

Journal of **E**ducational Theory and Management

Volume 1 Issue 1
October 2017

Higher Education

Education Structure

Synergy Publishing Pte. Ltd.



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Journal of Educational Theory and Management

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E Journal of **Education** **Theory and Management**

Volume 1 Issue 1 • October 2017

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Exploration of the Problems Existing in the Training Room of Chinese Jiuzhou Polytechnic

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Abstract: Training room is an important place for higher vocational colleges to improve students' practical skills, is an important component of the whole curriculum system and is also an important part of college characteristics and teaching quality. Taking Jiuzhou College of Vocation and Technology as an example, this paper analyzes the problems existing in the running process of the training room and puts forward the reform plan to realize the reasonable use of the training room investment and produce the maximum benefit.

Keywords: Training rooms of vocational school; Process; Exploration

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.291>

1. Preface

Jiuzhou Polytechnic, a 23-year history of the higher vocational college, the construction of its college training room is based on the characteristics of higher vocational education, hardware and software facilities have been considerable size. Although the college training room structure is more perfect, with the professional construction and development there is still a certain gap, and to meet the requirements of higher vocational education in the construction of training room, the realization of higher vocational training objectives and college overall development strategy requirements still exist A certain gap. Overall performance, input and output are often three low state: low input, low efficiency, the low output of the bad state. After the preliminary analysis of the main problems and causes are the following aspects.

2. An Analysis of the Present Situation of the Training Room in Jiuzhou Polytechnic

2.1 Training Room Construction Lacks Overall Planning

Training room master plan should be closely linked with the professional construction and development planning, training room hardware and software construction to meet the personnel training program in the technical skills training requirements. Jiuzhou Polytechnic, the majority of training room construction has not been effectively integrated and optimized, the faculties of the profession-

al training room independent of each other, the lack of overall and global awareness. The new training room construction program not only lacks the necessary feasibility demonstration and detailed investigation but also has the imperfect bidding mechanism and so on. Some departments according to the teaching needs, temporary purchase and construction of various experimental training facilities and equipment, the purchase of equipment structure is unreasonable, often buy that is idle, can not maximize the practical teaching role. After two rounds of Evaluation of Personnel Training in Higher Vocational Colleges has carried out some training room construction and professional construction, but the total lack of part of the hardware and software idle, and planning is not perfect, today's construction is completed, and tomorrow the phenomenon of reconstruction happens sometimes.

2.2 Lack of Capital Investment, Construction Efficiency is not High

Jiuzhou Polytechnic investment in training nearly 2 years has increased, especially in 2014 due to Evaluation of Personnel Training in Higher Vocational Colleges in Jiangsu Province, China to carry out the work, capital investment increased more. As most of the construction funds from our own funds, outside the enterprise investment funds are very small, training room construction and management funding are seriously inadequate. And the overall investment in the college there are also uneven situation, more investment in science and engineering, and liberal

arts less. At present, the construction of training room can only meet the basic needs of teaching and did not meet the needs of key core technical ability training.

2.3 The Practical Ability and Technical Application Ability of the Trained Teachers are Weak

Jiuzhou Polytechnic of the three types of unique staff (full-time teachers, part-time teachers, teachers), full-time teachers and teachers ratio of 1:50 or more, a serious shortage of serious, unable to meet the needs of normal teaching, especially training courses The need. College training teachers basically do not have first-line work experience, while business attachment training is difficult to in-depth, unable to docking and the effectiveness of poor^[1], leading to practical ability and technology application capacity is weak. Which are restricting the development of "double teacher" teachers, thus affecting the construction and operation of the training room.

2.4 The Management System is Complete but the Operation Efficiency is Low

Through the survey found that Jiuzhou Polytechnic on the training room management attention to be further improved, on the one hand after the training room hardware investment, lack of management, content construction, cultural construction, extension of the lack of expansion. Although the training room can be used according to the needs of the course, the effectiveness of the play greatly reduced, mostly in order to cope with classroom teaching. Training room management, although some of the training room with a dedicated training center management personnel to manage, but the use of equipment, maintenance, and software installation and maintenance, hardware adjustment and update, etc., the basic need to further improve and strengthen management, The training room performance evaluation mechanism to establish the need to further strengthen. Training room management evaluation is only a post-evaluation, prior analysis, the operation of the management and control of the lack of. Training room construction should reflect the characteristics of sharing and service, and after the construction of the college training room to undertake social training and technical services play a smaller role did not produce the relevant social benefits.

2.5 The Curriculum System is Imperfect and the Training Objectives are Difficult to Implement

Vocational education practice class with its high proportionality, high imitation (or authenticity), quasi-professional characteristics^[2], and I am currently on the one hand, the professional training program revision is too frequent, on the other hand some courses The internal

training did not meet the requirements of the syllabus, the existence of the curriculum system is not perfect and the implementation of training objectives difficult problem. Through the students' understanding of the training courses, the use of relevant curriculum knowledge, there are pre-class courses and late courses do not match the phenomenon of practical training courses difficult to achieve. The link between curriculum and integration issues need to be further strengthened.

2.6 Pattern of the Cooperation of School and Enterprise is Formalized

For the Cooperation between School and Enterprise in higher vocational colleges, on the one hand, the school enthusiasm, the establishment of teaching practice department, often held part-time teachers and other related meetings, but the enterprise is not enough heat; the other side of the overall quality and ability of students decline, Training practice can not get the recognition of enterprises, school-enterprise cooperation and sustainable development lack of motivation, can not achieve a win-win situation. Schools and corporate common interests have not yet formed, the lack of appropriate interaction mechanism, lack of business motivation, the lack of appropriate policies and incentives, school-enterprise cooperation atmosphere did not form. Running effect has not fully reflected, the original design ideas have not yet achieved.

3. Explore the New Model of Reform Training Room Construction

The Department of the Department in the training room construction or transformation process, to "student-centered thinking" as a basis to cultivate students skills level as the goal, improve the ability of graduates to adapt to the completion of the corresponding training room objectives. Training room positioning requires all relevant teachers must be guided as a guide to carrying out various forms of teaching work, the need to strengthen the training of teachers in our college to strengthen the employment-oriented education management concept of the introduction of the original traditional teaching methods, to improve students in the face of practical work to solve the problem.

3.1 Training Room Construction to Implement the Project Construction

Training room project construction in order to introduce performance evaluation, and at the same time before the project began to build, need through expert demonstration, training room planning to start. Training room project construction can also improve the enthusiasm of teachers, while students can also participate in, and comprehensive-

ly improve the teaching and student ability. Training room planning through expert advice, to avoid detours.

3.2 Strengthen School-Enterprise Cooperation and Achieve Win-Win Situation

Jiuzhou Polytechnic students professional school-enterprise cooperation mechanism there are a series of problems, the effect is not obvious. School enterprises in the training process can not achieve the desired effect. As a private higher vocational college, there is no guarantee of national policies, school-enterprise cooperation can only proceed from the perspective of both sides. School-enterprise cooperation must be a win-win or even win-win results in order to be more motivated. The level of the performance level of the training room also needs to be analyzed and evaluated from the depth and breadth of the cooperation between schools and enterprises.

3.3 Comprehensively Improve the Training Room Management System, Improve Operational Efficiency

After the completion of the training room, the need for a sound training room management system, the relevant management documents to be available. In the course of teaching course, teachers should actively guide students to follow the corresponding norms, the establishment of a conscious habitual compliance with the relevant system, to prevent the non-standard behavior. At the same time, the implementation of the system is essential, not as a form, to strengthen the guidance of teachers, to strengthen the education of students, while the training room system is not perfect place scientific and reasonable changes.

3.4 Strengthen the Construction of Teachers, Improve the Level of Professional Construction

The construction of the faculty is the important goal and guarantee for the construction of the professional construction and training room. Therefore, for the full-time teachers of Jiuzhou Polytechnic, it is necessary to actively strengthen the construction of their own teachers and encourage teachers to participate in various forms of training and Training, improve the level of theory and practice, to actively in-depth enterprise first-line college to create conditions for teachers to enter the enterprise to facilitate, such as the identity of enterprise engineers stationed in the enterprise line, school and enterprise joint development of teaching materials, joint participation in enterprise technological innovation and reform. At the same time to actively introduce a senior title of the staff, enrich the professional and training room construction.

3.5 Broaden the Sources of Funds to Solve the "Bottleneck" of Funds

In addition to their own funds to invest in the construction of their own training room management, but also actively strive for financial support at all levels of the project, the implementation of a government investment, the college corresponds to 1: 1 or higher matching. Through the financial support at all levels of construction, affecting the other supporting funds of continuous investment, efforts to solve the training room key equipment purchase equipment. But also can rely on school-enterprise cooperation platform for the cooperation of enterprise funds to support the current Zhongrui Automobile Institute and the public sector are using corporate capital investment, school and enterprise to build a professional way, the college only needs to provide general teaching facilities and assistance condition. Although the two departments are just established, still in the exploratory stage, but this way greatly solved the funding problem.

3.6 Strengthen the Construction of Training Room Characteristics, Improve the Innovation Mechanism

Private higher vocational colleges are faced with difficulties in enrollment, survival difficult problem, if you want to improve the college awareness, to attract more candidates, then the characteristics of school are very necessary. And the characteristics of the school to practice the training room, training room features as a basis, so the training room to create a unique, regardless of the talent training mode or school-enterprise cooperation, to be refined and competitive, college only Can survive, training room construction in order to further promote.

4. Conclusion

This paper mainly analyzes the problems and puts forward a new model of reform based on the current situation of the training room of Jiuzhou Polytechnic. Through the application of the new model to make the training room to run more effective, more able to promote professional construction and development, training for the use of skilled talents.

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Instruction and Learning Styles & Strategies in Second Language Acquisition

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DOI: <http://dx.doi.org/10.26549/jetm.v1i1.292>

1. Introduction

During the last four decades, a growing realization on the relation of individual differences and language learning has awoken considerable awareness that personal cognitive abilities including intelligence, aptitude as well as emotion, motivation, in many aspects play a part in Second Language Acquisition (SLA). Thus the instruction in language learning and teaching should be considered by teachers and scholars to match the students' variety of learning styles and strategies with regard to the categories of numerous cognitive features. In this paper, firstly, the Instructive language Learning based on the relevant theories and studies will be introduced and analyzed, and then the Learning Styles and Strategies will be discussed as well. Next, the similarities and distinctions of the two topics will be elaborated respectively as well as the link between the two. Lastly, further emphasis on the pedagogical implication and function will be addressed and explored.

2. Instructed Language Learning

2.1. Studies Based on Direct and Indirect Intervention

A number of studies have shown that the instruction can largely facilitate language learning in many levels of language, such as vocabulary, grammar, and functions (Ellis, 2005; Krashen, 1981; Long, 1983). According to Ellis (2005), the instruction in language learning refers to the intervention in the learning process, which can be

categorized into two types, direct intervention, and indirect intervention. Specifically, the two intervention taking place in White's (1988) Type A and Type B Curriculum indicate that the structural syllabus and an accuracy-oriented methodology in Type A, while a series of "tasks" and communicative conditions in Type B. Long (1991) further distinguishes the two approaches to "focus on forms" and "focus on form", which can be overall addressed as form-focused instruction (FFI). Similarly to White, the former one requires the approaches planned previously, and the latter one concentrates on "tasks" in activities or communications. Thus the aim of the direct intervention and indirect intervention can be simply interpreted as "skill-getting" and "skill getting" into "skill using" (Widdowson, 1998).

2.2 Ten Principles on Teaching Consideration

In order to facilitate language teaching for a basis of argument and reflection, Ellis (2005) provides another contribution, ten principles, designed in relation to teachers in different settings. Instruction in principle 1 ensures the learners to develop the rich repertoire of formulaic expression and the rule-based competence. Instruction in principle 2 ensures the learners to focus on meaning predominantly. Instruction in principle 3 ensures the learners to focus on form. Instruction in principle 4 promotes focusing on developing implicit knowledge of the second language without neglecting the explicit knowledge. Instruction in principle 5 promotes taking account of the learners' built-in syllabus. Instruction in principle 6 requires extensive second language input when instructs

language learning. Instruction in principle 7 requires an opportunity for output when instructs language learning. Instruction in principle 8 centers on developing the second language proficiency in interaction. Instruction in principle 9 requires taking into account of the individual differences among the learners. Instruction in the principle 10 requires examining the learners' second language proficiency on both the free and controlled productions. Although the general principles draw on a large scale of theoretical perspectives, the constraints are apparently on focusing more on classroom settings and less on social contexts.

3. Learning Styles & Strategies in Language Acquisition

3.1 Definition of Two Concepts

For many years there is a growing consensus that the two variables, learning styles and learning strategies, contribute to language success in numerous EFL and ESL researches (Ehrman & Oxford, 1990, 1995; Carrell et al, 1996; Littlemore 2001). The notion of style refers to the consistent and enduring characteristics of intellectual functioning as well as the type of personality that differentiates one from the other (Brown, 2007, p. 119). As for learning style, that includes affective, cognitive and physiological factors, which indicate the learner's perception, interaction, and response to the learning environment around them (Keefe, 1979). About the notion of strategy, that refers to a specific method of achieving a task or designing for manipulating certain information (Brown, 2007), and the learning strategy was also defined by Cohen (1998) to indicate the certain behavior and techniques that consciously selected by learners and may enhance the language learning.

3.2 The Relationship Between Learning Styles and Learning Strategies

Generally, the level of awareness, intentionality, and stability differentiate the learning styles from the learning strategies (Ehrman & Oxford, 1990; Reid, 1998). Specifically, learning styles are internal traits and cannot be consciously perceived and used, learning strategies are on the contrary consciously used by the students to facilitate their learning as the external skills (Reid, 1998). Though distinction as they have, the two notions relate closely in terms of the affective and cognitive factors as the predictors of language proficiency (Li & Qin, 2006). Brown (2007) further asserted that learning strategy directly links with the innate learning style or other personal factors, and cannot operate by itself. With reference to the relationship

between the two terms, learners may prefer to know their learning styles in order to examine their prior learning strategies or explore a better one to adapt to the distinctive learning contexts. The teachers may also adopt the effective teaching methods to match the diversity of students, in regard to their different learning styles. Concerning about this, many instruments used to identify the learner's styles and strategies are provided by the scholars. Among those, Oxford's (1990) Strategy Inventory for Language Learning (SILL) is the most widely used instrument, which encompasses 50 items divided into 6 categories and relevant strategies. In this sense, SILL may facilitate the learners to identify their preferences and adopt matching strategies.

However, the cognitive elements in learning styles are rather complex, though the inventory may aid the students in many respects, the teachers should responsibly guide the students to utilize the strategies in practice. Personally, according to the size of the students (40-50) of one class, and it's common in Chinese colleges/universities or in other developing countries, the instrument can facilitate the students to know themselves, but not easy for teachers to concern all the different styles the students exposed when they ponder over which teaching methods should be used or avoided through the teaching procedure.

4. Distinctions and Relation Between Instruction and Learning Styles & Strategies

As analyzed above, the apparent distinction between the instruction and learning styles and strategies have been indicated in the concepts, the prior one focuses on the outside intervention in the process of language learning, whereas the other one means the learners' innate characteristics and the adopting learning methods based on the innate factors. Though different as they are, they both derive from the consideration of cognitive elements in language learning and aims at improving the language proficiency. Especially, Wenden(1985) firstly asserted that the learner "autonomy" should be one of the most vital aims of language teaching. Cohen (1998) also used the term of styles and strategies-bases (SSBI) instruction to emphasize the link between the style and strategy. Moreover, Chamot (2005) concluded that if comparing with asking students to use some strategies, the explicit instruction is far more effective and can foster metacognition as well as the ability to know their thinking and learning processes. One area of language learner strategies start with Rubin (1975), and he pointed out that a good language learner can also teach us. While the students may benefit from the

teacher's instruction to foster their learning strategies, the teachers, if mindful of students' needs and variations, can also benefit from the good learner strategies and successful learning across different cultures and contexts. Therefore, it is necessary to further discuss the pedagogical implication pertaining to the two themes.

5. Incorporating SBI/SSBI into the Classroom (Pedagogical Implication)

5.1 Identifying the Students' Learning Styles and Strategies

Teachers in China seldom explore the individual's style and strategy before they launch a new teaching phase, partly because of the large size of students in the class, but for most, lacking the awareness of the function towards this field plays a part. Teacher-centered teaching methods are dominant in class for decades, and the root-learning methods are also doggedly employed by the students to date. Traditionally, all these are influenced by Chinese ideology and custom, but in terms of the SLA, it needs other more consideration of the students' diversity and the way to increase not decrease the interest of language learning. Cohen (2010) asserted that the learner should know their learning style preference and learning strategies and the relation between them before they start their language learning trajectory. The SILL questionnaire or other instruments can be introduced to our students, and teachers can also discuss the result of such style questionnaires with further suggestion or instruction. I personally support this action as Brown (2007) pointed that the awareness of one's learning styles and strategies does not merely refer to the classroom learning, which may extend beyond the classroom and contribute to the lifelong learning of our students.

5.2 Effective Instruction in Specific Domain

Among numerous studies on comparing the effectiveness of explicit and implicit instruction, as examined in Norris and Ortega's (2001) meta-analysis, the explicit instruction is proved to be more effective. As mentioned above, a good language learner's strategies may provide the implication to teachers with regard to the relevant teaching methods. In order to explore the effects of strategy instruction in various skill areas, a number of studies pertaining to the specific domain, listening, speaking, reading, writing, vocabulary, and grammar, are recommended in Cohen (2010). Taking listening and reading, for example, Cohen organized the Harris and Grenfell's (2008) study that a quasi-experimental study involving 120 samples from 12-13 years old who were deployed

into experimental and controlled classes with French lessons. After 9 months, the students in the experimental classes incorporating strategy instruction were proved to be more advanced than the controlled classes without the instruction input. The result of this study identified that all students regardless of their bilingual status or gender and prior attainment or attitude could benefit from the explicit strategy instruction. Another recommended study is about the willingness of ESL students in Singapore with reading instruction (Zhang, 2008). This 2-month quasi-experimental study involves classroom activities, within which 99 college-bound ESL students with average 18 ages were conducted with a social constructivist approach. Then the result of this study showed that the experimental students benefit from the strategy-based instructional instruction in their comprehension improvement. Generally, more studies proved that the teachers' instruction played a role in students' language learning.

5.3 Some Implication from Ellis's 10 Principles

Ellis's 10 principles concern a variety of settings, in which some opinions correspond to my situations and provide me with significant guidance. First, compared with the explicit knowledge, the implicit knowledge is unconsciously held and it is can only be verbalized when it is made explicit. But as many researchers' views, the implicit knowledge should be emphasized as the ultimate goal in teachers' instruction, for this type of knowledge underlies the confidence and fluency in communication. Second, drawing the experience of L1 acquisition, the child achieved full language competence by massive amounts of language input between 2-5 years. This is powerful evidence to language teachers that we should ensure the L2 to become a medium in class and try to create adequate opportunities to make students exposed in language atmosphere. Last, combining with the language input, the output should also be concerned for the improvement of second language proficiency. Chinese students used to complain that they have rare opportunities to use English and the fast language attrition makes them frustrated. This implies the teachers that lacking oral interaction and conversation will make the L2 ability the students have acquired declines fast. So far, plentiful studies showed, effectively, the instruction contributes to the language learning, the more significant consideration, therefore, is the right and matching type of instruction which a mindful teacher should adopt.

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A Research Design on Reading Strategies

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Abstract: Students' reading time is limited in class in high school English teaching, but the scores take up a big proportion in college entrance examination. In addition, parts of Reading Practice are added in the elective books of New Standard English for Senior High and have the features of long passages and many new words, increasing students' reading difficulties. As an English teacher in high school, the author deeply understands the students' confusion and thus conducts this research.

Keywords: Reading strategies; Research design; English language teaching

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.293>

Based on the literature at home and abroad, the author has studied many theories related to reading theories. Then the author selects a class to study the application of reading strategies. The research focuses on the following questions:

1. In high school English reading, what are the problems in using reading students?
2. In high school English teaching, how to help students use reading strategies?
3. What are the influences of reading strategies on students' English reading?

During the research process, the author uses interview, questionnaire and reading ability test. By analyzing the research data, the following conclusions are obtained.

1) Most students have wrong reading concepts and think reading needs to understand every sentence. Lack of word amount is one of the biggest difficulties in reading, but it is not the only factor. It's wrong to attribute all the reading difficulties to the new words.

2) The wrong reading concepts lead to the lack of reading strategy consciousness. Many students are used to reading from the very beginning to the end. The reading process doesn't need any strategies.

3) Teachers should guide students to develop reading strategies.

These factors cause low reading competence and low reading efficiency.

Based on the data analysis and the practical conditions, the author has divided the research into two parts. That is special classes for reading strategy and conventional reading class. The selected reading materials are parts of Reading Practice in elective textbooks.

In special reading classes, teachers introduce the common reading strategies for students and specifically show the application of strategies taking Reading Practice as reading materials. Besides, students are required to consolidate the reading strategies assisted by the corresponding practice materials. In the conventional reading classes,

teachers guide students to use the corresponding reading strategies through all the teaching. Teachers help students know and use the reading strategies and improve the use consciousness by continuous practices.

After the research, the contractive analyses results indicate that students' score increases from 27.82 to 34.31, increasing by 23.3% after 16 weeks' research. While the score of the contrast class increases from 28.14 to 31.86, increasing by 13.2%. The conclusions are as follows:

1) The special classes for reading strategies can help students correct the wrong reading concepts and learn the basic reading strategies.

In special reading classes, students can learn the basic reading strategies. After learning parts of Reading Practice, students can learn how to use these strategies. The after-class exercises can help students consolidate the strategies.

2) In conventional classes, teachers play a positive role in developing students' reading strategies and students' reading competence can be improved a lot.

Conventional reading strategy guidance can not only learn the Reading Practice effectively but can save the teaching hours and help students know the strategies. Meanwhile, they can solve the problem of limited class hours and give students enough guidance.

3) Students are armed with the use awareness of reading strategies and can actively use the strategies during the reading process.

Before the research, students think that reading is based on the words. After the research, they have changed their mind. Sometimes there is no need to read the passage. Some new words won't impede the reading, and students can even guess the meaning the new words. To get the passage's substances, students can find the topic sentences and pay attention to the first and the last sentence of the paragraph. These strategies can enhance students' reading competence.

4) The application of reading strategies increases students' confidence in reading and reduce their fear of difficulty.

After the research, students' reading competence has been improved. They think reading strategies can help them solve the problems in the reading.

Above all, the combination of special classes for reading strategies and conventional classes can help high school students learn strategies, improve their reading

competence and build their confidence in reading.

1) In high school English teaching, several special classes for reading strategies should be added to develop students' reading strategies.

Students can have the special classes in the second term of grade one. The class hour should be kept about 4 hours with one lesson a week. In the second of grade one, students have a certain vocabulary amount and reading foundation and can recognize the difficulties during the reading. The special classes for reading strategies can help a student learn the strategies and lay foundation for the following studies.

2) Teachers should emphasize the reading strategy guidance in daily teaching.

The daily teaching shouldn't only emphasize the knowledge points and grammars. It should guide students to learn reading strategies, which is effective to develop students' reading competence. In the initial stage, the teaching process may be slow, but the class efficiency will be improved a lot once the students have a good command of reading strategies.

3) Teachers should change their mind of emphasizing the theories and ignoring the practice.

The teaching strategies play a significant role in teaching practice. If students can grasp the strategies, their reading competence will be improved considerably. It is not a matter of improving the theories but improving the problem-solving abilities.

Based on the author's teaching practices, the research has some limitations.

1) The scope of research object choice is small.

In this paper, the research object is a class taught by the author. There are 64 students. Therefore, the experimental data are small, which may influence the data's authority to a certain degree. In addition, the students in the class have relatively high entrance scores and their English learning motivation is strong. Therefore, the research results may only have a good effect for these objects.

2) The research period is short.

The research period is only 16 weeks. It is lack of long and constant research. Therefore, some problems may not occur in the short period.

3) The research strategies are not complete.

Due to the limited reading class hours, this research only studies some common reading strategies without in-

volving all the strategies.

4) The range of reading material selection is small.

The reading materials are from Reading Practice of elective books. These materials have long passages and many new words. Therefore, the research focuses on the application of strategies in accordance with such materials.

5) During the research period, other English knowledge input may affect the accuracy of experimental results.

During the research, students will receive other English knowledge input, such as listening material reading in listening and speaking class, sample writing reading, growing vocabulary amount, changes of learning motivations and so on. These factors may affect the accuracy of results to a certain degree. Although the contrast class has been set, the influences subject to these factors can't be eliminated completely.

The above shortcomings should be improved in the further researches.

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School-based Research Report

—Investigation and Analysis on Undergraduate General Education of W University in China

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DOI: <http://dx.doi.org/10.26549/jetm.v1i1.294>

As one of the national key comprehensive universities with a long history of China, W University has always been forefront in reforming general education. The implementation of general education has been started since 2003, at the same time some beneficial exploitations were conducted in W University, which thus was considered as one of the three modes of general education in mainland's universities and colleges^[1]. In 2013, W University carried out the second round of reform of general education, and now the third wave is undergoing, that was based on a university-wide discussion on reform of undergraduate education in August, 2015^[2]. The discussion focused on the reform of general education and stimulated people's interest on these changes. Therefore, this research team carried out two university-wide large-scale questionnaire surveys separately in May 2015 and November 2016 to find out undergraduates and instructors' opinions about the previous two reforms. Through analysis of status quo of implementation and undergraduates and instructors' questions and suggestions, this paper can provide references for new reforms.

1. Survey Subjects and Methods

Two large-scale questionnaire surveys were carried out for this research: the first survey used questionnaires among university-wide undergraduates and general education instructors in May 2015. Via the online link named "W university undergraduate general education implementation questionnaire (student part)" which was created by discussion topic on undergraduate education reform launched by the official website of W University, students could have direct access to the website to fulfill the questionnaires. 1759 effective questionnaires were collected from freshmen to seniors, covered arts, science, engineering, medicine and other disciplines. While 172 effective questionnaires were collected from both online and printed questionnaires among general education instructors. The second survey on satisfaction to the general education of W University was conducted in form of semi-structure questionnaire, collecting 395 effective questionnaires on site from sophomores to seniors^① in November 2016.

2. Survey Content and Result Analysis

2.1 Survey Content

The whole content includes students survey and instructors survey.

The students survey involves:

- (1) students' cognition and attitude to the philosophy of W University's general education;
- (2) the factors when choosing an elective course;
- (3) the degree of satisfaction and opinions to the number of general education course, the field division of general curriculum, MOOC general education course, elective system, class size, schedule of classes, methods of delivery and assessment, teaching effects etc.

Table 1. satisfaction to several aspects of general education ranking by scores (N=395)

Variable	Satisfaction Score	Ranking
Teaching content	2.97	1
Curriculum difficulty	2.95	2
Method of assessment	2.95	3
Method of delivery	2.94	4
Schedule of class	2.92	5
Assignments after class	2.84	6
Class size	2.83	7
Field division of general curriculum	2.82	8
Number of course	2.79	9
Teaching effects	2.7	10
MOOC general education course	2.69	11
Elective system	2.36	12

(4=quite satisfied, 3=satisfied, 2=unsatisfied, 1=very unsatisfied)

The instructors' survey involves:

- (1) instructors' cognition and attitude to the philosophy of W University's general education;
- (2) reasons for teaching general education course;
- (3) method of general curriculum delivery;
- (4) the grasp of the difficulty, depth and breadth of course content;
- (5) opinions and suggestions about the general education course of W University etc.

2.2 Survey Result Analysis

2.2.1 The Philosophy of General Education Has Been Basically Recognized by Students and Instructors, but It Still Needs To Devote More Efforts to Propaganda

Combined two large-scale surveys' data and compared with previous ones, it is obvious that W University has propelled the reform of general education so that the philosophy has been built up and spread. When the first reform of general education enacted in W University in 2003, a questionnaire survey was conducted among students, only 53.3% of which supported the implementation of general education, 9.4% disagreed because of the interference to major development, and 37.3% sat on the fence for the general education was too idealism to implement^[3].

The questionnaire survey of 2015 reveals that 91.3% of instructors agree the implementation of general education, while only 4.1% disagree and still 4.7% neither endorse nor oppose.

On the student level, the situation is less optimistic than that on structure. In this survey, 66.06% of students know a little, only 15.29% know a lot, 13.76% have little idea and 4.89% totally have no idea when asking What Is General Education. It can be seen from above data that more than 80% of the students have some insights into the general education, which reveals that the implementation of general education has aroused students' attention; even though, almost 20% have little or totally no idea about general education, illustrating that a minority of students select course with sort of blindness and it is essential for university to enhance the propaganda of general education.

The further analysis finds out that among the group of Have Little Idea about General Education, freshmen comprise 28.18%, and sophomores 11.91%, juniors 8.06%, seniors 6.45%. Reasons accounting for this data maybe freshmen have few accesses to general education course for the term has begun not too long (Note: this survey was conducted during the last semester of first grade), leaving these students barely having any idea. While with the growth of grade, students have more exposure to general education course so that they raise more awareness, which also reflects the lack of propaganda and popularization at the beginning of admission.

2.2.2 Students Select Courses Mainly Based on Interests and Doodling for Credits is Gradually Getting Less.

To know the students' motivation of selecting one general course, this questionnaire designs an item What's Your

First Priority When Choosing A General Course, and the results reveal that students are getting more and more active in general education course and place own interesting the first. Data from 2003 shows that among the factors, interest takes 41.5%, to complete knowledge structure takes 24.3%, to get credits more easily takes 15.9%, for personal schedule takes 9.1% and other reasons takes 9.2%. Data from 2015 indicates the proportion consists of 9.2% interest, 15.9% to complete knowledge structure, 9.2% to get credits more easily, 7.4% for personal schedule and 1.1% for other reasons. By contrast, obvious increase in interest can be seen.

2.2.3 The Curriculum System Is to be Improved

To adapt to the change of educational goals and students' needs, W University has been revising the Undergraduate Talents Cultivation Plan, and divide the general electives in present program into 7 parts:

- (1) Communication and writing,
- (2) Mathematics and Reasoning,
- (3) Humanities and Society,
- (4) Nature and Engineering,
- (5) Art and Appreciation,
- (6) China and Global,
- (7) Research and Leadership.

More than 500 general education courses have been opened, meanwhile a curriculum system of general education with its own characteristics has basically been formed and a batch of high quality general education courses have been built. However, there are still problems in curriculum setting and other aspects, which are mainly manifested as following:

1) Unreasonable curriculum filed division of general education

For the present, W University has 7 categories of general education curriculum:

- (1) Communication and writing,
- (2) Mathematics and Reasoning,
- (3) Humanities and Society,
- (4) Nature and Engineering,
- (5) Art and Appreciation,
- (6) China and Global,
- (7) Research and Leadership.

Although this classification highlights the requirements of high-quality talents in Research Universities, there are still three questions: firstly, there is no standard unified method of curriculum field division—some courses in areas such as China and global, research and leadership, division of these two areas and other areas are not in the same dimension and level; there's no clear direction in the Chinese and global courses; research and leadership is a part of the humanities and social class; what lessons can be included in the field of research and leadership is not easy to determine. Secondly, the names of some curriculum fields are prone to ambiguity, such as nature and engineering --- this division will disguise some of the highly specialized engineering courses into the general education system, which is contrary to the spirit of general education. Thirdly, some fields are too narrow to facilitate the curriculum setting, nor is it benefits to students' course selection. To take an obvious example, the research and leadership, includes only 45 courses, with a total number of 41 classes actually set up and 5091 students attended, meaning an average of 124 students per class, and only 13 were opened successfully for 2014 and 2015. As the school training program stipulates that every students must fulfill two credits in each area, on the one hand, the number of students in the field is too much, affecting the teaching quality; on the other hand, the lack of course in this field makes students unable to get 2 credits, resulting in delayed graduation.

2) Unbalanced number of general education course in different fields

Wuhan University opened 513 general education courses, and the total number of lessons is 1159, which generally made students content. Survey in 2016 shows 74.9% of students are satisfied with the number of general courses while 25.1% unsatisfied.

However, the unbalanced number of general education course in different fields indeed brings about troubles to students' course selection, and this problem is mainly embodied in three aspects:

(1) the curriculum field of general education is too narrow, and the number of courses in some areas is too small. For example, research and leadership, communication and writing classes can not offer many courses for students to choose from;

(2) the number of natural engineering courses is too large, while the number of humanities and social science courses is too small;

(3) the number of popular courses is too small, keeping

unavailable to many students interested by these course.

Table 2. Curriculum of different fields of W University in 2016

Curriculum field	Number of course	Number of class	Average students' number per class
Communication and Writing	23	47	111
Humanities and Society	107	253	103
Mathematics and Reasoning	53	216	59
Research and Leadership	27	48	124
Art and Appreciation	49	101	102
China and Global	35	74	116
Nature and Engineering	175	364	96
Other fields	44	56	53
Total number	513	1159	

The survey data also shows that 40.5% of the students have interests in the general course of literary and art, 28.4% in social science courses, 13.5% in interdisciplinary curriculum, and only 17.6% in natural science course, which concludes that nearly 70% of students have interests in humanities and social science courses, but the natural science and engineering course still account for the largest proportion in general curriculum system, up to more than 30%. Therefore, the number of general courses of W University offered in various fields should be balanced based on the requirements for students' credits.

3) some general education courses are considered as no value to be opened

23.25% of the students believe that all elective courses are valuable, 63.59% consider most of elective courses are valuable, 11.26% claim that most have no value, 1.93% think all elective courses have no value. This shows that most of the general education courses are accepted by students, but there are still some courses being considered to be useless to students, as a result the department of setting curriculum should screen the courses seriously.

2.2.4 Teaching Management Should be Improved and Especially the Elective System Has been Pushed on the Cusp of Students' Complaints.

Problems of the teaching management are conspicuous in following aspects:

1) The schedule and frequency of general education

courses are not reasonable

At present, nearly 70% of the general education courses in W University are arranged at the 11th-13th night class from Monday to Friday. The survey data shows that only 1/3 of the students approve such schedule, nearly half have no opinions, and 13.4% think the time is unsuitable. 24.6% of the students reflect that the elective general course they like will have time conflict with other courses, indicating that the university can not meet the needs of a fair number of students in the time schedule of general education courses. In terms of frequency, 56.9% of the students argue that many general courses are unavailable to select, among which a considerable number of students comment and suggest that "popular courses are full of people", "popular courses can't be chosen", "hope more famous teachers to teach" and so on. This indicates the lack of high-quality general course-opening frequency is not enough, failing to meet a lot of students' interests and needs.

2) The elective system is in urgent need to be improved

Survey data exhibits that 51.6% of the students are not satisfied with the general course elective system. Integrated all students' opinions, the following six aspects can be seen:

(1) during the peak period the server is not stable, and the system is easy to collapse; (2) the treatment period after submission is too long; (3) students can't have accurate estimation on the possibility of selecting the course since the system only displays the remaining places without chosen number that day; (4) the classification of the general course in the elective system is unreasonable; (5) the system prioritizes senior students, resulting in the lower grade students often unable to select what they want; (6) the lack of course information etc. There are obvious differences between general courses and specialized courses elective systems: specialized courses are mainly for the professional students, with narrower audience and unified set by its own college pointing at specific major, while the general courses are for all faculties and students, which puts forward higher requirements for the elective system.

2.2.5 An Excessive Number of Students in General Education Course

1) There are too many students in general education courses

According to the 2016 general course curriculum provided by W University's undergraduate college, among seven areas of general education courses, there are average more than 100 students per class, except for two fields

--- mathematical reasoning and natural course and engineering; and the largest number appears in the "ancient Greek civilization" courses, up to 324 persons. Two main drawbacks obviously exist. Firstly, too many classes are not conducive for flexible classroom arrangement, courses with a large number of students can only be taught in a limited number of classrooms, and small classroom is difficult to accommodate such a huge amount of students, if there are any changes, it is difficult to allow classroom turnover. Secondly, too large size of class is adverse to the development of general education curriculum, since teachers are difficult to engage in teaching interaction and group discussion, and teaching methods are limited to lectures, likewise, the form and method of mid-term and final assessment will be confined to simplified assignment or test, which affect the teaching quality.

2) There is a lack of learning guidance for students

On the one hand, interaction between professors and students is rare, and general education instructors just "coming for the class and leaving in the end". As a result students rarely have the opportunity for face-to-face communication with instructors, much less teacher's guidance, which greatly reduce the effect of general education. On the other hand, the university's guidance of general education for students is not enough, leading to some students have no clear grasp of the purpose of curriculum fields division and the meaning of general education. For example, 23.1% of the students are not fully aware of the purpose of the general curriculum, and think the general curriculum is to lay a foundation for the study of professional courses, and even some engineering students only want to learn natural science courses and professional courses, having little motivation for humanities and social sciences course which are considered as meaningless. In addition, 23.2% of the students are not satisfied with the curriculum fields division of general education, and nearly 30% of the students argue that there should be no restrictions on the field, such as "why classification should exist", "students should choose freely without division restriction", "credit should not be required according to different fields division as long as students get enough credits", "general education should not be divided into different areas", "given the essence of general education, students should have more autonomy to choose their favorite courses, rather than restrict the field so that students choose some uninterested courses" and so on. It can be seen that a considerable number of students believe general education courses should be fully in accordance with their own interest, meanwhile most students are still unclear about the purpose of curriculum fields division. The reasons exist

in the lack of communication between the students and the school, the general curriculum instructors, and of appropriate guidance for the students in general curriculum selection, leaving students prone to blind, random and utilitarian when selecting course which brings to significant reduction of teaching effect.

2.2.6 The Teaching Faculty Construction Should be Strengthened

1) some instructors lack enough knowledge of general education

The survey results show that 51.16% of the general curriculum instructors have deep understanding of general education, 41.86% have a certain understanding, while 6.98% still only heard of the concept. The majority of general education instructors, up to 91.28%, approve the promotion of general education, 4.65% neither agree nor oppose, and 4.07% do not agree to the implementation of general education. In terms of the difference of course teaching between general curriculum and specialized curriculum, 23.26% of the instructors think two teaching modes differ greatly, 52.91% argue that there exists relatively large differences, 22.09% think two teaching methods have a little difference, and only 1.74% think there is no difference.

With regard to reasons of taking general curriculum, half of the instructors are willing to assume general education courses out of their duties, 36.05% for personal interest. 13.37% indicate it is inescapable task assigned by university, and 0.58% for the curriculum easier to teach with fewer burden.

A survey on the reasons why some teachers are reluctant to undertake the teaching of general education shows that 50.58% of teachers think that compared with specialized course and scientific research served as KPI, general curriculum is not a mandatory requirement, 44.77% hold that there are no incentive measures, besides their endeavor brings little outcome, and 4.65% of the teachers think their incapability is the only reason.

In general, the vast majority of general course instructors have uncertain degree of understanding of general education, but there are a small number of teachers still grasp little about general education, and even have no idea of the difference between general course and specialized course. The most significant difference is that general education is not only a process of knowledge transfer but also a process of cultivating students' comprehensive abilities, free personality and ethical responsibilities, which makes the contents and goals of general education curriculum

differ from specialized course and further determines the different teaching methods. A clear cognition of difference between general course and specialized course is beneficial to improve the teaching effect.

In addition, there are still a few teachers who disagree the implementation of general education and only take these courses in accordance with the authority of the university. It calls on further propaganda for general education curriculum among teachers.

2) There is a low proportion of excellent instructors and famous instructors in general education

Survey shows that associate professors take 45.35%, ranking the highest, professors 27.33%, lecturers 23.84%, and assistant 3.49%, indicating that it is young and mid-aged instructors with title of associate professor or lecturer that mainly undertake the task of general education while the proportion of excellent instructors and famous instructors is low.

The school does not have a strict selection criteria for general education instructors' qualifications, so they can declare the course as long as they have the willing. Some instructors without enough qualifications to set up general education courses do this, while qualified ones are reluctant to offer general education courses.

It is difficult to be a qualified general education instructor which spends long time and energy. Young and mid-aged instructors are in the formation process of educational literacy with limited experiences; while excellence and famous professors generally have profound learning and good literacy, excellent academic attainments, as well as superb teaching art and personality charm. Although outstanding and famous professors are not the most important criteria for the selection of general education instructors, in general, they tend to meet the needs because of excellent qualification.

3) The teaching ability of general education course has yet to be improved

The overall quality of general education instructors in W University is relatively high and the vast majority prepare lessons seriously and carefully, and constantly improve their teaching methods. However, from the survey results, teaching ability of general education instructors in our university needs to be further improved.

(1) Teaching methods need to be improved

According to the survey, 68.28% of the students consider the lecture method is mainly used in general course, 1.65% think mainly by students' discussion, 29.39% be-

lieve the mixture of lecture and discussion, and 0.68% of the students choose other methods, indicating most general courses are delivered by lecture, part of courses by lecture & discussion and a few by students' discussion.

Further investigation revealed that 12.17% of the students are quite satisfied with the teaching methods of general course; 50.14% basically content; 31.67% think most methods are just-so-so; 5.40% relatively unsatisfied with most methods; 0.63% totally unsatisfied with most methods, indicating that most of the students are content with or accustomed to the current teaching methods, but there are still a small part of the students are not satisfied. It means there is still room of improvement for teaching methods.

(2) Teaching effect needs to be elevated

The results of the students' evaluation of the general electives' teaching effect show that 18.87% of the students think that the effect is good; 57.59% hold that most are relatively effective; 17.23% believe that teaching effect of most general electives is relatively poor; and 6.31% of students think that teaching effect of all general curriculum is relatively poor. It is gratifying to note that 3/4 of the students recognize the teaching effect of the general curriculum. But there are still 1/4 of students disapproving the teaching effect, indicating that the teaching quality of some general course has yet to be improved.

(3) the control of depth and breadth of general education curriculum need to be strengthened

The depth of teaching content mainly refers to its difficulty, and the control of difficulty is one of the evaluations of general course instructor's teaching ability. Survey data reveals that 80.8% of the general curriculum instructors design content with a moderate degree of difficulty; 15.1% very simple, removing more difficult part; and 4.1% as difficult as specialized courses.

The vast majority of instructors keep moderate difficulty in depth, ensuring the integrity of the discipline's basic structure. But there is 15.1% general course instructors design too simple content to set challenges to students and stimulate students' learning enthusiasm and initiative, for these instructors misunderstanding the general course of popular education course, at the same time underestimating students' thinking and accepting ability. In addition, a small number of general course instructors make general content the same difficulty with professional content, considering general course as the foundation of specialized course, not even taking into account the differences of basic knowledge between students of different majors.

The control of content's breadth of general education curriculum is another indicator of evaluating the instructors' teaching ability. Survey data shows that 34.3% of the general course instructors' teaching content is across a wide range of disciplines; 55.2% across close disciplines; and 10.5% not interdisciplinary. Most of the instructors take the general curriculum with an interdisciplinary nature, indicating that these teachers not only grasp the goal of general education to cultivate students' ability of multi-angle understanding and thinking a problem, but also possess enough high literacy of general education to interdisciplinary teaching. But there is still part of general course instructors' teaching content and is not interdisciplinary, indicating that these teachers have not thoroughly understood the connotation of general education, or their own conditions limited interdisciplinary teaching. The general curriculum teaching has put forward higher requirements on the teachers' professional quality, not only in their own profession with higher academic attainments, but also a wide range of knowledge, meanwhile these instructors have to use knowledge of their own major to analyze and solve problems in other disciplines and analyze and solve problems of their own major from perspectives of different disciplines. At present, some teachers lack this ability, resulting in little difference between their general course and specialized course.

3. Countermeasures and Suggestions for Improving General Education

Based on the data analysis of two large-scale general education survey, this paper puts forward following recommendations for improving the general education of W University.

3.1 To Optimize the Constructor of General Education System

It is urgent to optimize the general education curriculum setting. First of all, to increase humanities and social Sciences general curriculum of high quality as the major component of general education which aims mainly at cultivating students' humanistic quality. Wuhan University, a comprehensive university with a long history, has powerful humanities and social sciences, and relevant curriculums are very popular among students. So the school can take advantage of humanities and social sciences resources to offer more high-quality humanities and social science general curriculum for students to select, so as to meet the students' learning interest. Meanwhile, science and engineering instructors should be encouraged to offer interdisciplinary general course combined with humanities

and social science to elevate the teaching effect of natural science general education.

Secondly, to revise the talent training program efficiently. W University has adjusted the curriculum field division of general education this year, which is divided into 4 areas:

(1) Chinese culture and world civilization, (2) scientific spirit and life care, (3) social science and modern society, (4) art experience and aesthetic appreciation. Each field contains core general curriculum and common general curriculum, which effectively solves the prior problems such as field division is too narrow, a number of general curriculum in some fields is too small, curriculum setting is out of balance etc. As a result, the new program will balance the number of different areas as well as reduce students' pressure of selecting course. But with the program in process of revision, the new requirements of general elective credits not officially released, the general curriculum is still in accordance with the previous 7 areas: communication and writing, humanities and social, mathematical and reasoning, research and leadership, art and appreciation, China and the global, natural and engineering. According to the survey result, nearly 90% of the students expect to learn general curriculum followed by the new field division. Therefore, the school should speed up the revision work of talent training program, and reclassify general courses according to the new method of curriculum field division as well as balance the number of general curriculum in each field, and accordingly revise the requirements of credits in each general area.

Thirdly, promote and make full use of MOOC general education course. The school should set up new MOOC general courses every year, to increase its number, especially encourage some popular general courses to be opened in MOOC form to meet the requirements of students' course selection.

3.2 To Strengthen the Teaching Management of General Education Curriculum

To adjust the arrangements of general curriculum. In order to learn about the students' opinions on the teaching management of general curriculum, the research team conducted a special interview and open questionnaire survey with 100 undergraduates randomly selected within W University. According to the student's proposals, this study summarizes the management recommendations as follows: firstly, to well order the schedule of different general curriculum, and try to set aside a specific period during the daytime for general education curriculum. Secondly, to add weekends' time for general course so as

to avoid conflicts with professional courses. At present, schools do not arrange specialized courses on weekends, so these time should be the ideal for students to take general courses they are interested in.

Thirdly, increase the teaching frequency of instructors taking high-quality and popular general course. To set more classes for general courses of large size, and encourage popular instructors to offer more classes. There are several ways: Firstly, instructors of popular, high-quality course should set up two or more classes a week for the same course. In general, most of the general courses only open a class every semester, although there are large classrooms accommodating two or three hundreds of students, contrast to the needs of thousands of students, it is far from enough. The second is to encourage many instructors to declare and open the same general curriculum, to increase the frequency of this course.

Fourth, to ensure the stability of the general course elective system. Maintain and upgrade the hardware equipment-information technology platform of general education courses, and regularly update the elective system and management system of general courses. More faculties should be arranged to maintain and manage the elective system in the peak period of students' selecting course (the first two weeks of each new semester), to ensure the fluency and stability of the system. In addition, the function of the curriculum elective system should be improved, it means the system should not only show the remaining places but also the enrollment took each day so that the students can judge the possibility and decide whether to replace this course with another. Instructors should also deal with students' application timely during the peak period, and try to shorten processing cycle to give prompt feedback to students.

3.3 To Improve the Teaching Methods of General Education Course

To carry out the method of teaching in big-size class and discussion in small-size class. This method is a combination of traditional big-size class teaching and small-size class discussion. The former method focuses on delivering knowledge, grasping the emphasis of the course and difficult points of teaching, while the latter method mainly discusses practical problems and solves problems puzzled students to improve students' learning quality of core general curriculum.

To explore an effective combination of MOOC and the method of teaching in big-size class and discussion in small-size class is also worth a try. Make full use of

modern network information technology, through online and offline mixed teaching methods, to reduce students' pressure of general course selection and ensure the quality of general education courses.

To organize activities regularly allows students to interact with excellent instructors face to face. Different universities have special methods to carry out the interactive activities, for example, Fudan University introduces a tutorial system, and the instructors' team consists of professors and associate professors acting as academic tutor, and counselors coupled with other staff dealing with students' affairs as permanent instructor, and a small number of invited mentors. Each tutor is responsible for 3 to 5 students in study and life^[4]. Fudan University integrates all the teacher resource to allow students to keep in touch with different instructors of various majors, so as to get guidance on general education. Another example is the collage of Chemistry and Molecular Sciences of Wuhan University, which has officially launched "the expert luncheon" since March of this year, which regulates every Tuesday and Thursday, an expert and four undergraduates have lunch together. Through this platform, undergraduates have opportunities to communicate face with the academicians, the Yangtze River scholars, the National Outstanding Youths, nation-wide famous teachers, persons from Young Overseas High-level Talents Introduction Plan and other experts to get their guidance for learning and life. Such interactive activity can be extended to the whole school: to integrate teacher resource of the whole school and regularly organize face-to-face activities such as the Luncheon or famous teacher's meeting to break the boundaries of different disciplines, so that students have access to guidance for general education.

3.4 To Strengthen the Constructor of General Education Instructor Teams

The construction of teachers' team of general education courses can proceed from the following three aspects:

Firstly, to attach importance to selection for instructors of general education course. As a comprehensive university with a long history, Wuhan University has complete subject structure, including arts, law, science, engineering, business, medicine etc. Meanwhile professors have broader vision than those of a university of single category. All these are advantages for implementing general education in Wuhan University, which should be made full use of to carefully select high-quality instructors to ensure the teaching effect.

The value of general education lies in "general". Therefore, a university should try to select senior teachers with

high academic quality, rich teaching experience and broad vision to set up general education courses. Instructors who are truly academic, enthusiastic, and well versed in instruction are qualified to stand on the platform to deliver general education courses.

Secondly, to strengthen the construction of teachers' echelon of general education courses. On the one hand, university should advocate the famous teachers to undertake general course; on the other hand, it is important to cultivate reserve forces and encourage young instructors to offer general courses, at the same time organize them to observe excellent general courses in and out of campus, so as to learn experience, and effectively improve the general teaching ability.

To improve the training and further education mechanism for general education instructors. The actual effect of a general teaching method is directly related to the instructors' self-cultivation of teaching methodology and the specific conditions of their mastering and applying a method. The training and further education of general course instructors are designed to update teachers' concepts and teaching methods in form of communication research, and constantly improve their professional ability and quality. Most of general course instructors grow in the atmosphere of professional education, lack of comprehensive quality training, resulting in the difficulty to get rid of the interference of professional teaching. Therefore the training and further education are necessary for all the general course instructors to master the latest concepts and methods of general education with the changes of the times. Although for present there are some small-range seminars of general instructors, a systematical training and further education mechanism has not been established, which is urgent to be solved for a sustainable development of general education.

To encourage instructors to actively participate in academic seminars on general education, and constantly improve the awareness, teaching skills, teaching abilities of general education. Universities should regularly organize seminars on general education, and arrange specialists of general education to give lectures to general course instructors of different disciplines, aiming to allow the instructors to process a deeper understanding of the connotation and purpose of general education and help to determine the teaching objectives that are appropriate for their general curriculum, as well as teaching program^[5].

Thirdly, to Establish an Incentive Mechanism of General Education and improve the teaching Initiative of general course instructors. Given the school's assessments for teachers mainly concentrate on the professional teaching and science and research results, plenty of teachers spend most of time and energy on professional teaching and science and research, paying little attention to general education courses. Therefore, it is necessary to

(1) enhance the incentive for general course instructors;

(2) increase the weight of general education in the overall evaluation of teachers, meanwhile rationally allocate the proportions of general course teaching, professional teaching and science and research achievements;

(3) establish a reward system of general education, to reward these excellent and popular instructors with high quality, good effect and innovative method of general teaching, meanwhile give these teachers more priority in title assessment;

(4) increase the pay of general education curriculum instructors, to stimulate the teaching initiative.

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annotation

- ① The second survey took into account that the sophomores had not attend any general electives only for two months after the term began so that these students could not have true reflections about general education ,therefore concerning data was removed in this survey.

A Comparative Study of Differences Between Chinese and American Family Educational Approaches

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Abstract: Education is not only a science but an art. During the children's entire education, school education is in a dominant position but family education plays a key role. Children's growth needs education, help, and guide from parents. With the development of Chinese society and economy, the importance of family education of children grows more and more significant. But because of cultural traditions, lifestyle, social customs, ideas and sense of heritage, family education in China is still a weak part. The traditional concept of family education is being challenged. And many parents lack understanding of physiological and psychological development of the children during their growth, and lack proper education and effective methods to face the different stages of children's development. Consequently, parents tend to miss crucial educational opportunities. With different history, culture and social economic conditions between China and America, the formations of family education are producing a huge impact. American high level of culture and education also determines the United States the world leader in science and technology. The US has not only advanced school education but advanced family education, and their advanced educational concepts and teaching approaches are in line so that we can learn from American family education in a lot of places. Through questionnaire investigation and contrastive analysis, this thesis studies the differences between Chinese and American family educational approaches by three main aspects of intellectual education, moral and physical education, and life education. Firstly, this thesis discusses the reasons on the historical and cultural backgrounds and social conditions. Then this thesis describes the specific performance including the different status and contents, the comparison of parenting methods. In the end, this thesis has a brief summary of advantages and disadvantages of Chinese and American family educational approaches. This thesis tries to briefly describes and compares the intellectual education, moral and physical education and life education. Therefore, the aim of this thesis is in order to improve the quality of our family education. By studying the differences of family educational style between China and America, we do not mean to belittle our Chinese family education but is a kind of reflection. Absorbing American family education's advantages and removing the disadvantages of our family education style as well as keep our Chinese traditional merits of family education could make a benign circulation of healthy personnel training in our country. Thus, we could gain a competitive advantage in the future competition and gradually adapt to the world trend of the future.

Keywords: Educational approaches; Comparison; Chinese family; American family; Parents

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.295>

1. Introduction

Family education, school education and social education make up the three major power of education, but family education can never be replaced. Today, we are in a rapidly changing era of science and technology, the training of personnel is more important among the development of science and technology, and the first stop of the personnel training should be the family. Family education generally refers to the parents of the child's criticism, guidance, training and management and other activ-

ities, but we tend to agree with the expand understanding which the current family education and social change on the family: first, the family education is not just an internal matter of the family but is related to the matter of the whole society; second, the task of family education is not only to learn life skills and to deal with family relationships but from all aspects to promote family's health and get overall development; third, family education is no longer just the parents' education; fourth, the time of family education is not only limited to preschool but the life-long education that person's life are always home-schooled.

With the development of Chinese society and economy, the importance of family education of children grows more and more significant. But because of cultural traditions, lifestyle, social customs, ideas and sense of heritage, family education in China is still a weak part. The traditional concept of family education is being challenged. And many parents lack understanding of physiological and psychological development of the children during their growth, and lack proper education and effective methods to face the different stages of children's development. Consequently, parents tend to miss crucial educational opportunities. With different history, culture and social economic conditions between China and America, the formations of different family education are producing a huge impact. American high level of culture and education also determine the United States the world leader in science and technology. The US has not only advanced school education but advanced family education, and their advanced educational concepts and teaching approaches are in line so that we can learn from American family education in a lot of places.

There are several educational ways, and this article discusses the Chinese and American family education in typical way. In this thesis, the differences between Chinese and American family education approaches, are the three main aspects of intellectual education, moral and physical education, and life education. The third chapter is about the differences of intelligence in Chinese and American family educational approaches. Firstly, this thesis would discuss the reasons on the historical and cultural backgrounds and social conditions. Then this thesis would describe the specific performance including the different intellectual status and contents, the comparison of parenting methods. In the end, this thesis has a brief summary of advantages and disadvantages of Chinese and American family educational approaches. Similarly, the fourth chapter is also like the former framework. The fifth chapter is about the differences of life education between Chinese and American family. After explaining the reasons, the differential expression of specific performance comparisons is divided into four aspects from the concept of money, social contact, parental sexual health education, as well as the emotional express between parents and children. Then this thesis lists the pros and cons of Chinese and American families educational approaches which also divide into these four aspects. The sixth chapter is the conclusion and implications of the whole paper. This thesis briefly describes and compares the intellectual education, moral and physical education and life education.

Therefore, the aim of this thesis is that by the differ-

ences of family educational style between China and America, each family has to act unanimously, to take effective measures and methods and to gradually change this situation. For example, change grades-target type education for the comprehensive quality education, change knowledge-based education for capacity-based education, using the interests to promote the transformation of family education. Only absorb American family education advantages and remove the disadvantages of our family education style and keep our Chinese traditional merits of family education, can we make the formation of healthy personnel training in our country. Thus, we could gain a competitive advantage in the future competition and gradually adapt to the world trend of the future.

2. Literature Review

Family education plays an increasingly important role in modern society, not only for personal development, harmonious development of the family as a whole but for society. So countries attach great importance to family education. As a world power, The United States' family education has characteristics and advantages including independent personality, open democracy, and economic consciousness. However, there are still many deficiencies in our family education on aspects of its educational philosophy and educational purposes. The dictionary definition of family education is: parents or family elders educate children or young people. Family education plays an indispensable role in the healthy growth of children along with the school education and social education. Children's growth is always closely linked with a small family group. In the family, as our society improves and social structure becomes increasingly complicate, family education becomes more important and emergent. Family educational way refers to a relatively stable parenting behavior that parents raise and educate their children. It summarizes kinds of characteristics of parenting behavior. Family education is significant for all around the development of intellectual, moral and physical education, and life education. What's more, a proper way of family education plays an irreplaceable role in lots of parts in children's life, such as children's money concept, sexual health education, social contact, emotional expression between parents and children and how to get along with each other. Teaching methods are restricted by educational philosophy and goals.

In recent years, the research about family education in China and the US focus on the overall Sino-US study of family education, including the reasons of the different

backgrounds, differences of family education purposes, contents, approaches, results, and problems of Chinese family education, as well as across a comparative study of cultural communication researches. Among these, the comparison of educational purposes, contents, and methods accounts for a large proportion. The following reviews about the perspective of Chinese and American differences in family educational purposes, educational contents, educational approaches which are previous studies reviewed.

2.1 The Differences on the Educational Aims

From the numerous literature, it can be seen that due to the influence of traditional Chinese education "The more student copies his studies, the easier he will be an official." Our society heavies academy, and strengthens utilitarian, as well as values-based groups. So parents often impose on their children for their own purposes. Thus, the purpose of Chinese family education is to train children to be a successful man, to learn well, then is admitted to a good college, get a good job, have a good future, and live a better life. What's more, parents can also live better in their old age. So Yang Zhihua (2007) pointed out that China's family educational purposes tend to be family-centered, ignoring the wishes of their children, and the elders tend to emphasize the "feedback." In Differences between Chinese and American Family Education Zhang Xiaoliang also has written "They hope their son to be a successful man and daughter to be ambitious, too. They tend to pay more attention to children's studies. As long as the child got good results, all problems can be solved. The parents educational purposes are that the child will amount to be successful, can find a good job and live a better life." Shi Lei's *The Comparison and Analysis of Sino-American Family Educational Ways—from the Case of American Chinese Tiger Mother Family Educational Way* refers that "Children have only to open one's mouth to be fed and hold out one's hands to be dressed, as long as they study well." Due to the strong economy, improvement of the social system, the value orientation of United States is process-valued, individual-based, giving children the free choice. So the family education purpose of parents in the United States is that parents as family education supporters, cultivate children's independence, in order to be able to survive in the community, to adapt to various environments. American parents will not be too fancy on whether children will be successful men in the future. They want children to own ability to live alone and to survive independently in the community. In the same essay, Zhang Xiaoliang says "The focus is on fostering children has the ability to adapt to the environment and to

survive independently. American parents believe that the purpose of education is not preparing to make a living, but is preparing to survive. They emphasize the value of a mental shape, utilitarian, and career-related value." Liza Pin's (2008) article also pointed out that "They know how to discover their children in a positive part. The children can find their value in the family homeland."

2.2 The Differences on the Educational Contents

Chinese family education content is narrow and imbalanced, intellectual predominant. The content lacks skills development, personality development, and the development of children's physical fitness. Liza Pin (2008) mentioned in her article, Chinese parents regard intellectual education as the most important part of children's living and learning, but neglect children's exercise and they require children to study aesthetic culture such as painting and dance in order to increase their children's future professional competence. While they lack the basic content of social abilities: life skills, work skills, communication skills, practical ability, and neglect learning and creativity. This article also states that "Chinese parents seem to learn the importance of knowledge. In fact, they only pay attention to the low level of knowledge which is just to cope with school exams. However, the American family has rich educational content. Their family education is physically labor-round development, and is more involved in fostering children's social skills and the ability to survive. Besides, they pay attention to the cultivation of creative ability. Geshu Hui (2009) pointed out that "In the promotion of physical reinforcing, parents attach importance to young children in outdoor activities, physical exercise; on cognitive development, they emphasize on training the child's senses, pay attention to developing the child's cultural, aesthetic vision, and the child's learning interest; in the community of culture, children are required to do things by themselves, and are asked to learn to cooperate with peers, to share, and to aid mutually; in emotion education, parents teach children to listen to music, art, dance, literary and artistic works." Jiang Nannan (2013) also says that American parents pay attention to cultivating children's social practice and social viability, in order to have good independent skills and social adaptability.

2.3 The Differences on the Educational Approaches

The previous literature has mentioned most Chinese parents in educating children to use the form of preaching, and they are leaderships of children; they require children to be obedient and do not give children enough freedom right to choose; they take too much interference in children things and they even take on everything; they do not respect the child's privacy. Jiang Nannan (2013) referred

that "Giving children infinite love and overprotective are Chinese parents, while giving children the limited care should belong to American parents." Chinese parents take care of children in all aspects of a lifetime. In the former essay if Zhang Xiaoliang, he referred that "On fostering children's independence, Chinese parents especially these who have only one child, meet the child's basic needs in life acting, let the child do none housework and they even arrange all aspects of the child from childhood to adult." the family education in the United States is equally accessible. Parents pay attention to cultivating children from practicing rather than preaching, and they are the child's friends; they let children make a choice according to their own wishes, cultivate children's independence and ability; they encourage children to participate in various activities to cultivate children's interest, to enhance self-confidence and sense of responsibility; they respect the child's privacy. Min Granville and Li Haofeng (2008) pointed out that "American parents let children choose things freely. They give children the key to the door instead of opening the door for children." Wang Jing (2011) noted, "They respect their children's interests and choices, and encourage them not to give up their own hobbies." Shao Xuan and Zhang Jing (2011) also say American parents give children more space to accumulate experience and attain skills in the practice and training. Meanwhile, this article also mentioned that parents encouraged their children to participate in activities to cultivate children's sense of competition, self-confidence, and interest, as well as an ability of practice; they try to create a relaxed and welcoming environment to assist children in making friends, helping children develop physical and mental health.

In conclusion, there are significant differences on educational purposes, educational content and educational methods between Chinese and American family. The educational purpose of the Chinese family is utilitarian, to help children succeed; educational purpose of American family is to guide children to become social beings. Chinese family education content is overwhelming intellectual, ignoring other aspects; the educational content of American family is all-round development, with emphasis on cultivating a child social competence. Educational method of China is a closed family education type, which means parents are authoritative; the American family educational method is an equally open type, which means parents are guides. This is the previous review studying mainly in the overall education, as well as the drawbacks of Chinese family education and the advantages of American families. But the previous studies less mentioned specific aspects of family education methods and fewer

disadvantages of American family education and merits of family education in China. So the next study will be combined with the concrete manifestation of the survey data and examples, compare more detailed the advantages and disadvantages of education in the intellectual, moral and physical education, aspects of life in Chinese and American family educational approaches. Thus, we could understand more fully and correctly differences on educational approaches in Chinese and American families. Besides, with better integrated with our country, we could recognize our lack of education, take American's essence and throw its dregs, and selectively learn from foreign educational methods and ideas, so that we could improve the quality of family education.

3. Differences of Intellectual Education

The intellectual education in a family is the intelligent educational activities that parents or persons are conducted in. Family intellectual education is vital to the growth of children, to the socialist material civilization and spiritual civilization construction. It can be divided into preschool family intellectual education and family intellectual education after school. Preschool intellectual education in the family is the foundation of preschool children. Family intellectual education after school in the family is consistent to school intellectual education. It is the supplement to school intellectual education.

3.1 Causes of Differences of Intellectual Education

The following is about different traditional historical and cultural backgrounds.

Since ancient times, China pays much attention to education. With the improvement of imperial examination system, examination-oriented education has been far-reaching, which has led all kinds of businesses have to comply with "Better education, better future." It is the emphasis on secular education. Another reason is the influence of Confucian Culture. The Chinese traditional Confucian culture emphasizes "The cultivation of one's moral character, the running of one's family, the administration of a state, the peace and security of the world." The Chinese parents care about the reputation in educating the child, thinking educating the child to become a useful person is their achievement, but if not, the parents feel shameful. The education's goal is for earning their living, for honor. This kind of culture heavies mentality and lights manual activity, heavies theory and lights practice. Besides, Chinese are consciousness-based, with emphasis on the social group. By this awareness, children are

regarded as the continuation of the family. Therefore, to make family honor is the educational purpose of the majority of parents. Especially in the seventies and eighties, college entrance examination has changed lots of people's fates of that generation.

The United States has a short history and is a nation of immigrants. The US is affected by the Renaissance and the Enlightenment. So personal development is less constraint. What's more, Americans have personal standard consciousness, which emphasizes individuality. Thus, children do not have to shoulder the task of family honor.

The influences of Different Social Conditions are also important.

China may be one of the world's largest economies, but it remains a poor, developing the nation in terms of per-capital income. With underdeveloped productivity, it is increasingly difficult for employment. The employment results in a crazy chase towards high academic qualifications. Not only for parents and students but also for the whole society. Last but not least, Chinese social pension security system is not perfect. So most Chinese parents hope that their children would have enough economic base to provide for the aged in the future.

With the US strong economy and advanced productivity, there are more employment opportunities, as well as open career outlook to people. So high academic qualification is not the only better choice for Americans. In addition, because of the perfect pension system, children wouldn't have to raise their parents in the future. Therefore, parental education emphasizes children's social ability.

3.2 Different Specific Performance of Intellectual Education

3.2.1 Different Status and Contents on Intellectual Education

At the first, we will talk about the status. For Chinese parents, intellectual education is learning, grades and grades rank in school. Parents put grades in the first place which is far more than the other parts of intellectual education. In the survey, students were asked: "What is your parents care about most about you?" The results were "academic" (86.9%), "social viability" (23.3%), "health" (45%). And the results from parents are the same. Except children's grades, other issues are not taken seriously for parents.

By comparison, American parents are also concerned about children's achievements, but not like Chinese parents always put the grades first. American parents are eyeing other intellectual as important as grades, such as the

intellectual development of children's creativity, practical knowledge. According to the survey, American parents were asked the same question. The results were physical and mental health 89%, learning achievement or grades 71%, and moral cultivation 70%, ambition in the future 46%. Therefore, American parents take all the factors about intellectual education into consideration as equal.

As for the contents, compared with skills (science skills, music, astronomy, etc.). Chinese parents pay more attention to theoretical knowledge and focus more on results than the process. Secondly, parents' satisfaction towards children's study is closely related to students' academic performance. The higher the score, the better parents' satisfaction. But they are less concerned about the child's learning, study habits, and learning attitude. The dates about parents' satisfaction show that the 19.97% of parents chose to "unsatisfactory," 49.62% of parents to choose "general," only 30.41% of "satisfied." Thirdly, parents in the choice of extracurricular activities are more "realistic" and "utilitarian." The survey data show that when it occurs to that parents support their children to participate in the "private tutoring" and "academic competitions," the rates were 34.84% and 25.32%, while the two of the proportion of students' selection were 12.16% and 16.23%. Visibly, about participating in "private tutoring" and "academic competitions," the support of parents is higher than the will of the students themselves. Fourthly, Chinese parents pay more attention to children's English scores than the Chinese scores. As we all know domestic parents give their children English extracurricular courses most.

Firstly, American parents focus more on the children's quality-oriented education: learning ability rather than test scores.

For Americans, thinking and innovation is very important. Simply mastering a simple knowledge is not the crucial requirement. Secondly, American parents also attach importance to training children practical knowledge and skills, such as creativity, reading habits, interests, and the social ability. Give some common examples. In America, parents let babies eat by themselves and they allow children to make graffiti on the wall. Because they are very happy that their children are learning skills. Thirdly, American parents draw more attention to cultivating children's interest and talents beyond learning, such as music, painting, astronomy. And they support their children to participate in kinds of clubs instead of extracurricular remedial classes. When American children were asked about what kind of after-school remedial class or club they par-

ticipate in, most children chose arts club and others like forensics, track, and field, book studies, writing clubs, literary journals, editing, music, etc.. No one chose study remedial class. Fourthly, compared with Chinese parents, American parents do not care about whether their children would become lawyers, doctors, or state legislators. So they are more relaxed on the children's learning and pay more attention to cultivating children's character, habits, and emotional intelligence.

3.2.2 Different Intellectual Teaching Approaches

Firstly, Chinese parents have strict control on children's learning but spoil kids in other areas. They only ask children to study well and ask children to pay less attention to other things. Secondly, in order to improve children's success, parents stimulate kids by substances, and conditionally reach child's request. For example, parents will buy toys or cellphones for children if children get 85 points on score. If a child can enter the top three in the class rankings, parents will reward 100 dollars to the child. Thirdly, Chinese parents like to make a horizontal comparison between their child and others. Parents often use "other people's children" to educate their children, regarding their child as a comparison tool. For example, they compare kids with schools, grades, marriages. According to the survey, the question about what children least expect parents to do is. Children's selection "compared with other kids" was 62.71%, far higher than other options. Fourthly, Chinese parents force their children to cram schools or to have tutors, even art specialty classes. After class, most students have to finish a variety of exercises books that parents buy to them. On weekends, students have to take mathematics extracurricular classes, drawing class, etc.. Fifthly, some parents pursue stick education, such as child abuse.

Compared with Chinese parents, American parents often create a relaxing environment for children. American parents will not raise high expectations and requirements for children. They will fully tap the potential of children from the actual situation of children. And parents will guide their children to ask why. Secondly, American parents encourage children to participate in various school activities, to encourage children to do a small experiment, like science section of school. For example, many children have a "home toolbox" and "experimental angle." These "small science fans" do an experiment, engage in production, cultivate flowers and trees, and feed small animals. Thirdly, let children get engaged in more games, such as words connected intelligence tests. They encourage children to tell jokes, do all kinds of sports games. Fourthly, unlike Chinese parents intervening too much,

American parents encourage children to make their own choices, respect and support children's choices. For example, through school enrollment adviser, experts of university enrollment consultation meeting, friends, network American children to find answers about which college to go, which major to get, etc.. Parents can make their own recommendations, but generally respect and approve the child's choices. Fifthly, American parents encourage and support children to choose interest groups, do not force a child to participate in mathematics and other learning remedial classes. While domestic parents are keen to give their children Mathematical Olympiad classes, American children are generally not in the Mathematical Olympiad classes. The main interest groups for American children are sports, science and art, such as Basketball, Soccer, Mad Science.

3.3 The Advantages and Disadvantages of Intellectual Education

3.3.1 The Pros and Cons of Intellectual Education in Chinese Family

Disadvantages are obvious. If parents only emphasize academic grades, and repeatedly raise unrealistically high expectations, these will cause children great psychological pressure, and may even cause children's fear of learning. In the long run, children will become nervous, anxious towards learning, suffering from stress, desperate. If children only know learning, it is easy for children to turn a nerd who is brain-dead. Besides, children will have no time to follow their own interests, and to develop other skills that they need to succeed in life. What's more, non-intelligence factors such as innovation, imagination, competitiveness will be ignored. Material incentives will easily lead children to become a mammonism.

There is no doubt that Chinese intellectual education in the family has its significance. On the one hand, children will have a solid knowledge base. On the other hand, under the strict requirement, students tend to get earnest, assiduous spiritual quality. Strict requirement and various classes get children busy, which may avoid children having nothing to do, or becoming a bully.

3.3.2 The Pros and Cons of Intellectual Education in American Family

The advantages are obvious. For one thing, American education for all-round development trains a child in all aspects, especially in creativity, imagination, and ability. For another, it is helpful for children to develop good study habits, such as reading habits. In addition, American children are better in non-intellectual factors, so they can

successfully adapt to the social environment. American children do not have the too much academic burden and they also have greater autonomy right to make their own choice. They tend to have a more interesting, free, healthy and happy growth.

However, American family education on intelligence is not so perfect. Compared with Chinese children, American children's knowledge base properly is less solid. Besides, children become more dependent on electronic products in mathematics. Because adolescent children don't have firm discipline, under relatively relaxing environment, adolescent drug and alcohol and sexually diverse events are more than that in China.

4. Differences of Moral and Physical Education

4.1 Causes of Differences of Moral and Physical Education

Confucianism as the representative of the traditional culture, emphasizes family ethics. Under the long-term effect of the feudal peasant economy, Chinese cultural values are more restrained and more conservative. And Chinese are a lack of adventurous spirit and obedience, so obedient education has been instilled into since childhood.

American history is short, so Americans are less bounded by old ideas, and they draw attention to personal development. Besides, Christian believes that everyone is equal in the sight of God. The child is God's. Thus, raising children is a pleasure for Americans parents, not a reward and sustenance. Americans value egalitarian, personal heroism, so they like the fair of sports.

That is about the different traditional historical and cultural backgrounds and then it is about different social conditions.

Because of China's one-child policy, many families have only one child, and the elders are a dotting child. With rapid economic development, people's living standards have been greatly improved, so children have a better living condition. However, the pension system is not perfect, children will have to assume responsibility for supporting the elderly in the future.

Developed US economic forces provide sports with material basis, and commercialization of sport is to a high degree. The developed market economy requires members of society have the spirit of independence and confidence. With a sound pension system, children won't have to support for the elderly in the future.

4.2 Different Specific Performance of Moral and Physical Education

4.2.1 Different Status and Contents on Moral and Physical Education

First, Chinese parents pay inferior attention on physical, and moral education, especially for the child's physical exercise. Data show that among the main concerns of parents at this stage, the "everyday learning" ranked first, accounting for 60.59%, follows "habits" 49.73%, "health and safety" 43.69%, "interpersonal" 38.57%, "self-supporting" 37.12%, "character development" 30.75%, "emotion" 21.84%, and "hobbies" 18.53%. Moreover, the troubled problem for parents is "children's learning" and "academic pressure." This shows parents concern children's learning than mental health, develop habits, interpersonal relationships, emotion, etc.. Secondly, in the moral aspect, the Chinese heavy "filial loyalty" and family.

However, American parents pay attention to the comprehensive development of the child. Secondly, from elementary school kids to college students, families emphasize sports. American parents are pride with their children's engagement in sports. And the time they spent in sports is far beyond our imagination.

After talking about the status, the next is about different contents on moral and physical education in family education approaches

First of all, raising children and caring for the elderly in Chinese family life are an indispensable part. Secondly, children are asked to respect their elders and be obedient and submissive to elders. For example, in China, the elders be always the authority. Children have to follow the words of adults. Thirdly, caring for the young and respecting and obeying elders are traditional virtues.

American family attaches importance to relations among family members, with an equal relationship. Secondly, children have no obligation to support the elderly. Thirdly, American parents focus on the quality of training, such as independence, and respect for others.

For physical aspects, Chinese parents pay less attention to children's physical exercise, in order to improve children's grades. Chinese parents always consciously or unconsciously link sports with marks award and entrance to a higher school.

American children participate in various physical exercise species, such as baseball, badminton, football, mountaineering and tourism. Among many sports activities, parents must let children learn to swim. Swimming is not

only a means of survival, but also any American school and water-related extra-curricular activities need to assess children's swimming skills. And parents want to cultivate children's good qualities through sports.

4.2.2 Different Moral and Physical Teaching Approaches

Firstly, many Chinese parents like children's everything being arranged, and neglect to cultivate children's independence. Chinese parents are overprotective to their children and do not let children do any cleaning. Secondly, parents ignore to cultivate children's character, including the sense of responsibility, hard-working quality and so on. We often see Chinese parents hastily prop baby who falls down. And when a baby is crying, the mother holds the baby immediately.

Different like Chinese parents arranging everything, parents in the United States have "limited liability" towards children. Since infancy, American children have been developed independent ability by parents. For example, most children have a list of chores. Parents also let baby sleep in a small bed and let older kid sleep alone in his room. Secondly, since childhood children have been cultivated a sense of responsibility, civic-mindedness, sense of equality by parents. For example, parents take children's graduation in high school very seriously, because they think the graduation marks the starting point for their children to become adults and to the community. Into the American family, you'll find the walls plaster with children's works; toys and books will be placed where children can get; children always like to address parents as elder partner's names; parents always give children the opportunity to participate in the performance, and to give children the recognition and praise. American parents care no matter what children eat, whether children eat or not, because they train kids how to eat right by mistakes. But they do pay attention to table manners. Chinese parents pay attention to what children eat, how much kids eat every time, but not child's table behaviors so much.

In physical education: Chinese parents regard children's physical exercise and activities as the responsibilities of school. Parents will not be too active or involved in their children's physical activity, and some parents even discourage their children to participate in sports activities. Because many parents think the sport is a waste of time. They also concerned less about child's physical hobbies and children's sporting events .

American parents and children join in sports together. Parents support children to spend a lot of time and energy to participate in sports. American parents wish through an

exercise to hone children and want their children to develop teamwork ability, social ability, shape their tenacity proactive, persistent, mindful quality in physical exercise.

4.3 The Advantages and Disadvantages of Moral and Physical Education

4.3.1 The Pros and Cons of Moral and Physical Education

Children under overprotective and over-indulgent environment are more inclined to show dependent, lacking self-consciousness, passive, timid, lacking the ability to adapt to the environment and strain. If parents repeatedly request children to be obedient, children are likely to lost independence and to respect for authority. A spoiled child is difficult to be hard-working and to lack of accountability. Lacking adequate physical exercise causes children unhealthy.

The advantages are as follows. Children are received more attention and being given enough attention from family. So children would not be extremists. Family ethics of children are deep-rooted. Children care for the younger and honor the elders. On the whole, the relationship among Chinese family is more harmonious than that among American family. Chinese relationship is very close, but in America, family members may tend to be separate individuals.

4.3.2 The Pros and Cons of Moral and Physical Education in American Family

From an early age, American children and adolescents showed a strong self-confidence, strong social skills, confidence and courage which could help them exist independently as members of society. Most American children can adapt to the society more smoothly than lots of Chinese children. They can face and overcome setbacks easier. Children and adolescents tend to be more positive, easier to live in harmony with people. Through hard training, the US kids can be more hard working, more perseverant to overcome difficulties and more calm to encounter things. These qualities and skills lay a solid foundation for job seekers' future employment. However, generally speaking, in comparison with Chinese children, many American children lack the sense of responsibility to support their parents.

5. Differences of Life Education

5.1 Causes of Differences of Life Education

By the influence of tradition "Restraining Commerce" and traditional literati thinking, Chinese people tend to be hypocritical taboo to talk about money. By the influence of traditional Chinese culture ethics concept, Chinese people

are not good emotional expression, and more subtle and restrained. Meanwhile, Chinese parents are the authority and require children to be obedient. So there will be too much interference to children's friends and children's privacy. Affected by Chinese traditional education, learning is first, and other things are not concerned with, such as social ability. Influenced by the traditional Chinese thought and thought of literati, Chinese people's dating principle is birds of a feather flock together. Another principle is that he walks with wise man shall be wise, but a companion of a fool shall be destroyed. Affected by the Chinese traditional moral values "Preserving the feudal ethics and destroy the human desire." these ideas "Starving to death is a small matter, but treacherous is a great event." "sexual shame" "virginity" has a considerable impact on Chinese people. So sexual health education is more difficult to carry out.

Americans think money is a symbol of power, so they pay attention to the cultivation of attitudes towards money. The rearing attitude of American parents is to train children to be independent. And the bourgeois value "money is first" puts money in the highest position. American has personal independence and respect for individual differences. Influenced by the Renaissance and the Enlightenment, Americans' pre-marital life tends to chase individuality. They are more concerned about sexual health education.

The former is about different traditional historical and cultural backgrounds. Different social conditions are as followings.

With China's rapid economic development, people's living standards have been greatly improved, most Chinese families have a prosperous household economic base, which results in this generation of parents more lucrative on children's economy. The one-child policy and inter-generational education cause that grandparent's generation takes care of grandchildren. It is easy to spoil and excessive protect children. Under the pressure of examination-oriented education, parents limit their children's social activities.

With a strong economy and by the influence of the United States gold rush, Americans focus more on profit, pay attention to material interests. Therefore, parents concern more on the cultivation of children's attitude towards money. Americans believe that the value of money lies in the fun of spending rather than its quantity. So Americans are better at spending money. Because of more and more sexually transmitted diseases and teenage mothers problems, the United States emphasizes more on children's

sexual health education. Individualism awareness coupled with legal protection of human rights, Americans lay emphasis on equality and personal privacy.

5.2 Different Specific Performance of Life Education

5.2.1 The Money Concept

Most Chinese parents lack the ability to cultivate children's independence and financial sense because they do not want to disperse children's concentration and energy. Meanwhile, they do not want their children to bear economic pressure. No matter what kind of family on the economy, most Chinese parents indulge children in the economy. For the child's allowance, parents give money without limitation. For example, parents give children pocket money regularly; they are easily meet child's material requirement and money needs.

While in order to cultivate children's awareness of conservation, hard-working spirit, and independence, most American families pay attention to cultivating children's concept of money. Although parents don't interfere too much on the child's pocket money, they have more stringent requirements. For example, parents require the child to share the housework to get pocket money; children send newspaper in the community, and some of the older kids work in the restaurant to get the money they need. Because young children do not have much reason and common sense, American parents often give guidance to teach children how to allocate their pocket money. For example, thirty percent of consumption, and thirty percent in short-term deposits, and thirty percent of long-term savings and ten percent to the dedication and the like.

5.2.2 The Social Contact

Most Chinese parents set inevitably a small circle to their children with too much interference on making friends of children, lacking respect for the child's wishes. For example, parents link the child's learning with child's friends, so they do not want their children to make friends with these kids who have poor grades or are naughty; if children were excluded from the outside or being bullied by other children, the first reaction of Chinese parents usually is to blame others. Secondly, parents limit their children to participate in social activities, too. Chinese parents do not respect child's friends. But the Chinese people will focus on teaching children's courtesy.

American parents encourage their children to participate in social activities, and respect the child's friends and let children run a small family party. For example, parents allow children to invite neighbor's small partners and students to the banquet, allow kids to make room layout,

to design and landscape rooms by children themselves; children even cook together with moms and make their own dishes from the name of art. Through these small parties, children learn the etiquette of communication and life skills. American parents would deliberately arrange role-playing games along with the children. They often let children play different roles and let the children experience different roles, so that children can better understand others, and take an initiative role in interpersonal communication.

5.2.3 The Sexual Health Education

Chinese parents always avoid the issue of sex. For example, many young children ask their parents, "where am I come from?" But many parents will answer without hesitation "You are picked up on the street!" or there will be a variety of similar answers. Lots of Chinese parents do not know how to educate their children on sexual problems. They would feel awkward, and be too embarrassed to teach children's sexual education.

More and more American parents believe that sexual activity on children spiritually perhaps is more worthy to pay attention than the pregnancy and infectious diseases. Besides, parents don't interfere children's puppy love, and they even encourage children to fall in love at an early age. Because parents think love will make the child smarter, more confident. The responsibility of parents is just to tell the children how to make contraception.

5.2.4 The Emotional Express between Parents and Children

Chinese parents often consciously or unconsciously deny child's feeling, and do not believe the child, and often say skeptical words to the child. For example, if the child complains about homework, parents might say, "Why other students can finish it? You certainly didn't listen carefully in class." In addition, Chinese families are a lack of expression, such as "I love you." These emotional communications between Chinese parents and children are lack of. What's more, parents do not praise the child so much, in order to avoid children being proud. For instance, facing children's grades improvement, parents often say "The next time, you are supposed to try harder and to get 100 points."

American parents like to encourage children and establish the children's self-confidence. For example, "Good job!" "Good try!" "You are great!" these words often blurt out from parents' mouths. Apart from that, American adults respect the child as adults: parents have to knock on the door when they are entering into children's room; when moving something of children, parents should get

kids' permission; any decisions involved in their children should be discussed with children; American parents cannot casually look child's diary or other privacy. American parents are good at using the "language of love" to express feelings and encourage children to express human emotion, and they focus on fostering children's language skills. Such as parents often say "Mommy loves you" to children; "Thank you" is often said to among children and parents. What's more, American parents not only learn how to let children listen but also pay more attention to how to listen to children's saying. For example, they create a lot of opportunities to communicate with children, especially at dinner every day.

5.3 The Advantages and Disadvantages of Life Education

5.3.1 The Pros and Cons of Life Education in Chinese Family

The disadvantages are as follows. On attitude towards money, Chinese ignore or indulge child's financial management, which can easily lead to being a lack of a proper concept of money financial management for children. Besides, it is easy for the child to be over-reliance on parents. Kids are prone to be a lack of awareness of the value of labor, which is not easy to cultivate hard-working spirit. On social contact, Chinese parents are likely to guide their children on social practical interventions and to have more principles and ideas in interpersonal communication. Because the child is learning the rules of social behavior and social interaction skills. Second, parents are too much involved in their children's social activity, which is likely to lower the child's social ability, and cause child know little about how to deal with interpersonal problems. Thirdly, parents' intervention not only can not help children to have better socialization but will affect their social behavior and interaction relationship, which will have a negative impact on children's mental development. Some children may be full of confusion, and gradually do not know how to choose friends, and how to get along with friends. On sexual health education, Chinese children are a lack of sexual health knowledge, and their mental health has been neglected. For adolescent children, they are prone to be confused, which can easily lead to rebellious behavior. On the emotional exchange, parents deny the child's idea, again and again, smothering out the child's self-confidence and independence. Excessive criticism of the child by parents is prone to lower child's self-esteem and brings other character flaws, such as producing boredom and revolt of the child, which not only affects the parent-child relationship but the original intention of criticism fail.

There are also advantages. The child has less pressure

to earn money. To some extent, parents help their children on how to make friends, bringing the principle of making friends. Conservative sexual health education makes Chinese children fewer mistakes on unwed mothers, sexual promiscuity and so on. Parents spur children to avoid excessive proud and make children motivated.

5.3.2 The Pros and Cons of Life Education in American Family

The advantages are obvious. On the attitude towards money, the ways of American parents are easier to cultivate children's conservation awareness, hard-working spirit, independence, and compassion. Since the age of 18, American children don't rely on the family, they have to support their own consumption required and they are economy-minded to adapt to the market. The majority of American kids is good at managing the money. So that they can smoothly adapt to the social environment. Knowing hard-earned money helps them develop a prudent, economical habits to survive. On making friends, being equal respect by parents, American children gradually establish a sufficient self-confidence, and then may burst out of the unique creativity, and learn how to respect others. American children are more free to choose friends and are less utilitarianism than Chinese children. It is apparent to children to attain strong social skills. With sexual health education, it is easier for children to be confident, and improve emotional intelligence. And earlier sex education can reduce adolescent sexual violence. This not only helps young people establish a correct and healthy outlook on life, values and love view but forms a good personality. On the emotional exchange, expression of love between parents and children in the United States is easy to resolve conflicts, enhance the feelings between parents and children, and to build a harmonious family. American children are encouraged to express feelings and to be encouraged to participate in social activities, which is easy to help children build a circle of friends, enhance self-confidence.

However, although American children are more independent of the economy, there is a certain pressure for them to earn money. Because of the open-mindedness and children's low discipline, there is still a series of social problems, such as early childbearing, teenage mothers, the spread of sexually transmitted diseases and the like.

6. Conclusion and Implications

6.1 Conclusion

In this thesis, through the simple explanation of the difference of historical and cultural backgrounds and social conditions between Chinese and American family edu-

cation, this thesis researches and contrasts educational approaches between the Chinese and American family from the three main aspects of intellectual education, moral and physical education and life education. This thesis also briefly summarizes the pros and cons of Chinese and American family education approaches. We can conclude that: in the intellectual education, Chinese families will give top priority to children's study, especially the children's academic performance, but other parts are secondary or even not important from Chinese parents' view. But American families attach importance to training children on independent thinking and creativity. In moral and physical education, the Chinese family has not enough emphasis on these aspects, and the parents arrange almost everything for children. Parents require children to be obedient, but they ignore children's physical exercise as well as the ability to work. On the contrary, the United States parents pay attention to cultivating moral education. Children are encouraged to play sports and labor. In life, Chinese parents do not pay attention to cultivating children's money attitude and financial management concepts while American parents pay attention to cultivating children's concept of money and hard-working spirit. On making friends, Chinese parents restrict children to participate in too much society activity and interfere with children's making friends. But American parents are totally contrary. On sexual health education, Chinese parents are not used to talk about sex, while American parents are more open about sex. On the emotional exchange, the emotional expression between Chinese parents and children is a reserved style and most of the parents do not praise children enough but criticize more. The American parents are good at praising children. Overall, there are many ways you can learn from American family education, and Chinese families have to change places such as educational ideas and approaches of family education.

6.2 Implications

This thesis contrasts the differences between Chinese and American family educational approaches in details. Through the compare between Chinese and American family educational approaches, this thesis is expected to provide advice and suggestion to Chinese family education. We hope we can not only help Chinese parents to realize the importance of family education, but help Chinese parents to learn their deficiency on family education. More important, understanding the family education can help us think about the pros and cons of family education, learn from each other, and adjust the ways and means of family education in China. Thus, we can explore more reasonable, more healthy, and more conducive family ed-

ucation approaches. It is of great significance to improve the overall level of education in our country.

6.3 The Limitations and Recommendation

This thesis has its limitations, because the children and parents participating in questionnaire are from different ages even different eras, and the number is limited. To completely understand the differences of Chinese and American family educational approaches we need more investigation and research. We also need more typical examples to confirm the facts of Chinese and American family education. Besides, we are supposed to change our data, examples and results to keep up with the development of the society and people's educational ideas.

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Some Remarks on the Cultivation of the Craftsmanship Spirit in the Teaching of Practical Writing

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Abstract: Focused on the cultivation of the craftsmanship spirit in the teaching process of the basic courses, the thesis analysis how to integrate the connotation of the craftsmanship spirit into the teaching of practical writing. By the use of comparative analysis, case studies, transposition evaluation and other methods, it illustrates the vital importance of the craftsmanship spirit in students' practical writing, their future study, work and life, and also demonstrates how to foster their ingenuity.

Keywords: Craftsmanship spirit; Technical school; Ingenuity

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.296>

In the government work report delivered on 5th March 2016, Premier Li Keqiang said, "China will encourage enterprise to use flexible and custom-tailored production processes and foster a craftsmanship spirit of striving for the best". On 5th March 2017, Premier Li Keqiang once again emphasized the spirit of craftsman in his government work report. He noted, "we should vigorously promote the spirit of the craftsman, cultivate the craftsman culture, fulfill the professional ethics, advocate the pursuit of excellence, and cultivate numerous 'Chinese craftsmen'". The fact that "the spirit of craftsman" has been written in the government work report twice represents promoting and cultivating of the craftsmanship spirit has been the voice of the time as well as the call of time.

The traditional craftsmanship spirit refers to the desire that a craftsman has to create or make things skillfully with great care, and the drive to constantly perfect his skills. The modern one means a sense of value, a sense of occupation spirit, and an attitude of being devoted to making things with perfection, precision, persistence and delight. It can be regarded as an expression of professional morality, capacity and quality, and can be seen in practitioners' values orientation and behaviors. As for

the students in the technical school, it becomes more important for them to develop that spirit. Therefore, if we integrate the craftsmanship spirit into the course of some basic education curriculum, for example, the practical writing, it will provide a great chance for students to truly understand its nature, so as to improve their professional competence and practical training. Such kind of combination and interaction undoubtedly could cultivate their spirit, improve their ingenuity and achieve double edification.

1. Exploring the Interconnection with Curriculum System and Related Knowledge Points to Inherit the Craftsmanship Spirit.

1) Think scientifically and pinpoint accurately, strengthen the understanding of the craftsmanship spirit and enhance the awareness to improve personal professional competence. Teachers should be devoted to their career with persistence and concentration, and constantly enhance their professional teaching standards. What's more, they shall learn how to teach vigorously and precisely, thus to organize the teaching process with a variety of teaching content. They should also constantly improve their teach-

ing methods through promoting the professional skills and developing creative thinking. Guided by the craftsmanship spirit of striving for the best, teachers would be more responsible and dedicated towards work.

2) Deepen the understanding, improve the stance, and enhance the awareness of interconnection between the cultivation of the craftsmanship spirit and the curriculum teaching. Under the guidance of the professional and curriculum settings in technical school, integrating the craftsmanship spirit into teaching process will be of great significance according to professional training program, student groups, professional settings, employment orientation and so on. Practical writing, both a fundamental course and a training course for vocational core competencies, includes format, layout, specialization, sample analysis etc; the general teaching material of the craftsmanship spirit named the Spirit of Craftsman best illustrates such kind of spirit through some typical and moving stories of ordinary people. The former is relatively boring, while the latter comparatively vivid. Therefore, the combination of those two could help students grasp more writing skills, and promote them to know what the craftsmanship spirit really is at the same time.

3) Integrate the craftsmanship spirit into the teaching plan during the lesson preparation to explain the profound things in a simple way, and let students understand the rest by analogy. When preparing lessons, teachers should base on the textbook, but also connect with students' work and life. For example, practical writing can extend to different subjects and related curriculum, and integrate with socialist core values, morality, law, career planning, and related knowledge in other fields. It not only can enrich the teaching material, but also provide a great opportunity to introduce professional and enterprise culture to students, thus to emphasize the craftsmanship spirit.

2. Achieving the Mutual Promotion between Theoretical Teaching and Case Study to Foster the Spirit of the Craftsman.

Teachers shall integrate craftsmanship spirit into the teaching process appropriately and smoothly. Based on the spirit of pursuing precision and preciseness, they should emphasize the details in the format and other items in practical writing, and pay more attention to the format specification, the cohesion of expression, the accuracy of words and the truth of events.

1) Cultivate students' craftsmanship spirit of preciseness and prudence in the teaching process of knowledge points. In the course of economic and practical essay

writing, credentials, funds in business contracts and item numbers are required to write in uppercase characters, not in the Arabic numbers. However, students who are used to writing in Arabic numbers could not understand the reasons. Therefore, teachers should lead them to learn the correct way of writing through some security issues to avoid legal disputes and economic loss which may occur in the future. As for the students majoring in Automatic Repair, Mechanical and Electrical Engineering, and Digital Control Specialty, teachers should let students truly understand some unalterable quotas in some specific links to their positions. To the students of Computer Science, E-business Accounting, Fashion Design and Cooking Speciality, teachers should emphasize that the change of a single number or punctuation could make a difference. Therefore, students are likely to get rid of the bad habits of randomness and carelessness, develop the craftsmanship spirit of pursuing the perfection, and deal with work with a serious attitude and a strong sense of social responsibility.

2) Foster students' craftsmanship spirit of precision and concentration through comparative analysis of different types and styles of practical writing. There are some types and styles in practical writing which students are easily-confused with, such as the difference between Application Form and Request Instructions, Request Instructions and Report, Notice and Declaration. Therefore, in order to tell what type it is, students should firstly compare with the concepts, characteristics, format, purpose of writing, writing time, and other details of different types, then analyze their titles, characteristics, contents, and conclusion with provided examples. All this is to motivate students in the process of analyzing, comparing and thinking, so as to let them know how to start, how to make a choice in dilemma, and how to have a correct attitude towards different jobs.

3) Cultivate students' craftsmanship spirit of assiduity and innovation in the study of language expression and format specification. Each type and style of practical writing could be analyzed through different articles from the Spirit of Craftsman. Students can learn how to choose the best expression by chewing each title, each sentence and each conclusion. By studying the articles which students focus on, such as "China's first home-built aircraft carrier hits the water" or "China to take high-speed rail abroad", students not only can have a better understanding of practical writing, but also be deeply influenced by the worker's spirit in the articles, thus to learn, to inherit and to spread the craftsmanship spirit unconsciously.

3. Strengthening the Training and Transposition Evaluation to Practice the Craftsmanship Spirit.

The best way to test the teaching effect is students' practice. All the guidance and influence during the teaching procedure need practice to test their effect and benefits.

1) Test the the cultivation of the craftsmanship spirit in the teaching process. On the one hand, it refers to test students' consciousness to practice the craftsmanship spirit. According to the teaching schedule, teachers shall ask students to write some practical essays based on actual situation, such as Party Membership Application, Learning From Lei Feng Proposal, Individual Education Plan, Summary of Class Activities, Application Letter, Investigation, the School News Report etc. From their writing teachers could see whether they are aware of the craftsmanship spirit. On the other hand, it refers to whether students could realize the lack of the craftsmanship spirit in their performance or not through self-examination. Students exchange their homework with others in different groups to find the problems by themselves. After classification and categorization, the group leader raise the existing problems and analyze them in the learning attitude.

2) Internalize and sublimate the craftsmanship spirit through teacher commenting. Firstly, make comments on the homework of the students who do well at school to set a typical example. Secondly, make a unified analyze on the general problems to strengthen understanding. Thirdly, have a heart-to-heart talk in dealing with the specific

problems to improve students' ability. As for the loss and consequence caused by mistakes or carelessness, teachers should further develop students' craftsmanship spirit, to make them truly understand its connotation and value, thus to improve their practical ability.

All in all, integrating the craftsmanship spirit into the teaching of practical writing can help students better understand the knowledge and different types of the subject through vivid and inspiring stories of the craftsmen. What's more, it can create a positive classroom atmosphere and achieve better teaching effect by promoting students to enjoy learning, thinking and writing. By encouraging them to transform the spirit into power and make concerted efforts, teachers should lead them to combine their own dream with Chinese dream, to gain knowledge and skills, so that they can mold their splendid life and serve the country with high-qualified skills and talents.

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The Excavation and Practical Significance of Folk Art Education Resources of Ethnic Minorities in Guangxi of China

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Abstract: Guangxi minority folk art education resources is a valuable treasure trove of art, realistic significance to mining and utilization of Guangxi minority folk art education resources. The practice proves that Guangxi minority folk art education resource is a typical folk art "Encyclopedia", is a folk song "epic" glorious and resplendent that is a piece of precious folk art "living fossil". Guangxi minority folk art education resources mining and utilization, enrich the arts and culture in Guangxi, China the students' national consciousness, and show the rich geographical and cultural characteristics.

Keywords: Guangxi; Minority; Art education resources; Mining and utilization; Significance

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.297>

The art education art education resources is an indispensable resource in an ethnic minority area of Guangxi has a very rich and precious resources of fine arts education, which is a typical folk art "Encyclopedia", is a folk song "epic" glorious and resplendent. Has very important practical significance to mining and utilization of Guangxi minority folk art educational resources, not only shows the rich geographical and cultural characteristics but also enriched the arts and culture in Guangxi. Therefore, Guangxi minority folk art education resources need to further expand in the inheritance and development, mining and utilization, let Guangxi minority folk art education resources are better to make use of.

1. Guangxi Minority Folk Art Education Resources is a Precious Art Treasure House.

Culture is the people study the lives of spiritual food, is a soul pillar of a nation, is an inexhaustible motive force for national development. The traditional folk art is not only an important part of Chinese traditional folk culture, is a regional culture, history, religion and art precious heritage. Guangxi is adjacent to Southeast Asia, many ethnic groups. Folk cultural resource has a long history, rich and colorful, very precious artistic value.

1.1 An Encyclopedia of Typical Ethnic and Folk Art

Folk art's development cannot do without the gift of nature, cannot do without the soil moisture, cannot do without the little drops of life, is not only a simple working people's cultural values, or one from life than life pursuit of art. Guangxi is the Luoyue, located in the western South of the Five Ridges the special geographical environment, the distinctive characteristics of South of the Five Ridges culture, rich and colorful ethnic culture and exotic characteristics of frontier culture. Guangxi folk art which contained, drums, murals, ceramics, sculpture, architecture, clothing, embroidery, batik, brocade and other minority folk art for thousands of years, passing the torch, rich and colorful, change many The end, unique shape, a variety of forms, but also contains rich philosophy thoughts, aesthetic implication and composition, is a typical folk art of the "Encyclopedia".

1.2 The Folk Epic Song "Glorious and Resplendent"

Guangxi minority folk art is a glorious and resplendent "epic", step by step, step by step modification, the ancient history of strong charm and beautiful poetic implication of the show to the world, to show to the world. From the concern to No one shows any interest in the world, from Guangxi to the board in good taste, ethnic folk art by writ-

ing the fine and the connotation of its glory. It belongs to the reputation of "one of the" four famous pottery China called Guangxi Qinzhou nixing pottery, with a history of more than 1300 years, began in the period of Tang Kaiyuan, to the Qing Xianfeng years, Qinzhou ceramics development prosperous. In Hongkong, Macao, Shanghai and other places of the "Qinzhou Street" because The spread of nixing pottery and named after the Qinzhou nixing pottery far famed at home and abroad, is Guangxi folk art resources quality. With the development of the times, Guangxi folk art with its unique posture standing proudly in the world, in a variety of folk art exhibition, many farmers artists began to enter people's vision in the NPC and CPPCC section ". On the Guangxi minority folk art is its color, especially the" history of Zhou brothers - the portrait art exhibition ", exhibited a number of brothers into the Oriental Art Spirit, performance and meaning of modern western art, abstract paintings in one of the Zhou was born in Wuming County. Brothers Art Life is full of legendary color, their hometown of folk art to the world, to fill the vacancy of folk art in Guangxi overseas. Guangxi folk art also played a "new rhythm heritage", let the Guangxi minority folk art into life, into the world.

1.3 A "Living Fossil" Precious Folk Art

All ethnic groups in Guangxi have formed their own geographical and cultural characteristics gradually in the long process of development, maintaining and developing the excellent traditional ethnic art. Due to different ethnic psychology, influence of national and ethnic customs worship, all nationalities have created different culture, such as Yao embroidery, Miao batik, Dong building aquarium, weaving, Zhuang brocade, Maonan bamboo hat, the artistic achievement in minority people's life and spiritual world, bright colors, ancient style, directly reflects the majority of working people's thoughts and feelings, aesthetic taste and customs, not only show the nation's wisdom And art can have a strong geographical and cultural characteristics, characteristic of the form of primitive art has been demonstrated. The colorful Guangxi minority folk culture art is art resources development of Chinese traditional culture, is the crystallization of the wisdom of ancient ethnic ancestors, is a precious national art "living fossil".

2. It is of Realistic Significance to Excavate and Utilize the Educational Resources of Folk Art in Guangxi.

Has very important practical significance to mining and utilization of Guangxi minority folk art education resources, the unique national cultural resources into the art

education, not only shows the local rich regional cultural characteristics, but also enhance the national consciousness, highlighting the nature of cross generation, has very important practical significance.

2.1 Showing Strong Regional Cultural Characteristics

Guangxi is located in China southwest, adjacent to Southeast Asia, is a multi-ethnic province in the Zhuang, Yao, Miao in Zhuang, Dong, Gelao, water, Mulao, Maonan, Yi, Hui, Jing 11 ethnic minorities. Because of the special geographical and multi-ethnic factors, which are the unique regional culture. For a long time, people of all ethnic groups in Guangxi have created a rich folk art in the work and daily life, such as the Miao embroidery, decorative strong, silk painting, with its unique geographical and cultural characteristics. The thick needle line, colorful, gorgeous blend between fresh and elegant and luxurious, is a natural primitive Yan Li of the original style, give a person a kind of unspeakable and peaceful picture feeling. Chaotic thinking, create a free and unfettered, reflect the true feelings of the real world and the rustic aesthetic and embroidery works, its unique artistic charm reflects people's love of life and yearning for beauty with the pursuit of bamboo hat. Another example is the Guangxi Huanjiang County Maonan, known as the "top card flower", meaning "weave pattern" in the hat underneath, is a kind of fine arts and crafts local Maonan women as umbrellas. The bamboo hat is the use of local rich bamboo and bamboo strips woven, exquisite craft. The cap is rich and generous, beautiful patterns. The local culture and the precious art value, is a symbol of happiness. In addition, Huashan rock paintings, Yao Zhuang brocade, clothing, drums, Dong Feng Yuqiao, Miao batik, the folk art is an important part of national culture, is an important carrier of Guangxi bearing national spirit and emotion, is blooming in culture longest river in the world in its unique geographical and cultural light. Mining and utilization of Guangxi minority folk art education resources, display the precious art value, rich local cultural characteristics.

2.2 Enriched the Cultural and Artistic Undertakings in Guangxi

As the subject of folk art education and the establishment of in-depth study, many folk art education resources are in-depth mining and utilization, and practical significance of Guangxi minority folk art education resources more prominent, and increasingly by academic and educational circles attention. Guangxi is a minority nationality autonomous region of a nation, the establishment of Guangxi the minority folk art teaching system is very necessary. In order to adapt to the construction of socialist culture, the folk art education into the art education, is not only the

protection of the resources of folk art education, is still a landmark feat. In recent years, Guangxi deeply consciousness The significance of folk art, has taken many measures to rescue, construction and development of the folk art and modern civilization, coexistence and common prosperity, has greatly enriched the arts and culture in Guangxi. Guangxi universities actively carry out research teaching of folk art, and the establishment of the relevant national folk art research institute, especially research Guangxi Arts Institute national art which was founded in 1960, not only focus on Guangxi, China South and southeast regions of the folk culture, highlight the local characteristics, but also to mobilize all positive factors, the completion of the "Guangxi folk art museum, gallery batik, embroidery, brocade, dress , jewelry, patterns and so on more than 500 objects, the collection of the folk arts and crafts. In the 1960s some folk art studies so the Guangxi Arts Institute based on cooperation with relevant institutions, mining and utilization of Guangxi minority folk art education resources, for the prosperity of Guangxi's arts and culture, enrich the spiritual and cultural life of the people of all ethnic groups have made outstanding contributions.

2.3 Strengthen the Students' National Consciousness

In art education, art education resources characteristic analysis of minority folk, and strengthen the use of mining resources of minority folk art education, aesthetic education not only has the certain significance, but also for students of patriotism education, enhance the students

of the ethnic solidarity and cohesion. The introduction of folk art the classroom is the introduction of the national cultural spirit, let students feel great nation, extended by their own ethnic identity to the understanding of the art of national cultural spirit. We students of ethnic folk art education purpose is not only to let them learn how to create and draw folk art works, It is more important to create a strong atmosphere of folk art in the campus, let students know, understand local excellent folk art, folk art in their edification, cultivate a love of national culture in the folk art and patriotism education, moral education, the perfect combination of love, on the whole, Chinese culture from to extension of the small family. Love has very important realistic significance to mining and utilization of Guangxi minority folk art education resources, is a reflection of the national consciousness.

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Tradition and Depersonalization

—An Interpretation of "Tradition and the Individual Talent"

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DOI: <http://dx.doi.org/10.26549/jetm.v1i1.298>

"Tradition and the Individual Talent" written by Anglo-American poet and literary critic Thomas Stearns Eliot is one of the most important essays of the school of New Criticism. As the title of this essay suggests, it discusses the relation between literary tradition and the poet as well as that between poet and poetry; moreover, T. S. Eliot puts forward his famous "Impersonal Theory" of poetry in his essay. "Tradition" and "Impersonal Theory" are main topics of this essay.

"Tradition and the Individual Talent" is divided into three parts by its author. The first part begins with Eliot's conception of tradition and attitudes of the English towards tradition. According to Eliot, "tradition" is a special and complex term. First, "tradition" represents a "simultaneous order," by which Eliot means a historical timelessness – a fusion of past and present. Second, it contains a sense of present temporality. Eliot challenges a common perception that a poet's greatness and individuality lies in his departure from his predecessors. Rather, Eliot argues that "the most individual parts of his work may be those in which the dead poets, his ancestors, assert their immortality most vigorously" (1093).

According to Eliot, tradition cannot be inherited, so poets must acquire a historical sense in order to obtain it. The historical sense enables the poet to write not only for readers of his own generation "but with a feeling that the whole of the literature of Europe from Homer and within it the whole of the literature of his own country has a simultaneous existence and composes a simultaneous order" (Newton 50). The poet with the historical sense is able to write both from a perspective of history as well as that of the present. Because the poet is closely related to his predecessors, people should not value him alone but compare and contrast him and the dead poets (Eliot 1093). Eliot states that "...the past should be altered by the present as much as the present is directed by the past", which means new works of art have to conform to the old ones and at

the same time the old works are influenced or altered by their successors (1093).

The poet cannot avoid being judged by "the standards of the past" (Eliot 1093). When "conformity" is mentioned, it not only means that new works must accord with the old works but also indicates that the old are influenced or altered by the new. Whether new works coincide with "the standards of the past" or not is "a test of their value" (Eliot 1093). If the poet wants to progress, he must put himself in a ceaseless depersonalization. Eliot raises a famous analogy to illustrate the role of the mind of the poet in his creations at the end of the first part.

The second part mainly concerns Eliot's "Impersonal Theory" of poetry. Eliot holds that great works do not express the personal emotions of the poet. He compares the mind of the poet to a catalyst in a chemical reaction, in which the reactants are feelings and emotions that are synthesized to create an artistic image. Although the mind of the poet works as a necessary element for the production, it is unaffected by the process. The poet's mind stores emotions and feelings which will "form a new compound" when all the necessary elements are present (Eliot 1096). It is the intensity of fusion instead of that of emotions and feelings that lead to the appearance of the fusion. In this view, Eliot rejects the theory that art expresses metaphysical unity in the soul of the poet. He declares that "...the poet has, not a 'personality' to express, but a particular medium..." (Eliot 1096). The poet is merely a medium which combines emotions and feelings and then delivers the combination without expressing personal emotions.

Eliot opposes seeking for new human emotions in poetry. He declares that the duty of the poet is to use the ordinary emotions to compose poetry "to express feelings which are not in actual emotions at all" (Eliot 1097). Eliot holds that consciousness and deliberation are necessary for the writing of poetry most of the time; therefore, the poet should avoid conveying personal feelings and emo-

tions to readers, so poetry is an escape from emotion and personality (1097).

The third part of the essay is a conclusion. Eliot asserts that "the emotion of art is impersonal" (1098). In order to achieve this impersonality, the poet must depersonalize himself continuously. In addition, he must have a historical sense which enables him to connect the past with the present.

Eliot gives a novel and persuasive interpretation of "tradition" in "Tradition and the Individual Talent". Although poetry of Eliot is considered innovative, he defended tradition in his criticism and regarded himself as a traditionalist (Newton 50). He claims that tradition involves the historical sense and an ideal order. Tradition cannot be inherited, so the poet has to strive for it (Eliot 1093). In order to obtain tradition, the first thing the poet must acquire is the historical sense. The original interpretation of tradition put forward by Eliot is based on his historical conception. "Time" is a continuous whole in which human beings and literature exist. For this reason, literary tradition is passed down and influencing new works. It is necessary for the poet to acquire a clear understanding of the pastness of the past and the presence of the past so that he can grasp the real meaning of "the historical sense". Although old works live in the past, they are still widely read and frequently mentioned by posterity. This makes they also exist in the present.

Eliot asserts that English tradition cannot be separated from the wider European tradition (Newton 51). This means that the poet needs to set tradition both in a historical and a cultural context to understand it comprehensively. The historical sense requires the poet to write not merely for his contemporaries "but with a feeling that the whole of the literature of Europe from Homer and within it the whole of the literature of his own country has a simultaneous existence and composes a simultaneous order" (Eliot 1093). Because history never halts, tradition lasts. In this sense, this historical sense is a historical timelessness. The tradition carried by old works affects new works, therefore the historical sense can be interpreted as a sense of present temporality. The poet should adhere to tradition and at the same time take the present into consideration, so the historical sense becomes a synthesis "...of the timeless and of the temporal..." (Eliot 1093).

The second element of tradition is an ideal order. An ideal order of artistic works is accompanied by the historical sense. Now that the poet writes with a perception of the pastness of the past and the presence of the past, he cannot be an absolute individual who is admired only

because he is himself (Eliot 1093). Eliot argues that we must set the poet "...for contrast and comparison, among the dead", which indicates the poet cannot be valued alone (1093). Tradition is not an unidirectional matter, so it not only means conformity of new works to previous works but also suggests the alteration of old works brought by new ones. An ideal order forms because of conformity of new works and alteration of old works. In other words, new works are not completely new and old works do not always remain the same. The poet must be valued through contrast and comparison with the dead poets because of the close relationship between his works and those of his predecessors.

Based on his conception of tradition, Eliot declares that "...art never improves, but the material of art is never quite the same" (1094). Greatness and individuality do not lie in the poet's difference from his predecessors, but in the parts where timeless faith of the dead poets dwells. In this view, art develops but never improves. People still read works of Shakespeare after hundreds of years because they convey an essential human emotions which instruct and guide people of different generations. Art changes without abandoning immortal truth and greatness; however, themes and technique of expression of artistic arts vary as societies and people's minds are changing.

Eliot's impersonal theory is put forward against romantic subjectivism and individualism (Newton 50). Eliot criticizes Wordsworth's idea that good poetry is "spontaneous overflow of powerful feelings" and maintains that poets should convey impersonal feelings to readers (Newton 51). Tradition brings norms for works of arts. Conformity of new works to previous works enables new ones to fit in with the existing order whereas the order is altered to an remain complete. Only works which can become a part of the order are regarded significant. In order to create immortal works, the poet must depersonalize himself and adhere to tradition. Therefore, the poet is inevitably valued by contrast and comparison with his predecessors. He won't be considered great unless he can stand evaluation "by the standards of the past" (Eliot 1093).

Eliot uses a chemical reaction to illustrate the production of poetry. He compares emotions and feelings to oxygen and sulfur dioxide, while the mind of the poet is compared to platinum. Platinum serves as a catalyst which causes the combination of oxygen and sulfur dioxide. Emotions and feelings exist in all people's minds, but not all these emotions and feelings can combine to become poetry. This production needs a "catalyst"—the mind of the poet. In this view, the poet is a vessel storing emo-

tions and feelings, which remain still until all necessary elements emerge to form a production (Eliot 1096). The poet has no personality to express. What he has is only a medium in which he combines feelings and images in "peculiar and unexpected ways" (Eliot 1096). The more perfect the poet is, the fewer personal emotions are expressed in his poetry, which means that poetry is far from the real expression of personal emotions and feelings of the poet. The duty of poet is not to seek new emotions but to make use of his mind and intellect to synthesize and process his personal emotions (simple, crude or dull) so as to convey feelings "which are not in actual emotions at all" (Eliot 1097). Poetry conveys feelings which do not exist in the real world, so it is "an escape from emotions" (Eliot 1097). It does not express the personality of the poet; therefore, it is also "an escape from personality" (Eliot 1097).

Eliot concludes that criticism should focus on the poetry but not the poet. This conclusion comes from his impersonal theory of poetry. Poetry is impersonal, so critics must divert their attention from the personal poet to the impersonal poetry. According to Eliot, the poet appears different in daily life and literary creation. The poet ignores himself and devotes himself to tradition which is more valuable and significant in order to convey common emotions of human beings. Consequently, people cannot

find any trace of the poet's personal life and experience in poetry. If people concentrate on the poet instead of the poetry, they can only get some information about the poet as an individual but not anything useful of the poetry.

Eliot is a traditionalist in criticism. "Tradition" and "Impersonal Theory of Poetry" are two novel and influential notions put forward by this representative figure of the school of New Criticism. He contends that the poet must write with a historical sense and insist on tradition; moreover, the poet should not express his personality in poetry. "Tradition and the Individual Talent" rebuts romanticists' theory of personification and theory of talent. Eliot reinterprets tradition and endows it new connotations, which lead people back to tradition. Impersonal theory topples the idea that "poetry is an expression of the poet's emotions and feelings" and urges people to direct their criticism and appreciation upon poetry but not the poet.

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Location of Self Identity

—A Freudian Psycho-Analysis of the Protagonist in I Want to Know Why

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Abstract: Sherwood Anderson plays a significant role and regards as a signpost in the transitional period contemporary American literature. Moreover, Anderson's writing style exerts a great influence on other writers like Faulkner and Hemingway. Sherwood Anderson has been called the first of America's "psychological writers" because he first explored the motivations and frustrations of his fictional characters in terms of Sigmund Freud's theories of psychology. *I Want to Know Why* is one of his famous short story from his short stories collections *The Triumph of the Egg* which is one of his most representative works. The purpose of this thesis is to analyze the unnamed first-person narrator, aged fifteen at the time of the events with Freud's theory of three structures of personality. With the help of Freud's psychoanalysis, this essay mainly probes into the inner spiritual world of the narrator in order to locate his own personality.

Keywords: Writing style; Psychological; Personality

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.299>

1. The Purpose of My Presentation

Sherwood Anderson (1876-1941), was an American novelist and short story writer; He was a highly original writer. He depended on inspiration in his creative endeavor. He wrote his stories that appeal not through careful fabrications of incidents and or episodes, but by the sheer emotional force of the moments of revelation, or Joycean epiphany.

I Want to Know Why is a short story by Sherwood Anderson, is told retrospectively by an unnamed first-person narrator, aged fifteen at the time of the events, now about a year older. Many critics and scholars study *I Want to Know Why* and conclude different themes, the disappointment of the naive children, painful transition from innocence to experience, frustration, the difficulty of idolizing, initiation into the imperfect adulthood, betrayal of trust and beliefs and so on. I noticed that psychoanalysis provides us a very good angle to understand this literary work better. In my presentation, more attention will be paid to the protagonist's pursuit of self-identity under the guidance of Freud's personality theory. There is no doubt that Freud's theory can help readers understand the main character, the unnamed protagonist in the story.

2. Pursuit of Pleasure(ID)

Freud developed a personality structure model. He divided the personality into three elements: the id, the ego, and the superego. These elements are not physical structures found in the brain; instead, they represent a general model of personality.

2.1. Id --the Source of Libido

According to the theory of personality structure, the id consists of instincts, which are considered as the drive of human beings' psychological behaviors. Instincts include living instinct and death instinct. The two parts of living instinct are love instinct and sex instinct, and they are called Libido by Freud. So we can say, libido is a living instinct. Id is the source of libido. Libido is a pursuit of satisfying oneself, and during the course of pursuing, the other people's needs and the society's principles are ignored. It encourages people to satisfy sexual desires and the related impulses- the urge to stay warm, eat well and to be loved.

In Freud's view, the id is totally unconscious; the id and the ego are amoral. The id seeks for the satisfaction of selfish needs and desires regardless of whether they are right or wrong. it has no contact with reality. The id

is ruled by the Pleasure Principle, seeking for individual biological needs, and avoids the pain, trying to satisfy the individual instincts and desires.

2.2. Reckless Obsession

In *I Want to Know Why*, the libido of the narrator is expressed in his obsession with horse racing associated truth and beauty from two aspects.

2.1.1 Libido for Horse Racing

Readers can feel his intense libido (love instinct) from the first paragraph when the narrator and four of his friends do whatever they can to go to horse races, even running away from his town:" with the true instinct of Kentucky boys had found our way across town and to the race track and the stables at once". Here the word instinct is clearly a clue that the writer want to dispose of the narrator's libido (loving instinct). The similar expression can be found throughout the text, He is so enamored that he compares the races to live itself. He says "horse racing is in every breath of air you breathe" (paragraph 2). Comparing horse racing to air illustrates the importance of horse racing to this young man. He finds beauty in everything about this field, from the way the horses' appearances, the smell of the stables and the people who tend the animals. For example, in paragraph 10, the narrator said "I can't help it; I'm crazy about thoroughbred horses. I've always been that way. When I was ten years old and saw I was growing to be big and couldn't be a rider I was so sorry I nearly died." That means his pursuit of pleasure (id) has begun before ten. After his unsuccessful pursuit of a rider, in paragraph 11, he made up his mind to be a stable boy. He persistently tracks down his libido for pleasure from horse racing by "wanting to be a trainer or owner" in paragraph 21.

The protagonist is fifteen, an appropriate age for the emergence of libido, and the racetrack is his training ground. Anderson's protagonist finds beauty in the horses themselves, even before they hit the race track. Just being at the track is erotic to the boy.

2.1.2 Libido for Thoroughbred Horses

Secondly, the narrator manifests his libido (sexual instinct) when he approaches thoroughbred horses. In paragraph 15, I can pick them nearly every time and It's in my blood because "It brings a lump up into my throat when a horse runs and my throat hurts and it's hard for me to swallow". Then his feeling became itching inside in paragraph 17, then in paragraph 19, in the last sentence the narrator stresses his feeling "your heart thumps so you can hardly breathe". When he watches them race, he has an emotional attachment to the animals. Especially Sunstreak, a horse he responds to in latent sexual terms: "Sun-

streak is like a girl you think about sometimes but never see. He is hard all over and lovely too. When you look at his head you want to kiss him."(p 24) This overwhelming emotion demonstrates how close he feels for the animals in the stables.

Above all, from the id of Freud's personality structure model, libido is the driving force of the protagonist recklessly obsession with the world of horsing racing which he associated truth and beauty. He persistently searches for satisfaction from horse racing, especially from thoroughbred horses.

3. Integration of Libido and Reality--Ego

According to Freud, ego connects id with the outside world. It needs to take the circumstances (reality) into consideration. it is representative of reason and common sense. The ego is called the executive branch of personality because it uses reasoning to make decisions. It is constrained by the Reality Principle, which terminates the Pleasure Principle. Therefore, ego reflects the social reality of people's personality and it shows people's rationality and wisdom. Ego aims to meet people's needs and requirements without hurting them. The ego seems to be loyal to the id, trying to smooth over the difficulties or minimize the conflicts by remaining realistic about how their needs can be satisfied.

In *I Want to Know Why*, The narrator's search for libido is consistently modified by his ego. When he was ten in paragraph 10, he was misled to swallow a cigar in order to stay stunt in order to be a rider. Then he adjusts himself to be a stable boy. The ego inside him also abandons this idea, because this is a job done by black men. He comments: 'I wish I was a nigger. It's a foolish thing to say, but that's the way I am about being around horses, just crazy' (p.2). After that, the narrator initiates a trip. He knows that their parents would not allow the boys to go, so they run away and make their way to Saratoga on freight trains. All of these actions came from the combination of his libido and his ego. From this clue his pursuit of libido and reality is integrated.



4. Condemnation to Jerry--SUPEREGO

4.1 Jerry as a Father Figure

The superego is the moral branch of personality the Freudian structure of personality. The superego takes into account whether something is right or wrong.

It is the component of personality composed of our internalized ideals that we have acquired from our parents and from society.

In *I Want to Know Why*, though the boy is only fifteen, his father already has in effect abandoned him. His mother wants to protect him from the fleshly world of racing, but his "father always says, 'Let him alone.'" (p.12). The boy has little respect for his father, even ranking him below the gambler father of his friend. Although he says it is because "he doesn't make much money and can't buy me things," (p.8) the real reason is that his father is not a fellow lover of horses and is not among the fraternity of men associated with them. So when the boy and Jerry Tillford wordlessly pledge their shared passion for the beautiful Sunstreak, the trainer becomes both soul mate and substitute father. The boy says, "I liked him that afternoon even more than I ever liked my own father." (p.31)

I was standing looking at that horse and aching.... I looked up and then that man and I looked into each other's eyes. Something happened to me. I guess I loved the man as much as I did the horse.... Seemed to me there wasn't anything in the world but that man and the horse and me. I cried and Jerry Tillford had a shine in his eyes (p.28). The young protagonist thinks Jerry has the same deep emotions as he does. Therefore, the feeling of attachment from Sunstreak transfers to those who care for the horses, particularly Jerry Tilford. He accompanies Jerry as adoring son and bashful lover. "I wanted to be as near Jerry as I could. I felt close to him," (p.34) because he wanted to be near him: 'I was just lonesome to see Jerry, like wanting to see your father at night when you are a young kid' (p. 34). The young protagonist idolizes this man and thinks that he is one with the horses. He thinks that Jerry has the same feelings as he has about these majestic animals and likes this man more than his own father. The narrator "almost forgot the horses thinking that way about him," and he thinks Jerry cares for the horses "like a mother seeing her child do something brave and wonderful" (p.31). The young protagonist positions Jerry Tilford, a horse handler, as a father figure.

4.2 Jerry's Betrayal of His Belief in Trust and Beauty

According to Freud, The superego pays close attention to every step of the ego and gives it punishment by making it feel guilty, anxious, and inferior. Superego is the reflection of the social aspect of personalities. The superego is not totally unconscious. It includes the organized part of the personality.

In accordance with the social morality, the main func-

tion of superego is to constrain the impulse of instinct and control the behavior of id. It is reprehensive of the Morality Principle. It demands behaviors to be moral and perfect. More importantly, the superego is observing the every step of the ego and gives it punishment by filling it with anxiety, guilt or inferiority.

One night after the race, the boy follows the trainer on the town and they end up at a whorehouse. There, Jerry brags about his ability to make a race horse in order to impress a woman, The women in there were ugly and unclean, the place smelled rotten and there was rotten talk. The narrator was shocked to hear Jerry bragging about his success with Sunstreak, as if he had won the race and not the horse. He was furious when he saw Jerry looking at one of the hard-mouthed women with the same sparkle in his eyes which he had when he looked at Sunstreak before. Because he has placed Jerry on a pedestal, he is not prepared for Jerry's betrayal of his belief in trust and beauty. He was punished by the superego inside him; He could not sleep for what he saw. The incident keeps on haunting him. And a year later, the boy is still angry at the trainer. It gives me the fantods (p. 42) and 'I keep thinking about it and it spoils looking at horses and smelling things and hearing niggers laugh and everything' (p.42).

The protagonist learns a useful lesson that humans, even ones we look up to, can betray us from time to time. Outside of the stables, Jerry Tilford is a different person. The young man is mad and "began to hate that man" (p.39). The protagonist changes so dramatically that he does not even use Jerry's name when referring to him. Calling him "that man" illustrates his disappointment and a betrayal of his trust and beliefs. His anxiety and quilt are obviously a condemnation to Jerry for what he had done. This condemnation leads to the position of his own identity.

5. Locality of His Own Identity

Anderson wrote stories combining Freud's theory of three personalities, which made the state mind of the young protagonist more vivid. Furthermore, the abnormal behaviors and isolated inner mind are understood easier and better because of the analysis of the narrator with three structures of personality.

The boys spent in Saratoga six enjoyable days with fine weather and great horses. On returning, the narrator was received with reproaches from his mother; his father, however, did not say much. The narrator told his parents all that they asked him, he only kept one thing secret from them. He offers as the explanation for what the other boys would surely consider an odd impulse. though the story

surely would have been a hit with his young male friends.

He was the only witness to the incident and it is this very incident that keeps on puzzling him on account of his superego regulated him. His moral side is repulsed by the rottenness of this "place for bad women," and he says that the whores are "not nice to look at or be near," but his libido holds him at the open window to take it all in. He closely observes one woman, the prostitute that Jerry Tilford has also singled out as the most appealing: "They were homely too, except for one who . . . looked a little like the gelding Middlestride, but not clean like him". He denies the pure feeling linked Middlestride and the woman. In this way, he claims that he is a loyal person himself, unlike Jerry. He is a loyal person.

Before his discovery of Jerry's betrayal, he had predicted that "The horse was better than me, steadier, and now I know better than Jerry" (p.28). He still loves all about horses "Spring has come again and I'm nearly sixteen and go to the tracks mornings same as always". He is a persistent person. From above all, The narrator I on I Want to Know Why, coming to term with himself as a persistent and loyal person, for he still adoring the horsed since he disappointed with the horse trainer.

Anderson was probably the first writer since Mark Twain to write in the colloquial style. He regarded the vernacular as an honest medium and developed a style the major features of which included clarity, directness, and a deceptive simplicity.

Anderson is credited with capturing the real sound of

everyday speech in his writing and experimenting with new forms and styles, breaking down tired, old formulas. In the episodic pattern of the book gave the guide for Ernest Hemingway, William Faulkner who quoted him as "the father of my generation of American writers and the tradition of American writing which our successors will carry on.

Sherwood Anderson has been called the first of America's "psychological writers because he first explored the motivations and frustrations of his fictional characters in terms of Sigmund Freud's theories of psychology. Anderson was regarded as "American Freud" by West Rebecca and Michaud Regis. He accepted and connected Freud's psychoanalysis. Therefore, I am going to adopt Freud's psychoanalytical theories to see if there is deep meaning he wants to reveal in his short story I Want to Know Why.

Once again, a shared "love" yokes man and boy, only this time the love object is purely and overtly libidinal(-sexual): "The tall rotten-looking woman was between us just as Sunstreak was in the paddocks." What the boy wants to think of as a separation between him and the worldly man is just another primal union. Libido (Eroticism) was a submerged part of his earlier bonding with Jerry, but now it is unmistakable: the trainer's "eyes began to shine just as they did when he looked at me and at Sunstreak." Jealous rage and self-disgust motivated by superego make the boy want to "scream and rush into the room and kill him."(p.39) Then when Jerry kisses the woman, he creeps away like a dejected odd man out.

Improving the Service Level of University Library by Using Micro-blog and WeChat

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Abstract: In order to improve the service level of the University Library and increase the utilization rate of the students' libraries, the domestic libraries began to use micro-blog and WeChat. The use of micro-blog and WeChat is in line with the characteristics of college students and can improve the service level of University libraries effectively. In this article, I will start with introducing micro-blog and WeChat, briefly describe the current situation of using micro-blog and WeChat in university libraries, and the measures to improve the service level of university libraries by using micro-blog and WeChat.

Keywords: WeChat; Micro-blog; University library; Service level

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.300>

Micro-blog and WeChat are the most widely used software in China. People can get information easier and more concrete, and improves the convenience of acquiring knowledge by using them. University Library is an important way for college students to acquire knowledge. But there are a large number of books in the University Library, and many kinds of books are more complicated, more difficult to find. It causes the students lost interest in acquiring knowledge in the library. According to the characteristics of the students, the University Library begins to use micro-blog and WeChat to improve the service level of University library.

1. Micro-blog and WeChat

Micro-blog is a kind of blog, there are several kinds of Micro-blog, the domestic micro-blog mainly Sina, Tencent, and so on. Sina is the largest number of users among them. Sina is officially changed the name "micro-blog" in 2014. Micro-blog is a web platform to view other people's brief messages by focusing on micro-blog accounts of other people. A number of words in every message is limited to 140 words. There are one-way and two-way ways of paying attention.

WeChat is an instant communication software launched

by Tencent Inc in 2011, has now become the most frequently used communication software in the domestic.

WeChat can not only instant messaging, but also can release the instant feeling of one's moment.

2. The Use of Micro-blog and WeChat in University Libraries for the Moment

The registration of micro-blog and WeChat software in China is huge, and it is an important way to obtain information in life. However, the time of micro-blog and WeChat's service for University Libraries is not very long, and many aspects are not very comprehensive. They can not serve the University Libraries well or improve the service level of University Libraries. For the micro-blog and WeChat in the university library is not a long time, so the conduct propaganda is not in place. Many people don't know the University Library launched the service way of micro-blog and WeChat, and without using them in a timely manner. Although there are some libraries in China is using micro-blog and WeChat services, but do not have the ability to play its role. Because of lack of proficiency in the library of the software personnel, and waste the chance to improve the level of university library service.

3. Measures to Improve Service Level of University Library by Using Micro-blog and WeChat.

3.1 Strengthen the Propaganda of Using Micro-blog and WeChat in University Libraries.

Micro-blog and WeChat have been used in university libraries, but they haven't been used for a long time, so many students still don't know. In order to use micro-blog, WeChat and improve the service level of university libraries, the library should strengthen the library micro-blog and WeChat propaganda. Let more people know the university library has been the introduction of micro-blog and WeChat. In micro-blog and WeChat, it is more convenient to access library services and get the knowledge they need. This approach greatly improves the convenience of reading.

3.2 For the Purpose of Students' Needs, Improve the Appropriate Service.

The main service population of University Library is the students of university, so the measures by using micro-blog and WeChat to improve the service level of University Library must meet the needs of students in Colleges and universities. Only the way of micro-blog and WeChat are suitable for college students can arouse students' interest in reading and make it easier for them to acquire the knowledge they need. Now WeChat has located function, if you are a student of the school, you can develop library services for the student as long as you enter the library, and no longer use the library card and other documents, which will make the library easier to use.

3.3 Strengthening Exchanges Between Libraries of Colleges and Universities.

Each college has its own characteristic specialty, and the library is to serve the students, most of the data is the professional knowledge about our school, in order to better expand the students' knowledge acquisition, university libraries need to strengthen exchanges between. Between the traditional university library is the exchange of books in a period of time, this work is too heavy, it is now possible to communicate electronically through micro-blog and WeChat, and also can publish electronic information about student needs, which can improve the students' access to knowledge.

3.4 Continuously Optimize Micro-blog and WeChat Services.

Times are changing and technology is developing. Although micro-blog and WeChat have a high frequency of use among college students, they also change over time. In order to make better use of micro-blog and WeChat, and improve the service level of university libraries, the micro-blog and WeChat applications in libraries need to constantly optimize and continuously improve services.

3.5 Increase the Special Management Institution of Microblog and WeChat in the Library.

In order to better use micro-blog and WeChat in the library, the university library should set up departments responsible for micro-blog and WeChat, and use professional staff to operate this function and serve the library. Information from micro-blog and WeChat should be in line with the students' characteristics, which can arouse the students' interest and pay attention to the library dynamics. Managers not only have enough understanding about the two software, but also a certain understanding of the network, and ability to maintain network security and ensure the safe use of micro-blog and WeChat.

4. Conclusion

In summary, the traditional way of library use is not consistent with modern college students, and has no ability to arouse the students' interest in reading. Micro-blog and WeChat are the most frequently used network software, are also popular in college students. Therefore, the introduction of micro-blog and WeChat in the university library can be paid more attention to by the students as soon as possible, so as to improve the service level of the library and make more college students pay more attention to the importance of reading.

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The Shift in the Direction of Applied an Introduction to Design Course Reform Research Colleges and Universities

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Abstract: Under the background of advocating the college students' innovative undertaking, art design class colleges and universities in China and from theoretical research to practical application, as a starting point, combined with an introduction to design course teaching, the writer summarizes the teaching experience accumulation, recommending a series of curriculum reform, the main theory of curriculum reform to teachers theory teaching present situation, in a variety of teaching methods, guide students to pay attention to the combination of theory and practice, enhance students' interest in introduction to design courses, thinking on the reform of the course in the new situation.

Keywords: Applied; Introduction to design; The curriculum reform

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.301>

The analysis of the present situation in the course of design introduction course in the professional course of college art design

An introduction to design is a design theory of art design major students' compulsory basic course, through the study of this course students can learn about the art of the history of social development and the general law of development, but also inspired the creative thinking, make students realize the design is a comprehensive and multidisciplinary cross disciplines sexual characteristics, improve the students' criticism and appreciation ability in design work, comb students design discipline knowledge structure, pay attention to the cultivation of student's theoretical knowledge, aimed to balance the students for "technology" and "yi", the processing of the relationship between, therefore, the importance of the curriculum for students is self-evident. But "introduction to design" takes up a small amount of study time in the course of art design, which is usually taught in 24 hours or 36 periods. In addition, the theory of the class does not like professional technical courses have an immediate effect, it to student's design culture and design thinking of self-restraint is subtle, so it is often ignored by the students, think that only an armchair strategist, a cliché of knowledge, not taken

seriously. Furthermore, theory of class curriculum on the basis of summarizing, through many events, character and works connection aspects such as society, culture, geography, history induces a series of universal law of development, to provide the reference for the people in the future practice, and the process is need precipitation, this is the rapid development of modern design culture rapidly changing and formed certain contradictions, people want to see more of is design theory, combining teaching and commodity market economy fast synchronization state of development, and not stay alone in the induction of the past. Internet brings students tentacles of access to knowledge, students are not satisfied with their teachers in the limited class time about those who can easily search on the net to the knowledge content, they prefer to the concentrated and cutting-edge design concepts of the typical case, get certain inspiration to inspire their creative thinking. In addition, most of the teachers in teaching design stays on for only face-to-face class programming, extension of student learning is often ignored, when after class, students learn more can not get effective targeted guidance, in the face of numerous cross knowledge confused do not know how to start, so that to this course of study interest, curriculum teaching effect is not ideal, did not achieve the expected teaching this course.

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1. Design Introduction Curriculum to Change the Thinking of Applied Courses

First, at the time of set teaching goals should be a clear definition of the concept of applied talents, "applied" simply equal to the "technology", the result of the higher education to cultivate applied talents should be has a solid professional theoretical knowledge and practical ability to innovate talents, can the integrated use of the existing knowledge and technology creatively to solve more complex practical problems within the territory of this professional senior specialized talents, and not only is a "professional" for the purpose. In the positioning of the premise, we can clearly recognize the design theory in the curriculum should be equally important status and technical courses, and in the course should reverse despise theory in the design of the status quo, distinct change theory courses and specialized courses design state, fusion of course teaching and course content, the creativity cultivation of students goes through the whole course system.

Second, an introduction to the design is the theoretical basis of art and design professional design practice, the course has the characteristics of systematic, abstraction, and strong theoretical, involving the content of the learned, need students memorization, understand and apply, in the process, the majority of students lack constant guided only by the individual abstract understanding, difficult to achieve the expected teaching effect. In the regular curriculum, most colleges and universities is given priority to with big teaching, 100-200 large classes, in this case, the teacher often USES the method of teaching is the teaching method and multimedia teaching method combined with the form, and the teaching of knowledge and show case the most available through the Internet, so the general teaching malpractice is increasingly obvious. Can use images, video and other multimedia teaching to attract students' attention, but in the design of the courseware are often in the form of a single operation, is in a horizontal or vertical and not more than the extension and expansion of linear, for art design major and cross and the characteristics of comprehensive show, students tend to confine in a linear thinking, lack of reflection on the teaching content should be combined with practice of thinking. The long passive study causes the students' theoretical knowledge and practical operation to be out of touch. To the study of the theory of art and design should be to enhance the students' divergent thinking ability, the ability of collecting and processing knowledge, discovery, analysis, and problem-solving skills, so as to make it better used in actual design application. Based on the requirements, in the pro-

cess of teaching, requires teachers to balance the relationship between the theory and practice of the course design should not only cultivate students' literacy of the basic theory of give attention to two or more things in combined with the practice ability, do not dwell on theoretical knowledge itself, that will need to change the existing classroom organization forms and teaching methods, to achieve the combination of theory and practice of applied talent training in order to achieve the goal.

Art design has the characteristics of the advanced, practical, to do the theoretical knowledge learning and application as the guidance of the practice, in terms of the integration of curriculum content, should choose to have targeted, typicality and the content of the novelty, pay attention to the combination of the design theory and the present hot issue, update teaching content, while grasping the design theory of the universality of highlight personalized features of art and design disciplines in the process of teaching reform, this requires teachers to improve their quality, break the scripted state in the past, to do a lot of preparation before class, can achieve the desired teaching goal. Each length of teaching, the teacher is also a process of improving, teachers can also from the student for the theory and practice of creative thinking in teaching, so as to promote the development and improvement of their teaching ability.

2. Reform Methods and Strategies of Design Introduction

2.1 Establish a Research-based Learning Model for the Course Learning Module

Introduction to design course content requirements within the limited class hour of learning design basic principle, the design of the development history of classification, characteristics, the design of design development, design and creation process, design criticism, designer, etc. Can only see in the only class type introduced to students, students are more than memorization of no spare time to think about the relationship between theory and practice, for the training of creative thinking of students have more adverse, often only constrained by rigid theory knowledge. In the process of reform, an introduction to design curriculum teaching class should be increased, in many schools of theory course teaching class proportion is increasing, this is undoubtedly seen theory courses for students the importance of design thinking training. But the extension of this class should be purposeful targeted, can put the existing chapters decomposed into several short courses, in these short courses on a teaching content com-

combined with students' professional course to adjust teaching content and teaching methods, combined with the application of the theory and practice of clear relationship. Opened the history of modern design part separately, for example, a short course, in the form of small, intercepting a form style, require students to independent research development history, to form the style characteristics, combined with their own professional to create short quick questions. So how can let students clear design theory knowledge combined with the actual design, so that the students thinking ability at the same time achieve the concept of exercise design and integration of design, to achieve the purpose of their major.

2.2 Use Network Resources to Build a Supervised Learning Environment

Based on the popularity of the Internet, the teaching technology complying with the development of The Times in the progress, also on the teaching tactics, broke the past a school, a teacher, a classroom, the traditional education mode, to develop into a net, a mobile terminal, you pick, the teacher from your choice of school, such as the Internet education mode. In the course of teaching, it should be clear that online extracurricular learning activities can be used as the supplement and extension of offline classroom teaching. In addition, the Internet provides personalized for each student, students can choose according to their own knowledge structure, interest, etc different learning content, to adapt to their own personal development and actual needs. Although, the Internet's advantage is obvious, but its deficiency also particularly, art design is a discipline of its multi-discipline comprehensive, the breadth of knowledge, in the process of students' autonomous learning often get lost in the various kinds of a vast amount of knowledge, which requires teachers to give students the proper guidance, in order to make clear the teaching purpose of course. Teachers using the network teaching platform to build curriculum resource, for example, used to build the way students and teachers, rich resources platform, for students to learn reference, screening, classification and finishing on the platform resources, help students form the knowledge structure of the system. Network teaching mode will be the future the trend of the development of the theory course, longed for course construction, in particular, on the one hand, improving

the quality of teachers, can promote the level of teaching courseware, on the other hand also can cultivate students' self-study ability. In addition, as a public course, can form the similar curriculum design, achieve complementary advantages, mutual reference, at the same time satisfy the university social service function, therefore in the construction of curriculum in colleges and universities should dig the potential of network teaching, to expand the size of the curriculum construction. Moreover, the age of the Internet has entered the stage of mobile Internet from a computer terminal, combined with the current students use mobile phone short reading habits, building public course, according to the teaching schedule push related learning development content, guide students to think deeply, to help students form the ability of acquiring knowledge independently. In the public platform, release information about the topic of discussion, exhibition, art appreciation, such as content, help to improve the students' interest in courses and degree of understanding, increase students' participation in curriculum learning, improve the enthusiasm of students for study.

An introduction to design curriculum teaching reform aimed at breaking the traditional teaching mode, improve students in learning, the application of enhanced design theory courses in the specialized knowledge structure is practical, students get more attention, it conforms to the trend of today's university teaching to apply. In addition, an introduction to the design of the cross and comprehensive course involving multidisciplinary knowledge, in the process of reform requires teachers to improve their professional and comprehensive qualities, according to the teaching condition and students practical situation, update teaching ideas, explore new teaching methods, using a variety of teaching methods in order to achieve teaching goals.

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Study on Social Service Transformation of New Established Undergraduate Institutions in China: Based on Text Analysis on News on Official Website

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Abstract: The transformation of social services is one of the key tasks for the undergraduate university changing to be an applied university. This article made a text analysis on the news about social service from the column of "university events". It shows that the social service of newly-building undergraduate university has distinctive features and has an orientation of "localness, application, openness", which is a natural advantage. It also has the following problems: too many plans lacking systematicness, core competence and sense of participation, lower service level, out-of-date philosophy and so on. It is suggested that newly-building undergraduate university make an inner-driven transformation, with direct and active service to others.

Keywords: Newly-Building undergraduate university; Social service; Application; Transformation and development

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.386>

The newly established universities constitute the main body of local universities and occupy half of higher education in China. In order to guide the healthy development of ordinary undergraduate institutions, the Ministry of Education, National Development and Reform Commission and Ministry of Finance jointly printed and issued the guidance about guiding transformation from local ordinary undergraduate institutions to application-oriented ones in October 2015, which sets forth explicitly "transforming the educational thinking of university to serving local economy and social development, to integration of production and education, co-operation between the university and enterprise, training the application-oriented technical and skilled talents, and enhancing the employability and entrepreneurial ability of students really through promoting the transformation to improve the ability to serve the regional economy, social development and development driven by innovation of the university comprehensively". The author selected 7 representative newly established undergraduate institutions to investigate the news in the column of "School News" on official website for one year, picked out the news about "social services" to conduct text analysis on them, so that we can explore and grasp the problems existing in the development of social service transformation of newly established undergraduate institutions, and propose the improvement ways and recommendations.

1. Sample Institutions and Their Profiles of Social Services

The author selected Heilongjiang Institute of Technology, Baoding University, Huanghuai University, Changshu Institute of Technology, Guangdong Baiyun University, Chongqing University of Science & Technology, Xi'an Eurasia University and other universities from more than 400 new established undergraduate institutions as the sample institutions. The reasons for selecting these 7 institutions are not only the status and influence in the new established undergraduate institutions, but also considerations of location, nature of university, subject characteristics, history of university and other factors of these institutions, and we strive to know by a handful the wholesack for the new established undergraduate institutions. For the profile of sample institutions, please refer to Table 1.

1.1 Profile of Social Services of Sample Institutions

The author conducted the investigation, determination and analysis on the news in the column of School News on the official websites of 7 universities for one year (July 27, 2015 - July 26, 2016) based on the study structure of contents of social services of universities and the definition of social services of universities in the above text, and picked out the news about "social services". Where, for almost a year, Heilongjiang Institute of Technology has total 248 pieces of "school news", including 41 pieces of news

Table 1. Profile of Sample Institutions of Investigation on Current Situation of Social Services of New Established Undergraduate Institutions

Unit	Province	Region	City	Nature of university	Subject characteristics	Date of admission	Total number of news	Number of news about social services	Proportion of news about social services
Heilongjiang Institute of Technology	Heilongjiang	North-east China	Harbin	Staterun	Science and Engineering	2000	248	41	16.53%
Baoding University	Hebei	North China	Baoding	Staterun	Arts and Sciences	2007	153	56	36.60%
Huanghuai University	Henna	Central China	Zhumadian	Staterun	Comprehensive	2004	363	85	23.42%
Changshu Institute of Technology	Jiangsu	East China	Changshu	Staterun	Comprehensive	2004	644	156	24.22%
Guangdong Baiyun University	Guangdong	South China	Guangzhou	Staterun	Arts and Sciences	2005	353	100	28.33%
Chongqing University of Science & Technology	Chongqing	South-west China	Chongqing	Staterun	Science and Engineering	2004	507	143	28.21%
Xi'an Eurasia University	Shanxi	North-west China	Xi'an	Private	Finance and economics	2005	512	112	21.88%
Total							2780	693	24.93%

about social services, accounting for 16.53%; Baoding University has total 153 pieces of news, including 56 pieces of news about social services, accounting for 36.60%; Huanghuai University has total 363 pieces of "school news", including 85 pieces of news about social services, accounting for 23.42%; Changshu Institute of Technology has total 644 "school news", including 156 pieces of news about social services, accounting for 24.22%; Guangdong Baiyun University has total 353 pieces of "school news", including 100 pieces of news about social services, accounting for 28.33%; Chongqing University of Science & Technology has total 507 "school news", including 143 pieces of news about social services, accounting for 28.21%; Xi'an Eurasia University has total 512 pieces of "school news", including 112 pieces of news about social services, accounting for 21.88%; the proportion of news about social services of these seven universities accounting for total news is 24.93%. Please refer to Table 1 for details.

2. Text Analysis on Social Services of Sample Institutions

2.1 Construction of Text Analysis Framework

Based on the research on contents and form of social service by the predecessors, combined with the actual situations of social services of universities, add two dimensions of service subject and service object, and build the four-dimensional system model for social services of universities as the framework of text analysis on the news about "social services" of sample universities.

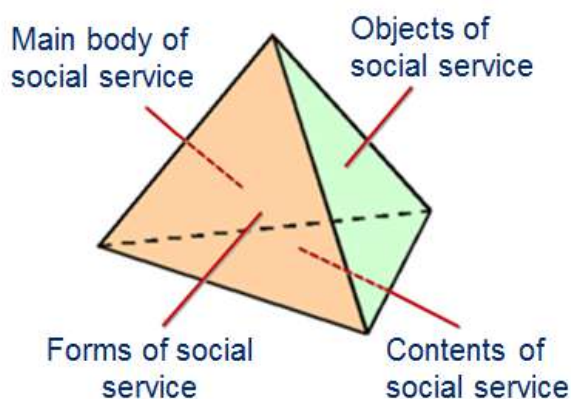


Figure 1. Four-dimensional system model for social services of universities

2.2 Analysis on Contents of Social Services of Sample Institutions

We conducted the analysis, classification and statistics on the news about social services of sample institutions in the aspect of contents, the results show that these 7 universi-

ties have total 217 pieces of news about service contents involved in the talents (teaching), accounting for 25.53% of total news; 115 pieces of news involved in scientific research services, accounting for 13.53%; 59 pieces of news involved in cultural services, accounting for 6.94%; 343 pieces of news involved in resource services, accounting for 40.35%; 116 pieces of news involved in public relations, accounting for 13.65%. According to the order from the high to low proportion, they are resource services, talent (teaching) services, public relationship, scientific research services, cultural services in turn. In addition, the author uses the "integration rate" (total number of news about service contents/social services) to reflect the degree of news involving with contents of social services, and it is 122.66%. Please refer to Table 2 for details.

Through deep analysis on resource services in the aspect of overall sample, according to the frequency from high to low, they are exchange and reference of school-running experience (49.27%), undertaking conferences/events/activities (29.15%), education and training (11.95%), platform construction (5.83%), others (3.79%) in turn; through deep analysis on talent (teaching) services, according to the frequency from high to low, they are supply of application talents (33.18%), education cooperation (26.73%), education and training (18.89%), volunteer services (12.90%), production, study and research cooperation (8.29%) in turn; through deep analysis on public relationship, according to the frequency from high to low, they are visit activities (62.07%), others (21.55%), outgoing activities (16.38%) in turn; through deep analysis on scientific research services, according to the frequency of occurrence, they are academic exchange (26.02%), construction of scientific research and cooperation of production, study and research (23.58%), expert services and government services (21.95%), achievement transformation and technology services (12.20%), technology research and development (10.57%), others (5.69%) in turn; through deep analysis on cultural services, according to the frequency of occurrence, they are modern culture construction (38.98%), heritage of traditional culture (35.59%), cross-cultural integration (15.25%), literary and artistic creation (10.17%) in turn.

2.3 Analysis on Form of Social Services of Sample Institutions

From the overall sample, the news involved in the form of cooperation completion accounts for 38.87%, the news participating in completion accounts for 21.13%, the independent completion news accounts for 23.97%, and the mutual completion news accounts for 16.03%. For the details, please refer to Table 3.

Table 2. Analysis on Contents of Social Services of Sample Institutions

Name of university	Contents of social services												Integration rate
	Talent service		Scientific and research service		Culture service		Resource service		Public relationship		Number of items		
	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion			
Heilongjiang Institute of Technology	24	46.15%	5	9.62%	3	5.77%	14	26.92%	6	11.54%	52	126.83%	
Baoding University	27	31.40%	12	13.95%	18	20.93%	26	30.23%	3	3.49%	86	153.57%	
Huanghuai University	14	13.59%	16	15.53%	8	7.77%	55	53.40%	10	9.71%	103	121.18%	
Changshu Institute of Technology	35	19.66%	15	8.43%	9	5.06%	82	46.07%	37	20.79%	178	114.10%	
Guangdong Baiyun University	40	33.06%	12	9.92%	11	9.09%	41	33.88%	17	14.05%	121	121.00%	
Chongqing University of Science & Technology	39	21.55%	32	17.68%	5	2.76%	85	46.96%	20	11.05%	181	126.57%	
Xi'an Eurasia University	38	29.46%	23	17.83%	5	3.88%	40	31.01%	23	17.83%	129	115.18%	
Total	217	25.53%	115	13.53%	59	6.94%	343	40.35%	116	13.65%	850	122.66%	

2.4 Analysis on Main Body of Social Services of Sample Institutions

From the overall sample, the main universities providing social services account for 62.52%, the secondary departments account for 30.47%, the students (schoolmate) account for 3.29%, and the teachers account for 3.72%. Please refer to Table 4.

2.5 Analysis on Object of Social Services of Sample Institutions

From the overall sample, the universities (research institutions) as the social service object account for 35.11%, the enterprises account for 21.81%, the local (community) areas account for 18.22%, the industries (association) account for 12.23%, the government accounts for 7.31%, and others account for 5.32%. Please refer to Table 5.

3. Main Problems Existing in Social Services of New Establish Undergraduate Institutions

3.1 The Social Service is Lack of Planning, and the Planning and Systematicity are not Strong.

During investigating the social service conditions of the undergraduate institutions, the author found that although the social service direction of each university was clear and they have strong consciousness, the social service activities had obvious randomness and independence, the planning, systematicity and overall situation were not strong, there were no special planning for social services, and the overall plan and other relevant special plans of university only involved with it.

3.2 The Core Competence of Social Service is not Strong, and the Level of Service is Lower

The above survey results show that the contents of social services of new established undergraduate institutions are dominated by the resource services (40.35%), while the proportion of talent services, scientific research service and cultural service is less, and total proportion of these three aspects does not exceed the half (46.00%), especially the proportion of scientific research services and cultural services is less, and this reflects that the core competence of social services of new established undergraduate institutions is not strong.

Through deep analysis on the contents of social services of new established undergraduate institutions, we find that the service level is not high, and the service effect is limited relatively. For example, in the aspect of talent services, the education cooperation proportion in the low level of talent services is too high (26.73%), while the education training, production (18.89%), study and

research cooperation (8.29%) showing the depth of talent services account for lower proportion; in the aspect of scientific services, the technology research and development (10.57%), achievement transformation and scientific research services (12.20%) and others (5.69%) reflect the less contents about the core competence and level of scientific research services of universities; in the aspect of resource service, the exchange and reference of experience among peer institutions account for nearly half (49.27%), while the implementation of education training (11.95%), collaborative construction of shared platform (5.83%) and other deep resource services account for less relatively.

In addition, the analysis results on the objects of social services of new established undergraduate institutions also show that the universities (research institutions and scholars) become the primary service object (35.11%), while the enterprises and local areas (community) with urgent service demands of universities get the less social services relatively (21.81%, 18.22%).

3.3 The Concept of Social Services is Lagged, and the Services are not Active Enough.

Through deep analysis on the contents and form of contents of social services of the new established undergraduate institutions, we find that the new established undergraduate institutions tend to take the form of "cooperation" to conduct the social services (38.87%), this kind of service form has the more clear mutually beneficial supplier, the universities can get a certain return from the partner while providing services, and this also meets the reality that the new established undergraduate institutions hope improve the cultivation of application talents, scientific research and other aspects depending on the force of the government and enterprise. This tendency also reflects that the service concept of new established undergraduate institutions still remains in the "self-centred" stage, and has not yet reached the level of "taking others as the center".

In addition, the deep research on public relationship also shows the lagged social service concept of newly established undergraduate institutions. The research data show that the outside activities (16.38%) and other two-way communication activities (21.01) of new established undergraduate institutions through moving out the campus, entering the enterprise industry, government department and local areas (community) are less, while the visit and receipt activities waiting for others are more (62.07%), and this reflects that the new established undergraduate institutions are still not active in the aspect of construction

Table 3. Analysis on Form of Social Services of Sample Institutions

Name of university	Form of social services								
	Completion through cooperation		Completion through participation		Independent completion		Mutual completion		Number of items
	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	
Heilongjiang Institute of Technology	24	57.14%	8	19.05%	4	9.52%	6	14.29%	42
Baoding University	28	49.12%	19	33.33%	6	10.53%	4	7.02%	57
Huanghuai University	26	29.89%	23	26.44%	25	28.74%	13	14.94%	87
Changshu Institute of Technology	46	29.30%	24	15.29%	53	33.76%	34	21.66%	157
Guangdong Baiyun University	51	49.04%	12	12.00%	23	23.00%	18	18.00%	104
Chongqing University of Science & Technology	45	31.47%	39	27.27%	42	29.37%	17	11.89%	143
Xi'an Eurasia University	54	46.96%	24	20.87%	16	13.91%	21	18.26%	115
Total	274	38.87%	149	21.13%	169	23.97%	113	16.03%	705

of public relationship, meanwhile this situation also affects the formation of high-quality public relationship.

3.4 The Awareness of Participation in Social Services is not Enough, and the Enthusiasm of the Secondary Sectors and Teachers are not Stimulated.

The above survey results show that, the service principle of social services of new established undergraduate institutions are dominated by the level of school (62.52%), the proportion of carrying out the social service activities of the secondary sector is less (30.47%), the proportion of social services participated by the teachers or the proportion of concern of student on participating in social service by the teachers are very low (3.29%), this shows that the concept of social service is not penetrated in the grassroots or the universities can not stimulate the enthusiasm of the secondary sectors and teachers participating in the social services through the reform of institutional mechanisms.

4. Path and Recommendations on Transformation of Social Services of New Established Undergraduate Institutions

4.1 Transformation From Indirect Services-Oriented to Direct Service-Oriented

For a long period of time before emergence of social service function of universities, the universities engage in the spreading of knowledge and production activities according to the inherent logic of knowledge development and personal interests of teachers, keep away from the social production and life at the edge of society. Since the 20th century, with the spreading of "Wisconsin Idea" and establishment of social service function of university, especially after putting forward the Triple Helix Theory and receiving recognition generally, the universities walked to the center of society from the edge of society gradually. However, due to the lagged awareness, a large number of new established undergraduate institutions did not pay full attention to the social services and establish the direct

Table 4. Analysis on Main Body of Social Services of Sample Institutions

Name of university	Main body of social services								
	University level		Secondary department		Teacher		Students (school-mate)		Number of items
	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	
Heilongjiang Institute of Technology	31	73.81%	9	21.43%	2	4.76%	0	0.00%	42
Baoding University	38	66.67%	7	12.28%	5	8.77%	7	12.28%	57
Huanghuai University	67	77.91%	14	16.28%	2	2.33%	3	3.49%	86
Changshu Institute of Technology	113	71.97%	38	24.20%	4	2.55%	2	1.27%	157
Guangdong Baiyun University	58	58.00%	39	39.00%	0	0.00%	3	3.00%	100
Chongqing University of Science & Technology	99	69.23%	36	25.17%	1	0.70%	7	4.90%	143
Xi'an Eurasia University	31	27.19%	70	61.40%	9	7.89%	4	3.51%	114
Total	437	62.52%	213	30.47%	23	3.29%	26	3.72%	699

relationship with the government, enterprise and industry, local areas (community) and so on, but they serve the society through output of "semi-finished graduates" and "primary scientific research achievements". The so-called semi-finished graduates refer to that the universities ignore the practice teaching and practice training due to use of too much theoretical teaching and academic training to cause that the graduates need the pre-post training and vocational learning for a long time to adapt to the job after graduating and entering the society. The so-called "primary scientific research achievements" refer to the research achievements in the form of paper, project closure report, unconverted patent, laboratory report, investigation report and so on, and such achievements can be converted to the actual productivity with a lot of work. The new established undergraduate institutions should be positioned as the application type and should serve the society directly, such as paying attention to the practice teaching, strengthening the intensity of practice, and training the high-quality technical and skilled talents, after completing the "pri-

mary scientific research achievements", completing the "small test", "pilot" and other work related to conversion of achievements, and providing the mature and supporting technology for the society.

4.2 From Spontaneous Service-Oriented to Conscious Service-Oriented

From the moment, the social service of many newly established undergraduate institutions is still in the spontaneous stage, and the social service activities are lack of planning, coordination, systematicness, overall situation, entire personnel, etc. They urgently need strategic planning and development planning for social services from the spontaneity to consciousness. The planning of social service is to formulate the scientific medium and long term plan, five-years plan and annual plan and guide implementation of social service work according to the needs of national and local economic and social development combined with the advantages, disadvantages and potential of the universities; the coordination of social service refers to guid-

Table 5 Analysis on Objects of Social Services of Sample Institutions

Name of university	Objects of social service												Number of items
	Government		Enterprise		Industry (association)		Local (community)		University		Others		
	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	Number of items	Proportion	
Heilongjiang Institute of Technology	4	8.00%	17	34.00%	6	12.00%	3	6.00%	17	34.00%	3	6.00%	50
Baoding University	14	19.44%	12	16.67%	12	16.67%	24	33.33%	10	13.89%	0	0.00%	72
Huanghuai University	12	12.37%	18	18.56%	12	12.37%	24	24.74%	28	28.87%	3	3.09%	97
Changshu Institute of Technology	8	4.76%	24	14.29%	18	10.71%	42	25.00%	68	40.48%	8	4.76%	168
Guangdong Baiyun University	8	7.84%	25	24.51%	6	5.88%	9	8.82%	45	44.12%	9	8.82%	102
Chongqing University of Science & Technology	6	4.14%	31	21.38%	20	13.79%	13	8.97%	69	47.59%	6	4.14%	145
Xi'an Eurasia University	3	2.54%	37	31.36%	18	15.25%	22	18.64%	27	22.88%	11	9.32%	118
Total	55	7.31%	164	21.81%	92	12.23%	137	18.22%	264	35.11%	40	5.32%	752

ance, coordination of social service activities of various sectors of university to achieve "choose wisely what to do and stop doing" and focus on solving the major problems which should be solved urgently for the economic society rather than hitting out in all directions and "Lord Ye loving dragon"; the systemic social services refer to serving society is not for "treating only where the pain is", but providing the overall solution for the other party; the overall social service refers to the social service is included in the positioning of running university and school work really, plan and develop the social services in the aspect of school; the entire personnel of social service refers to that the universities, secondary sectors not only the main body of social service, but also each teacher and each student are the main body of social service, and they should have the awareness and actions of social services.

4.3 Transformation From "Self-Centred" to "Taking Others as the Center"

The newly established undergraduate institutions have the common problems of short history, weak foundation, weak economic basis, less funds and other problems, so some of new established undergraduate institutions hope to strengthen the practice teaching, enhance the practice training and training the application talents depending on cooperation between university and enterprise, and improve its own level of teaching and scientific research relying on the power of enterprise, while they have difficulty providing a large number of high-quality services for the enterprise, and this kind of "self-centred" service concept causes that the willing and power of enterprise to cooperate are not strong and enough. Therefore, the newly established undergraduate institutions should change the concept and strategy and establish the service concept of "taking others as the center". Firstly, identify the problems to be solved urgently by the enterprise industry, local areas (community), etc., and then integrate the resources in university, concentrate the labor, materials and spirit to solve the major problems in the actual production and life for the enterprise industry, local areas (community) and so on, while improving the quality and efficiency of social service, improve its own teaching and scientific research level, accumulate the strength for serving the society better.

4.4 Transformation From "Demand-Oriented" to "Endogenous Factors-Oriented"

At present, the newly established undergraduate institutions tend to "waiting for enterprise coming to seek help" and the social service is dominated by "demand-oriented" due to lack of thinking inertia, construction of connotation, insufficient accumulation of application and other reasons. This kind of service mode not only causes the

small social service scale, but also forms the vicious cycle easily, and then the enterprise industry and local areas will not recognize and pay more attention to that. Therefore, the newly established undergraduate institutions should "train internal strength hardly", carry out social services based on the cultivation of talents and scientific research, expand to the society from application talents, scientific and technological achievements driven by endogenous development, rather than "waiting" for lower social service capacity, and seek cooperation around even without the ability of social service.

4.5 Transformation From "Extensive Services" to "Precision Services"

The newly established undergraduate institutions tend to "seeking large scale and improvement" during the process of development, and they are positioned on serving the country and major local decisions in the aspect of social service. It seems that the service range is wide and the stage is large, but they always lost themselves and overestimate the ability of social service, causing the poor actual service effect. Therefore, the newly established undergraduate institutions must be based on the local areas, enterprise industry, situations of universities, precision positioning, and choose wisely what to do or not to do to improve the service ability and service efficiency.

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