecting ideal listening materials, teachers should know how to select them. According to Underwood (1993),^[12] teachers “need to discover what topics their own students find interesting and then to provide them with a wide range of stimulating materials.” This means materials that are geared to the interests of students should be selected like AI, Sci-fi issues nowadays because students enjoy them and perform better with materials to which they want to listen. No matter how, teachers should select materials of appropriate level of linguistic difficulty as regards vocabulary and syntax.(McKeating, 1981).^[5] Lastly, listening materials selected should be different from reading material. It is better to select comparatively easier and shorter ones. In these cases, students may listen attentively. So, selecting materials plays an important role in classroom language teaching.

4. Conclusion

In China, quite a number of English teachers have strong teaching skills in reading and writing, but not many of them seem to have the confidence and ability to teach listening well. However, without the teacher having professional competence and confidence in using and teaching English, one probably cannot expect Chinese students to develop their communicative competence effectively, which is considered to be one of principle targets of language teaching. If our teachers pay more attention to helping students gain listening skills through listening comprehension exercises and organizing in place classroom activities, with careful selection of materials, teachers can then be effective in helping students acquire their sound listening skills.

References

- [1] Anderson, A and T. Lynch. 1988. *Listening*. Oxford: Oxford Universities Press.
- [2] Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- [3] Call, M.E. 1985. “Auditory Short-Term Memory, Listening Comprehension, and the Input Hypothesis” *TESOL Quarterly*, 19,4: 765-781.
- [4] H.G. Widdowson. 1983. *Language Purpose and Language Use*. Oxford: Oxford University Press.
- [5] McKeating, D. 1981. “Comprehension and Listening” in *The Teaching of English as an International Language*, Abbot, G. and p. Wingard (Eds), London: Collins. 57-58.
- [6] Morley, J. 1984. *Listening and Language Learning in ESL: Developing Self-Study Activities for Listening Comprehension*. Orlando, Florida: Harcourt Brace Jovanovich.
- [7] Smyth, Morris et al. 1987. *Cognition in Action*. London: Lawrence Erlbaum Associates Ltd. Publishers.
- [8] Rost, M. 1990. *Listening in Language Learning*. London: Longman.
- [9] Rost, M and S. Ross. 1991. “Learner Use of Strategies in Interaction: Typology and Teaching Ability”. *Language Learning* 42:2 pp. 235-273.
- [10] Rost, M and R. Stration. 1982. *Listening Transitions: from Listening to Speaking*. Tokyo: Lingual House.
- [11] Schank, R.C. and Abelson, R.P. 1977. *Scripts, Plans, Goals and Understanding*. Erlbaum Associates, Mahway.
- [12] Underwood, M. 1993. *Teaching Listening*. London: Longman.
- [13] Ur, P. 1984. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- [14] Wilga M.Rivers 1981. *Teaching Foreign-Language Skills*. University of Chicago Press.



REVIEW

A Study on the Reform and Innovation of English Teaching in Colleges and Universities under the New Media Environment

Yan Chen*

Enshi Polytechnic, Enshi, Hubei, 445000, China

ARTICLE INFO

Article history

Received: 18 July 2019

Revised: 5 August 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

New media environment

College English teaching

Reform

Innovation

ABSTRACT

In the development of modern society, many advanced technologies have been applied to the development of various industries,^[3] and the application of new media technology has made great changes in the work and study of the people. In the new media environment,^[1] English teaching in colleges and universities has improved the traditional teaching mode, made the teaching idea get some innovation, and introduced many innovative teaching methods, which stimulated the students' enthusiasm for learning^[1]. Based on this, this paper expounds the importance of^[8] the reform and innovation of English teaching in colleges and universities under the new media environment^[4], analyzes the present situation of English teaching in colleges and universities^[2], and studies the optimization measures for the reform and innovation of English teaching in colleges and universities under the new media environment.

1. Introduction

Under the background of the new curriculum reform, the traditional college English teaching model can no longer meet the requirements of English teaching in the new period.^[3] In order to cultivate more excellent English talents, college English teachers should constantly optimize English teaching methods^[7]. In the new media environment, the application of many advanced technologies provides support^[1] for the reform and innovation of English teaching in colleges and universities. Relevant personnel need to reasonably apply new media technology to stimulate college students' enthusiasm for learning^[8], enrich English teaching resources, and optimize and innovate the existing English teaching model^[2]. Therefore,^[4] in the new media environment, teachers

need to pay attention to the reform and innovation of English teaching in colleges and universities^[1].

2. English Teaching in Colleges and Universities under the Environment of New Media

New media refers to a kind of information communication mode developed in modern society, which effectively merges sound, image, text and video, and can complete the work of information dissemination without the limitation of time and place. In modern college English teaching, new media technology has been effectively applied and widely valued by many colleges and universities^[7], but the emergence of new media has brought great influence^[1] on college English teaching, mainly in the following aspects: first,^[4] new media has brought some impact and challenges to college English teaching, the traditional college English teaching

*Corresponding Author:

Yan Chen,

Enshi Polytechnic, No. 122 Xueyuan Road, Enshi, Hubei, 445000, China;

E-mail: 1457164161@qq.com.

model has the characteristics of uniqueness, many teachers in the actual college English teaching process^[1], we often only pay attention to the content of textbooks and rely on textbooks, tapes and CD-ROMs to carry out practical teaching activities. Many college students are used to this teaching mode, but cannot effectively improve students' oral expression ability, English communicative competence and English use ability, and^[3] it is difficult to effectively improve students' comprehensive English use ability. Second, the new media provides a lot of convenience^[1] for the reform and innovation of English teaching methods in colleges and universities. In the new media environment, many advanced teaching technologies and the effective application of teaching resources provide a free learning platform for college students, broaden the channels for students to obtain learning materials and teaching resources, and promote the effective application of teaching resources. With the further development of information^[1] teaching in colleges and universities, college English is one of the main contents in the process of^[1] teaching in colleges and universities, which directly affects the all-round development of students^[3].

3. The Importance of English Teaching Reform and Innovation in Colleges and Universities under the New Media Environment

3.1 Create a Good English Teaching Environment

In the new media environment^[4], the teacher should actively introduce advanced technology, explain the key content of English teaching in the Internet platform, so that the students can better understand the contents in the teaching materials through the contents of pictures and videos in the teaching. So as to improve the oral English expression ability and the overall level of the students. At the same time, in the new media environment, the students can feel the fun of English teaching; realize the unity of theory and practice and the expected goal of common development.

3.2 Promote the Effective Implementation of Teaching Activities

In order to innovate and reform the English teaching mode of colleges and universities in China, teachers should implement informatization teaching methods. Colleges and universities are an important stage of students from school to society. College English teaching is one of the main contents in the process of informatization reform. In the new media environment, the traditional teaching mode of college English teaching has been changed, so that problems such as low efficiency and fixed thinking in tradition-

al teaching are optimized^[4]. Therefore, in the preparation stage of English teaching^[5], college English teachers can apply Internet technology to understand the communication and cooperation between China and other countries, and transfer them to students in English. Besides, in the new media, in the physical environment, students have a high interest in English teaching model, which stimulates students' enthusiasm for learning English to a great extent, and then improves the quality of English teaching in colleges and universities^[2].

4. The Present Situation of English Teaching in Colleges and Universities in China

4.1 The Form of English Teaching in Colleges and Universities Is Too Written^[5]

At present, in the course of college English teaching, the problem of theory is more than practice. Many^[2] teachers only pay attention to the content in the textbooks and pursue the written teaching method, which greatly strikes the students' learning enthusiasm, which is difficult to^[1] stimulate the subjective initiative of students, and the college English^[3] teaching not only needs students to master the book knowledge, but also affects the content of more language application and practice^[1] to cultivate the students' language practice ability and improve^[5] the students' comprehensive level. In the course of modern college English teaching, teachers only^[1] pay attention to the cultivation of students' language grasp, reading, writing ability, and lack of comprehensive application language. Teachers generally believe that English learning is memorizing words and sentences every day, which greatly affects students' ability to use English comprehensively. Especially^[6] in the process of English teaching in colleges and universities, students need to take CET-4 and CET-6, while students only^[3] pay attention to the way of written English practice, which hinders the cultivation of students' comprehensive quality^[5]. For example, a college English test for foreign teachers inside the school found that the grammar score of foreign teachers is lower than that of their own students. Therefore, college English^[2] teachers only pay attention to the written teaching content of English, and lack of attention to the scope of application of English practice,^[2] so it is difficult to improve the comprehensive ability of the students effectively.

4.2 The Practicality of English Teaching Theory in Colleges And Universities Needs To Be Improved

In the course^[1] of the college English teaching in our

country, the traditional English teaching mode is relatively fixed and cannot be changed according to the development of the society, which makes the English teaching mode of the higher and higher schools to be stagnant. In the course of applying the traditional teaching mode of college English, the teaching mode is too rigid, the teaching method^[3] is old, it can't meet the development of the modern society and the actual demand of the international communication. Moreover,^[8] in the course of college English teaching in our country, the traditional English teaching theory is practical and the operability is to be improved. The main reason is that the theoretical research and practice have a great difference, which has caused the disjunction between the theoretical research and the practical application of the foreign language. The problem leads to the phenomenon of "unable to land" and "inapproachable" in the theoretical study^[2] of English in colleges and universities^[6]. Therefore, at present, the theoretical research^[2] of English teaching in colleges and universities in China has entered the stage of misunderstanding in the attic in the air, and the lack of excellent professionals in the process^[2] of English teaching in colleges and universities in China hinders the further development of English teaching in colleges and universities.

4.3 Not Paying Attention to the Cultivation of Students' English Communicative Competence

In the process of English teaching in^[7] colleges and universities, teachers should pay attention to the improvement of students' comprehensive English ability, and communicative competence is an important symbol of the improvement of English comprehensive ability. Many teachers focus on the process of written knowledge and written expression, and college students generally need to take CET-4 and CET-6 exams, which makes students pay more attention to written practice, but lacks attention to English language communication and communication ability. In order to test CET-4 and CET-6, we only pay attention to the teaching of grammar, vocabulary and other examination skills, which cannot effectively improve students' communicative competence in English language. In addition, in the new media environment, many teachers have introduced multi-media Physical teaching strengthens the^[1] communication and communication^[1] between teachers and students and between students and students, and provides certain conditions for the communication between students and international friends. However, many college English teachers can not realize the importance of communicative competence in the future development of students,^[3] it is difficult to regard it as the key content of English classroom teaching^[7] in colleges and universities,

and cannot effectively cultivate students' English communicative competence. The effectiveness of^[2] English teaching in colleges and universities has been greatly affected.

5. Optimization measures of English Teaching Reform and Innovation^[4] in Colleges and Universities under the Environment of New Media

5.1 Introduction of New Media Technology And Extension^[3] of Teaching Content

In the process of English teaching reform and innovation in colleges and universities, teachers should take optimizing and extending the teaching content as the key content of practical teaching, constantly optimizing and perfecting the resources in the teaching process, and thus effectively^[3] improving the overall quality of the cultivation of English majors^[4] in colleges and universities. In the new media environment, university teachers should collect a large number of contents related to textbook content^[3] with the help of new media technology, and extend the content of English teaching. Therefore,^[6] in the teaching process of English majors in colleges and universities, teachers should do the following work well: first, teachers can make use of the search function in Internet technology, and according to the actual requirements and contents of teaching materials, search and teaching materials. Guan's materials, such as English movies, cartoons, English songs, TV dramas, pictures, words and other contents related to teaching materials, can increase the capacity of classroom information, stimulate students' enthusiasm for learning, and then create a good English classroom environment, improve students' comprehensive learning ability, and achieve the effectiveness of English^[1] teaching in colleges and universities. Second, at this stage, many^[1] colleges and universities in our country have established a perfect database, such as excellent English masterpieces, high-quality English academic papers and so on. Teachers can integrate them with the contents of teaching materials, implement required bibliographies, must-read articles, extend the teaching content in teaching materials, and give full play to their own fingers. Guidance, help students search and read independently, expand students' vision, and then improve students' information processing ability, reading and understanding ability.

5.2 Sharing of Teaching Resources

In the process of English teaching in colleges and universities^[6], teachers can apply English new media platform, index, classify, screen and screen related network

resources, integrate^[1] a large number of information and resources in the Internet, establish English teaching index platform and unified interface, realize cross-database retrieval, and provide support for search, recommendation, display and consultation in English teaching. At the same time, teachers can communicate and communicate with^[1] colleges and universities in many countries in the new media platform^[1] to realize the sharing of English teaching resources, so that they can not only browse current events in English news websites, but also read relevant academic magazines and watch foreign English on the Internet. Teaching video, the application of new media platform to strengthen the contact with English teachers and learners from all over the world^[7]. In addition, the new media has the characteristics of community, interaction, individualization, real-time and diversity, which can provide more abundant information and resources for college English teaching, stimulate students' enthusiasm for learning, broaden students' cultural vision, and then establish a perfect^[2] situation of English learning in colleges and universities to improve the effectiveness of English teaching in colleges and universities.

6. Conclusion

To sum up, in the development of the new period, the relationship between various countries in the world is getting closer and closer, and all walks of life pay more attention to English teaching.^[6] However, in the process of English teaching in colleges and universities,^[2] many teachers still implement the traditional teaching model and cannot achieve the expected teaching effect^[8]. In order to improve this situation, teachers should increase the application of new media platform and information technology, improve the problem that teachers pay too much attention to the content of teaching materials, lack of practical application, and increase the reform and innovation^[5] of English teaching in colleges and universities, so as to improve students'

comprehensive ability and provide a guarantee for the effectiveness of English teaching.

References

- [1] Dai Min. The Reform and Innovation of English Teaching in Colleges and Universities under the New Media Environment[J]. *Out-of-school education in China*, 2017(12):95-96.
- [2] Liu Xianghui. A preliminary study on the Reform and Innovation of English Teaching in Colleges and Universities under the New Media Environment[J]. *Journal of Jiamusi Vocational College*, 2018(3):407.
- [3] Cao Yuxia. College English Development Teaching: a Review of the Development of College English Teaching in the New Media Environment[J]. *Development and Evaluation of higher Education*, 2017(03):134.
- [4] Nie Xiaoxue. An Analysis of English Teaching Reform and Innovation in Colleges and Universities under the New Media Environment[J]. *Science and Education Exchange (mid-issue)*, 2018443(12):175-176.
- [5] Tian Chunxia. On the Innovation Reform of College English Teaching from the Perspective of New Media[J]. *English Square*, 2018, No. 089(05):80-81.
- [6] Zhang Fang. College English Teaching in the New Media Environment-A Review of the Development of College English Teaching in the New Media Environment[J]. *Development and Evaluation of higher Education*, 2017(2).
- [7] Shi Shujing. An Analysis of English Teaching Reform and Innovation in Colleges and Universities under the New Media Environment[J]. *Journal of higher Education*, 2018, No. 83(11):28-30.
- [8] Liu Yumeng, Zhang Yinyou. Research on College English Teaching Innovation in the Background of New Network Media[J]. *Intelligent*, 2018(34):114+116.



REVIEW

Is Compulsory School a Heaven or a Hell?

Liuyi Yang^{1*} Yujie Liu²

1. Northeast Normal University, Changchun, Jilin, 130024, China

2. Harbin University, Harbin, Heilongjiang, 150086, China

ARTICLE INFO

Article history

Received: 4 September 2019

Revised: 16 September 2019

Accepted: 9 October 2019

Published Online: 16 October 2019

Keywords:

Compulsory education

Human rights

Education wisdom

Educational equity

ABSTRACT

With the development of education and the society revolution, in the last few years, the word “freedom” has been discussed intensely, and the debates on some items like human rights, racial discrimination and political liberty have never stopped. At the same time, the discussion of freedom in the field of education is also rising. This article quotes Lynda Barry and John Taylor Gatto’s paper, clearly analyzing the effect of compulsory education through 3 aspects: national identity, creative approach and personal psychology.

1. Introduction

Compulsory education, which refers to a period of education that is required of all people and is imposed by government, takes place at a registered school (schooling) or at home (homeschooling).^[1] Nowadays, the topic of compulsory education is being discussed intensely which not only because some people think that the educational system has some inevitable problems, but also because of different people’s various of perspectives.

Lynda Barry and John Taylor Gatto are representative examples who argue whether the compulsory school provides freedom or not. In the article “The Sanctuary of School”, which is written by Lynda Barry, the author compares her school to a sanctuary, which provides her a home-

like zone and comforts her when she is suffering from her unhappy family. On the contrary, John Taylor Gatto, who is the author of “Against School”, fiercely criticizes the drawbacks of compulsory education. Actually, Barry and Gatto both agree that compulsory school provides students a national identity, which has a positive outcome towards their government. However, at the same time, they focus on different points of view. Barry holds the view that compulsory school is a comfortable place which provides freedom and respect for students, but Gatto disagrees with Barry’s point of view, as he argues that the compulsory educational system is a heavy fetter which limits the development of people’s thinking. Through these two articles, we can say that they agree with each other on the function of national

*Corresponding Author:

Liuyi Yang,

Northeast Normal University, No. 2555 Jingyue Street, Nanguan District, Changchun, Jilin, 130024, China

E-mail: 936549391@qq.com.

Fund Project:

Heilongjiang Province Education Science Planning Subject (Project No.: GJC1318053).

identity which means that education works for government. However, Barry believes that compulsory school also provides some creative educational methods like painting, which is opposed to Gatto's idea. Also, Gatto regards students as products on the assembly line, which challenges the basic ideas about compulsory school set out by Barry.

2. Compulsory School Works for the Government, Because It Fosters National Identity

It leads students to pay attention to their freedom which is for free and mature people. To show that teachers are loyal to their country, Barry states, "Mrs. LeSane asked us to stand, face the flag, place our right hands over our hearts and say the Pledge of Allegiance. Children...do it faithfully"^[1]. As a famous Chinese saying goes, "A teacher is a mirror of children." Also, the famous educational psychologist called Jerome Seymour Bruner thinks that teachers are not only disseminators of knowledge, but also models.^[3] What a teacher does strongly reflects his/her students. Although the flag-rising ceremony seems to be formalistic, Mrs. LeSane requires students to express their highest respect for their nation to enhance their national consciousness. She does not force her students to do so, but it is obvious that her students love this country from the bottom of their hearts, which means that the compulsory education she represents is successful. Similarly, in Gatto's article, people can see another way to express patriotism. As Gatto states, "the Prussian system was useful in creating not only a harmless electorate and a servile labor force but also a virtual herd of mindless consumers"^[4]. The compulsory education system Gatto mentions is efficient and positive for government. By telling students some social rules in compulsory school, the government and teachers make sure that students understand how doing with consciousness is the best for government. The closed education method helps government perfectly do their jobs, but under this system, compulsory school will educate many foolish people. Barry and Gatto both agree that education creates people's national identity, although they have different perspectives.

3. Barry Agrees that Her Compulsory School Implements Some Creative Educational Approaches, Like Painting, to Make Students More Imaginative, Gatto Challenges Her Idea, Because She Thinks That Compulsory School Focuses On Routine Teaching by a Spoon-Feeding Teaching Method That Is Hard to Change

To show her teacher's unique educational method, Barry

remembers, "to sit apart from the class for a while to paint, draw and silently work out impossible problems on 11 x 17 sheets of newsprint"^[2]. Her teacher treats students well and helps them release negative energies through a literary and artistic way, which is called "quality education". The reform of compulsory education in the United States is a balanced development process in pursuit of fairness as a whole. Its ultimate goal is to achieve educational fairness, protect people's basic rights and adapt to the development of modernization.^[5] Teachers in Barry's school give students chances to express themselves through paintings, it makes students regard their school as a heaven. As a detail, the phrase "silently work" shows Barry thinks school provides an independent thinking space to students and gives students chances to relieve suffering. Also, these kinds of activities help students to forget the pains that they are going through, and help teachers show enough respect and give enough freedom for students. In Gatto's article, he states, "I don't mean education, just forced schooling: six classes a day, five days a week, nine months a year, for twelve years"^[4]. He compares compulsory school as forced education which shows a feeling of debility. He is questioning and challenging the current educational system. Students have no chance to challenge the inherent concepts that are strongly rooted in traditional people's mind. Actually, to help students break out of the boring system, Gatto tries to defy custom or even to disobey the law. However, he states, "the empire struck back, of course; childish adults regularly conflate opposition with disloyalty"^[4]. The statement tells us that his attempt is regarded as a kind of disloyalty, which makes people bitterly disappointed. Through Barry and Gatto's detailed descriptions, we can see that Gatto challenges Barry's idea about compulsory school's educational methods, which makes the central point stronger.

4. Barry Supports That Teachers Are the Ones Who Care About Students' Daily Life And Do Some Psychological Counseling For Students. However, Gatto Regards Students as Products on the Assembly Line and Who Must Obey the Principle of Theory of Natural Selection

Strengthening children's education, improving the protection of children's rights and making them develop healthily and thrive are gradually becoming one of the overall and strategic tasks of governments and the international community.^[6] As Barry states, "We were children with the sound turned off. As... neglected children in this country, the only place where we being noticed

was at school”^[2]. We can assume that school has a high position in students’ mind when they feel upset through Barry’s article. She also expresses that it is a serious social problem that children are not that important for a family. In her opinion, schools not only undertake the responsibility to teach basic knowledge, but teachers focus on students’ mental health and treat students as if they were their own children. Students feel free and respected. In Gatto’s article, he states, “The aim... is simply to reduce as many individuals as possible to the same safe level, to breed and train a standardized citizenry, to put down dissent and originality”^[4]. This kind of education is very terrible for students whose world outlooks have not formed yet, because compulsory schools do not treat students as human beings nor do they focus on human rights. It will help students form an enslaved world outlook. Schools adopt the selective function which is similar to Charles Robert Darwin’s theory of survival of the fittest. The awful atmosphere makes compulsory school seems like a hell. Actually, in 1959, the Convention on the Rights of the Child agrees “Principle of the Best Interest of Children”, which means that children’s human rights had been valued by so-called “adults”. In the process of education, children should be the subject of rights and government has to fulfill obligations from this perspective. Barry and Gatto hold opposite points of view towards schools’ responsibilities.

5. Conclusion

All in all, the relationship between freedom and education is strong, and people may never stop debating about whether a compulsory school is a heaven or a hell. However, through American compulsory educational system, there are some advantages, such as the specific structure of responsibility division, the 50% proportion of investment in primary education and special expenditure

items, etc., which is also helpful for other countries in developing compulsory education.^[8] Education is a kind of process which has responsibilities to educate independent people. Using different cruel methods on students disobeys the original desire of education. Giving students enough freedom and recalling some of unnecessary rights are better alternative for compulsory schools. Hopefully, educational system can truly beneficial to students and the world will be better, because children are the future of a nation.

References

- [1] From Wikipedia, available at https://en.wikipedia.org/wiki/Compulsory_education.
- [2] Linda Barry. “The school’s sanctuary.” *The New York Times*, 1992.
- [3] “Piaget and Bruner’s Harmony and Integration and Development—On the Triple Depth of Basic Theories of Educational Technology” Zheng Xudong, Chen Rong, Ouyang Chenchen. *Huazhong Normal University School of Education and Information Technology*.
- [4] John Taylor Gato. “Objection against the school.” *Harpers Magazine*, 2003.
- [5] “Research on American Compulsory Education Reform under the Vision of Fairness” Wang Yu. *Southwest University*.
- [6] “International Law Research on the Protection of Children’s Rights” Wang Yongmin. *East China University of Political Science and Law*.
- [7] “On the obligation of compulsory education” Guo Wei. *Xiangtan University*.
- [8] “The Responsibility of Compulsory Education of Governments at Different Levels in the United States and Its Enlightenment to China” Yan Yanqun. *Zhejiang University of Finance and Economics*.



Journal of Educational Theory and Management

Aims and Scope

Introduce the new peer-reviewed, open access journal entitled *Journal of Educational Theory and Management (JETM)*.

JETM is an international open access journal publication by Synergy Publishing Pte. Ltd. We aim to provide a medium of communication for scholarly discussing the developments of management and education fields.

New developments and strategies are needed to determine the most appropriate educational management philosophy and practices of education for the institution. We welcome variety of contributions both qualitative and quantitative study and research perspectives from around the world and building upon various disciplinary related to the trends and the importance of educational theory and management.

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:

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

Synergy Publishing Pte. Ltd.

E-Mail: contact@s-p.sg

Official Website: www.s-p.sg

Address: 12 Eu Tong Sen Street, #08-169, Singapore (059819)

About the Publisher

Synergy Publishing Pte. Ltd. (SP) is an international publisher of online, open access and scholarly peer-reviewed journals covering a wide range of academic disciplines including science, technology, medicine, engineering, education and social science. Reflecting the latest research from a broad sweep of subjects, our content is accessible worldwide – both in print and online.

SP aims to provide an analytics as well as platform for information exchange and discussion that help organizations and professionals in advancing society for the betterment of mankind. SP hopes to be indexed by well-known databases in order to expand its reach to the science community, and eventually grow to be a reputable publisher recognized by scholars and researchers around the world.

SP adopts the Open Journal Systems, see on <http://ojs.s-p.sg>

Database Inclusion



National Library, Singapore



Asia & Pacific area Science Citation Index



China National Knowledge Infrastructure



Creative Commons



Google Scholar



Crossref



J-Gate



My Science Work

National Library of Singapore

NLB manages the National Library, 26 Public Libraries and the National Archives.

NLB promotes reading, learning and information literacy by providing a trusted, accessible and globally-connected library and information service through the National Library and a comprehensive network of Public Libraries. By forging strategic partnerships to cultivate knowledge sharing, the libraries also encourage appreciation and awareness of Singapore's history through their wide range of programmes and collection on Singapore and regional content. The National Archives of Singapore oversees the collection, preservation and management of public and private archival records, including government files, private memoirs, maps, photographs, oral history interviews and audio-visual materials.

Established on 1 September 1995 as a statutory board, NLB is an agency under the Ministry of Communications and Information (MCI).



Synergy Publishing Pte. Ltd.

contact@s-p.sg

www.s-p.sg

12 Eu Tong Sen Street

#08-169 Singapore(059819)

Journal of Educational Theory and Management is an independent open access journal published by Synergy Publishing Pte. Ltd.



9 772591 709198