

# International Journal of Mathematics and Systems Science

— Educational Systematics



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5

2024 Volume 7 Issue 5  
ISSN: 2578-1839



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Volume 7 Issue 5·2024

EISSN: 2578-1839

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**Editor-in-Chief**

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*Università degli Studi di Catania,*

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# Exploration of the Path of Mental Health Education in Middle Schools in Southwest China-Takes a School in Nanchong, Sichuan Province as an Example

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**Abstract:** To adapt to the development of The Times, pay attention to and improve the middle school mental health education work, is the top priority of school development. There are many problems in the development of mental health education in the area where A school is located, especially in the implementation path of school mental education. This study aims to analyze the present situation of middle school mental health education implementation path by compiling the questionnaire and summarizing the problems. Based on the results of literature analysis and qualitative research, a questionnaire model was constructed, and the questionnaire was prepared based on the questionnaire survey results combined with quantitative research. The results show that there are 30 questionnaires on the implementation of mental health Education in Middle schools, which are divided into six dimensions: facility environment, teaching staff, curriculum, counseling, atmosphere and home-school cooperation. Conclusion of the study: (1) the questionnaire compiled by this study has good reliability and validity, which can be used to measure the implementation of mental health education in middle schools. (2) The implementation of mental health education in this region is generally great, but there are some problems in the three aspects, teaching staff, curriculum and counseling, which should be optimized accordingly.

**Keywords:** Middle School; Mental Health Education; The Path of Implementation

## Introduction

According to the “Guidance Outline of Mental Health Education in Primary and Secondary schools” and other relevant provisions, mental health education is an important link in cultivating high-quality talents. Now, the southwest region is still lack of it, the exploration of local mental health education paths is urgently needed. According to the theory of social psychological development, middle school is the key period for students’ psychological development. Therefore, it is urgent for schools to take mental health work as an important task in the school.

From the existing research, compared with Chinese research, foreign research is more complete and diversified in the research content, system and methods. In view of the current research of our country, especially the mental health education, although some researches make lost of achievements, but in general, it’s still lack of the implementation of middle school mental health path. According to the results of the search, there is no scale for measuring the implementation path of mental health education, so the relevant questionnaires were prepared and tested on the existing research. There are few case studies on the implementation path of mental health education in middle schools, using case study to explore it in southwest China, which enriches the theoretical and practical research.

## 1. Research question

What is the basic situation of the implementation path of mental health education in middle schools in this region?

How to measure the situation of the implementation path of mental health education in middle schools more properly?

What are the problems existing in the implementation path of mental health education in middle schools in this region?

## 2. Method

### 2.1 Participants and procedure

A total of 200 students from Nanchong A Middle School in Sichuan Province were selected as the subjects. 130 middle school students were selected through random sampling for qualitative research, and the initial questionnaire on the implementation of mental health educa-

tion in middle schools was compiled according to the root theory. 2,100 middle school students were selected for project analysis and exploratory factor analysis, and 100 middle school students were selected for validation factor analysis, among which 100 middle school students were tested for validity and standard association, and finally a formal questionnaire was formed. The results were analyzed in SPSS24.0 and organized in outline.

## 2.2 Measure

In this study, referring to the Guidelines of Mental Health Education in Primary and Secondary Schools and combined with qualitative research, the implementation questionnaire of mental health education in middle schools was formulated and distributed to the students selected from school A. This study is a qualitative study of mental health education implementation in secondary schools by using semi-structured interviewing. The study found that the implementation of mental health education in middle schools is generally divided into seven dimensions, which are facilities, teaching staff, curriculum, guidance, atmosphere, home-school cooperation and social support. The questionnaire consisted mainly of closed questions, with only one open question (collecting more comments), for a total of 32 items. According to the qualitative research, the survey can be divided into seven dimensions: facilities and environment, teaching staff, curriculum, tutoring, campus atmosphere, home-school cooperation, and social support. This questionnaire uses Likert 5, 1 is the lowest and 5 is the highest. The higher the score, the better the implementation of mental health education in the school.

### 2.2.1 Reliability test

This study used SPSS24.0 to test the reliability of the “questionnaire on the Implementation of Mental Health Education in Middle Schools”, and the results are shown in Table 1, and the Cronbach coefficient of the whole questionnaire was 0.810, indicating the good reliability of the questionnaire. Using the same method to examine the seven dimensions of the questionnaire separately, the reliability of the first six dimensions was ideal.

### 2.2.2 Validity test

Content validity: the selection of measurement indicators in the questionnaire comes from the review of relevant literature and policies, through the consultation of the teachers and tutors in school mental health education and the survey of the actual implementation. By predicting students through pre-survey and modifying it again, the content of the questionnaire is finally determined, so this questionnaire should have good content validity.

Structure validity: this study examined the structural validity of the questionnaire with significance  $<0.001$ ; KMO value was 0.755 and value  $>0.7$ , which is suitable for exploratory factor analysis.

In this study, principal component analysis was used for factor analysis, and a total of 6 common factors were extracted, and the cumulative percentage of the total variance interpretation was 78.814%, indicating that the extracted 6 factors had a high degree on the overall interpretation and had good results. Furthermore, the rotated component matrix was obtained by using the Kaiser normalized maximum variance method, removing the coefficient below the absolute value of factor load. 6 public factors were compiled, and each public factor determined the corresponding dimension of the questionnaire questions.

Table 1 Questionnaires and Cloned Bach Alpha values in all dimensions

Dimension	Clone Bach Alpha	Number of terms
Facility environment	.836	6
Teaching staff	.904	5
Curriculum	.873	6
Guidance	.896	6
Campus atmosphere	.812	3
Home-school cooperation	.863	4
Entirety	.810	30

### 3. Results

#### 3.1 Implementation of mental health education in a middle school

A descriptive statistical analysis of the mean value of mental health education implementation in A, and the results are shown in tables. It can be seen from the data in the table that there are three dimensions lower than 3 points, including the teaching staff, curriculum and guidance, which indicate that the implementation of school heart education has obvious problems in these three aspects. The average value of the overall situation was 3.2960, indicating that the overall situation of mental health education implementation in schools was good.

Table 2 Analysis results of each dimension and the overall implementation situation

Dimension	N	minimum	max	average	standard deviation
Facility environment	128	1.50	5.00	3.8555	.58089
Teaching staff	128	1.00	4.00	2.7234	.84848
Curriculum	128	1.05	4.12	2.7168	.49043
Counseling	128	1.12	4.67	2.6458	.63680
Campus atmosphere	128	1.03	4.03	3.3274	.48827
Home-school cooperation	128	1.48	5.00	3.8375	.57053
Entirety	128	1.37	4.26	3.2960	.47024

#### 3.2 Implementation of all dimensions of mental health education in a middle school

As can be seen in the table, in the dimension of facility environment, the implementation of school mental education has obvious problems in the construction of special group auxiliary activity area. In the dimension of teaching staff, there are problems in both the quantity and quality of mental health teachers. In the curriculum dimension, there are great problems in the frequency of the specialized mental health education courses, the standardization of the teaching materials, the enrichment of the teaching content of the courses and the degree of subject penetration. In the counseling dimension, the school was slightly poor in both the frequency of psychological group counseling and the richness of activities. No obvious problems in other dimensions.

Table 3 Analysis of each item in dimension 1

Item	N	average	standard deviation
Q1	128	3.31	1.107
Q2	128	2.32	.783
Q3	128	2.23	.865
Q4	128	3.95	.816
Q5	128	2.51	.763
Q6	128	2.81	.791

### 4. Conclusion

Through the systematic research, the purpose of this study is basically realized. The innovation of this paper lies in the comprehensive investigation of the path of mental health education, but in the study, there are still many deficiencies, for example, the questionnaire is only distributed to some students, and the number of the sample is small; In addition, the representativeness of A School is not proved.

Although there are some theoretical achievements in the research on the implementation path of mental health education, there is still little attention about the middle schools in this region, which provides support for the theoretical and practical research in the future.

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# ESP Learning Approaches and Strategies in Communication Development

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**Abstract:** With the deepening of the global economic marketization trend, various industries and fields have more frequent exchanges with foreign countries, and there is an increasing demand for colleges and universities to train specialized English talents. Therefore, ESP learning methods and strategies are particularly important in reading, speaking, listening, writing and viewing in communication development. This paper discusses ESP learning methods and strategies from reading, speaking, listening, writing, etc.

**KeyWords:** ESP; Communication; Learning Approaches and Strategies

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## 1. Current situation of students learning ESP

ESP (English for Specific Purposes) is the opposite of EGP (English for General Purpose). It is a relevant English course designed according to a specific major, which not only involves language and linguistics knowledge, pedagogy knowledge, but also involves the professional knowledge of students, which is usually called professional English. Nowadays, business English, financial English, computer English, legal English, travel English and other professional English courses are common in the curriculum of many colleges and universities.

With the rapid development of science and technology and the global economic integration, the demand for compound talents who are proficient in professional knowledge and have strong foreign language ability is increasing day by day in various industries, which puts forward higher requirements and new challenges for colleges and universities. ESP teaching, as a complete teaching system integrating language and professional knowledge, requires students not only to carry out simple language learning, but also to acquire specific professional knowledge through language learning and apply it to practice. Carrying out ESP teaching in colleges and universities meets the current demand for English teaching. It can break the narrow knowledge structure of the original English teaching model, broaden students' horizons and ideas, and finally cultivate compound talents with language ability, professional ability and application ability. Nowadays, most colleges and universities have felt the whole society's desire for interdisciplinary talents, and have gradually begun to carry out ESP teaching in different majors. But ESP learning Approaches and Strategies in communication development are rarely seen<sup>[1]</sup>.

## 2. ESP learning methods and strategies

Learning needs is the basis for students to choose ESP learning methods and learning strategies. In other words, in the communication development, which learning methods and strategies students adopt all reflect some learning needs of students.

### 2.1 Reading

First, let's discuss ESP learning methods and strategies are particularly important in reading in communication development.

Judging from the actual work needs of college students after graduation, they need to find out the materials they need through extensive reading from a large number of professional and scientific materials, and then understand this part of the materials accurately and carefully, and obtain information from them. This puts forward higher requirements for college students, that is, to read as much foreign language materials as possible as quickly as possible<sup>[2]</sup>. So fast reading comprehension has become the requirement of the times and the needs of the situation. Therefore, the purpose of ESP reading teaching is not to deal with exams, but to improve the speed and efficiency of reading, and to cultivate the ability to use language to communicate: that is, to cultivate the talents needed in daily work at the fastest speed and highest efficiency.

In order to cultivate students' reading ability, they need to read a lot of different materials. Because a lot of reading can expand their vocabulary and improve their comprehension. Students of different majors should choose some interesting books, newspapers and magazines

that are relevant to their specific subject and job field after graduation. When reading, students can use quick reading or skimming, which is a good way to get a brief idea or general idea. Throughout the reading process, students must be highly focused. In this way, they can understand the main idea, background and author's point of view of the article. Scanning reading refers to a specific detail or reading in an article, and students can obtain some detailed information in the article after reading. In reading, if students encounter a word that they don't understand, they can choose to skip it and continue reading. This will not prevent them from obtaining useful information. After reading, they can determine the meaning of the word according to the context, and then use the dictionary to find out the exact meaning of the word, paying particular attention to what the word means in this professional field. Then, make time every day to memorize these words<sup>[3]</sup>.

## 2.2 Speaking

Next, let's discuss ESP learning methods and strategies are particularly important in speaking in communication development. Civil Aviation Professional English is one of the courses I undertake. Now I will discuss with civil aviation professional English as an example.

The most important ESP skill that students need to master in their future careers is oral expression, because oral expression is used in every work field. Then, the factors that affect ESP oral English involve the following points: personality characteristics, psychological factors, and ESP professional knowledge are also all.

Usually, students should practice their spoken English a lot and practice it consciously. First, students should practice pronunciation and intonation. They usually listen to standard listening materials, and then perform follow-up and imitation training. Secondly, do more listening training. A large amount of listening input contributes to fluent oral output. Third, be sure to read aloud. Reading authentic English materials aloud can help students improve their sense of spoken English. Thereby, the students' oral English expression ability can be improved, and the effect of blurting out can be achieved. Finally, it is difficult for students to express themselves accurately. This requires them to accumulate and memorize a large number of vocabulary in their usual reading, especially the professional terms used in some specific occasions.

## 2.3 Listening

Thirdly, let's discuss ESP learning methods and strategies are particularly important in listening in communication development.

Some students say that they can't communicate well because they don't understand what the other person is saying. Therefore, listening is very important. Before listening practice, students should consider a few questions: What is the topic of the article they will listen to? What type of articles will they listen to? What do they know about the listening materials? What words can they think of on the subject of listening? The next thing to do is to relax and concentrate on listening to the material. In the process of listening, they don't need to understand every word, they can ignore the less important words, and grasp the key words and facts. In addition, be sure to develop listening while taking notes, which will help them understand and remember the listening materials. Students also need to pay attention to the voice and intonation of the speaker, which can help students understand what they hear<sup>[4]</sup>. When students encounter difficulties while practicing listening, they can choose to listen to the material again. In the process of listening again, mark the places they don't understand, and then compare the text to find the correct pronunciation. So as to avoid making the same mistake again. What we are talking about above is intensive listening. In addition to intensive listening, students can listen extensively to some materials, such as news, songs, etc., and can watch English videos and movies. This is also a good way to improve their listening.

## 2.4 Writing

What's more, let's discuss ESP learning methods and strategies are particularly important in writing in communication development.

Writing is a significant and necessary skill for all students, and students studying ESP are no exception. Because ESP students will encounter all kinds of composition writing in the future career situation, such as writing procedures, writing business reports, writing instructions, etc.

Different types of writing in ESP have different writing formats, writing content and structure. No matter what kind of writing, students



should follow a scientific and systematic writing process. This includes some basic steps of writing, namely pre-writing, drafting, revising, proofreading and publishing. This series of steps helps students organize their thoughts and complete writing in an effective time. At the beginning of writing, a plan or outline is usually made. Then, the first draft will be written down. Next, revise the first draft, including revising the grammar, word spelling, word selection, etc., which makes the article clearer and more convincing. In their daily life, students should practice writing more, and then compare their writing with reference examples to find out the different usage of words, sentence structure, logical organization, and other specific details, and take notes where they can benefit from the comparison.

## 2.5 Viewing

Last but not least, let's discuss ESP learning methods and strategies are particularly important in viewing in communication development.

The ultimate goal of education is to serve the society. The school must adapt to the needs of society and cultivate talents who participate in exchanges and cooperation with countries around the world, participate in various academic conferences, understand foreign engineering and technical personnel speeches, communicate with foreign experts, and obtain information. ESP is different from basic English. The biggest difference lies in its unique vocabulary, special syntax and sentence structure. As a language, ESP has obvious professional connotations. It requires a combination of language skills training and professional knowledge in teaching. If ESP is placed in the category of linguistics, it is a language variant of English in different professional areas. The differences of ESP used in various disciplines are limited to individual grammar, vocabulary meaning and syntax. This shows that if students of public foreign languages have the accumulation of professional knowledge, they will have corresponding advantages in learning. Learning English related to their major will also stimulate their interest in learning and improve their critical thinking skills.

## 3. Conclusion

In short, ESP must not only cultivate students' language knowledge ability, but also cultivate students' practical language application ability. In the learning of ESP courses, students' learning goals are very clear, the content of learning is more professional, and the courses are very practical. Through learning, it can not only improve students' listening, speaking, reading, writing, translation, but also can improve the employment competitiveness of students after graduation, so as to become a compound talent required by the society.

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# Significance and Application of Psycholinguistics on English Teaching

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**Abstract:** Psycholinguistics is a discipline of the combination of psychology and linguistic, which is to study how psychology can influence the teaching and learning of language acquisition, and how to learn and teach language more effectively and better by means of psychology elements. Through the study of psycholinguistics, we can know how people use language or what the mental process a person use in producing and understanding language, which can help us to conduct teaching in a scientific way. In this paper, significance and application of psycholinguistics is discussed in some aspects of English teaching, which are development of speech and production, language acquisition, text and discourse, and bilingualism.

**Keywords:** Psycholinguistics; English Teaching; Language

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## Introduction

Psycholinguistics is an interdisciplinary field that draws on psychology and related disciplines to study language processes. It is a scientific discipline whose goal is a coherent theory of the way in which language is produced and understood. There are three aspects in psycholinguistics. One is language production, which indicates how students can construct an utterance from idea to completed sentence. The second one is language acquisition which explains how human beings learn language, or the process students acquire language. The other one is language perception or comprehension, which shows how students can perceive and understand speech and written language. In short, psycholinguistics reveals how language is done, or what cognitive processes are in using language.

In the process, speech production is one of the three main aspects of psycholinguistics. It reveals how people construct an utterance from ideas to completed sentences, and how to think and express their thoughts through language from the perspective of psychology. Moreover, language acquisition is the other process by which humans acquire the capacity to perceive and comprehend language, and it is a very complex process and in psycholinguistics, there are more specific and concrete analysis and study on it. Besides, in speech and production of psycholinguistics, the effective and appropriate text and discourse can help to build a comprehensive and complete structure of language. For the last aspect, in bilingualism, the second language can be mastered by learning the language intentionally and consciously, whereas the first language and mother tongue is acquired naturally and unconsciously without a formal setting.

## 1. Significance and application

### 1.1 Development of speech and production

The development of speech is a very complicated process, which should follow the nature and law of physiological and psychological development. So through studying and analyzing how psychological factors influence the process of development of speech, how children develop their speech gradually with their growth of age, we can understand every stage at which the children are functioning and the activities we can do to stimulate and encourage the further development.

Besides, speech production is also a complex activity, which refers to how a person creates speech, sign language, or text, beginning with an initial idea or message and ending in the spoken, signed or written form. Psycholinguistics is concerned with the cognitive faculties and processes that are necessary in order for grammatical forms of language to be produced from a mental grammar and the lexicon in the process of speech production. In particular, the study of speech errors generated in the process of speech production is most widely focused in psycholinguistics. The study of error analysis are often used to provide evidence to support hypotheses about the nature of speech. As a result, speech errors are often used in the construction of models for language production. One of the most effective ways to explain the way

people represent meanings using rule-governed languages is by observing and analyzing instances of speech errors. They include speech dysfluencies like starts, repetition, reformulation and constant pauses in between words or sentences and slips of tongue, like blinding, substitutions, exchanges and various pronunciation errors. These speech errors yield significant implication on language production. That is the most important application of psycholinguistics in speech production and development<sup>[1]</sup>.

## 1.2 Language acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language. Language acquisition also looks at how people produce and use words and sentences to communicate. It is a very complex process and in psycholinguistics, there are more specific and concrete analysis and study on it. Besides, developmental psycholinguistics, as a branch of psycholinguistics, concerns itself with the child's ability to learn language and it examines phonological, semantic, syntactic acquisition and the process in every stage of language acquisition.

In the study of language acquisition, psycholinguistics studies some factors which influence the effect of language acquisition, such as intelligence, aptitude, learning style, personality, intrinsic and extrinsic motivation, culture as well as status and age. Psycholinguistics specifically presents the theories behind language acquisition and how the mind aids in a person's ability to gain language. Nativism propounded by Noam Chomsky embodies the fact that children will never gain the resources needed for processing language just by the things they heard, but more by how the language acquisition device works. They do not just learn language randomly, but through a set of rules. They look for regular patterns in speech, and use these as rules to work out new utterances. This theory supported that all people are born with a universal grammar that gives them the ability to acquire language<sup>[2]</sup>.

Language acquisition includes first language acquisition and second language acquisition. In the perspective of psycholinguistics, the individual internal cognitive processes are activated so that activation allows the individual to access the comprehensible input needed to further advance in the second language acquisition. What is vital for psycholinguistics theorists is that the exposure to comprehensible input and negative feedback leads to language learning. In a word, the psycholinguistics in second language acquisition focuses upon what humans know when they talk and how they acquire that knowledge and how that knowledge is put to use.

## 1.3 Text and discourse

Psycholinguistics focuses on language as an instrument for organizing, processing, and conveying information. On the other hand, language users communicate through discourse or text rather than through isolated sentences. In speech and production, the effective and appropriate text and discourse can help to build a comprehensive and complete structure of language. Text is the main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustrations. Discourse is the multi-sentence language used in conversations, dialogues and narratives, which is the highest level of language analysis<sup>[3]</sup>. Discourse is often considered a crucial notion for understanding human communication. The usage of discourse differs between various disciplines and approaches. For instance, in semantics and discourse analysis, it is a conceptual generalization of conversation within each modality and context of communication. Moreover, in regard to semantics, discourse is understood as the totality of codified language used in a given field of intellectual enquiry and of social practice,

In the process of speech production, we should make clear the distinction of text and discourse. Text is made up of a series of sentences including the property of grammatical cohesion, while discourse is the use of these sentences and comprised of utterances having the property of coherence. So in psycholinguistics, we usually analyze text in terms of cohesion, whereas analyze discourse in terms of coherence. To study text, you study the written words that communicate some information: structure, theme, meaning, rhetorical devices, etc. To study discourse, you study who is communicating with whom through what medium and for what social purpose. Training students' ability of producing discourse becomes main teaching aim and content in intermediate and advanced English teaching. Teachers should intend to help students adjust learning motivation and state, re-positioning the role themselves and re-evaluating the function of textbook. The practice of discourse production should focus on cohesion of phrase and discourse to fit native expression habits. Therefore, it needs the integration of verified



practice methods, different courses and different practice channels.

## 1.4 Bilingualism

Bilingualism is the ability of an individual or the members of a community to use two languages effectively. It may be acquired early by children in regions where most adults speak two languages. Children may also become bilingual by learning languages in two different social settings. Besides, bilingualism can also refer to the use of two languages in teaching, especially to foster learning in students trying to learn a new language.

From the perspective of psycholinguistics, bilingualism refers to mastering or achieving the acquisition of two different languages including first or native language and second language. It is commonly believed that the second language can be mastered by learning the language intentionally and consciously, whereas the first language and mother tongue is acquired naturally and unconsciously without a formal setting. In the process of bilingual acquisition, the two languages may benefit from each other or hinder each other. Some of the common aspects in one language can help the acquisition of the other language. For example, pinyin in Chinese can help a lot in learning phonetic symbols in English. While the grammar or sentence structure may be the interference in learning English, due to the different rules of language. An ideal coordinated bilingual would have two completely separate linguistic systems and there would never be a mix of languages at any level. It should also be noted that the organization of the linguistic system and thus the state of bilingualism of a person can change depending on his or her experiences during life.

A specific bilingual person is not necessarily completely coordinated, compound or subordinate. Indeed, a bilingual can be coordinated for certain parts of the linguistic system, at the level of syntax and semantics, for example, but subordinate to the phonological level. It has a strong accent in its second language, while having impeccable syntax and a rich lexicon. So psycholinguistics can help us to clear more about the process of acquisition of bilingual languages, we can use these two languages more effectively and properly.

## 2. Conclusion

Psycholinguistics plays a very significant role in any aspect of language and speech, which is concerned with how language is acquired, comprehended and produced. This means that the field of psycholinguistics studies the cognitive processes that makes it possible to create a meaningful sentence with vocabulary and grammatical structures. Furthermore, it explores the processes that makes it possible to understand utterances, words, text, etc. So with the help of psycholinguistics, teachers can achieve a more precise and comprehensive understanding and application in language study and acquisition, and it can guide teachers to implement English teaching in a more scientific and effective way.

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# Effectiveness of Micro Project-Based Learning in Improving Academic Performance and Scientific Attitudes in Chemistry Education

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**Abstract:** The traditional methods of teaching chemistry are no longer sufficient for talent development in the 21st century. Although project-based learning can address this issue, time constraints often limit its effectiveness. This study introduces micro project-based learning (MPBL) as an educational intervention, aligning with PBL principles but requiring less time. The research explores the impact of MPBL on students' academic performance and scientific attitudes in high school chemistry. The experiment involved implementing MPBL in experimental group (n=35) and traditional method in control group (n=35), utilizing pre-test, post-test, and modified version TOSRA test for quantitative analysis, and a semi-structured interview for qualitative analysis. The results indicate that MPBL has a positive influence on academic performance and scientific attitudes, demonstrating its effectiveness in high school chemistry education.

**Keywords:** High School Chemistry Teaching; MPBL Method; Iodine Extraction from Kelp

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## 1.Introduction

In the face of complex issues such as environmental pollution, energy depletion, and climate change, education plays a critical role in cultivating responsible and capable future citizens. Traditional high school chemistry education often relies on direct instructional approach that limits student engagement, resulting in a deficiency in their ability to apply learned knowledge to real-world challenges<sup>[1]</sup>. Various studies have shown that project-based learning (PBL) is a beneficial strategy in science classrooms to improve the quality of science education, empowering students to utilize their scientific expertise to tackle practical problems<sup>[2]</sup>. Specifically, PBL is a student-centered model that integrates collaborative learning, inquiry-based teaching, and independent exploration. By engaging in problem-solving in authentic settings, students construct and apply concepts through their final projects. Research in this field indicates that PBL not only enhances students' teamwork skills, attitudes, self-perception, and learning abilities within a cooperative learning context, but also contributes to improved academic performance, deepened conceptual understanding, heightened interest and curiosity, and a strengthened passion for learning<sup>[3,4]</sup>.

Several studies have identified the primary challenge of implementing PBL in real classrooms as a long time needed for the PBL cycle, which often conflicts with limited class time<sup>[5]</sup>. In response to this issue, a more manageable alternative approach—micro project-based learning (MPBL) has been proposed. MPBL has the same fundamental principles and mechanisms with PBL, but MPBL has a condensed learning cycle, easier design and implementation. It serves as a lighter version of PBL suitable for regular classroom settings<sup>[6,7]</sup>. Studies found that the utilization of MPBL in high school chemistry classes to improve students' comprehension of sodium bicarbonate and essential learning skills, effectively addressing the compatibility challenges between PBL and the practicalities of high school teaching<sup>[8]</sup>.

Kelp is rich in iodine elements, making it a valuable resource for iodine extraction. This process is commonly used as a practical example in high school chemistry to demonstrate oxidation-reduction reactions in industrial settings. The extraction of iodine from kelp involves key technical concepts such as substance separation, purification, recycling, environmental sustainability, and cost-efficiency. By engaging in this experiment, students can develop a foundational understanding of substance extraction methods. However, traditional laboratory experiments often limit students to following instructions without fostering problem-solving abilities. On the other hand, PBL cycles may not be feasible within the limited class hours of high school. Therefore, this study presents a micro-project focused on 'iodine extraction from kelp' for high school chemistry classrooms. This project, requiring only 3 class hours, offers students the opportunity to tackle real-world challenges and promotes active participation. The research aims to explore the influence of MPBL on students' academic performance and scientific attitudes.

The research questions are as follows:

- (1) To what extent does the utilization of the MPBL teaching method improve students' academic performance?
- (2) How does the MPBL teaching method influence students' scientific attitudes?

## **2. Research methodology**

### **2.1 Research design**

The study was conducted during the fall semester of the 2023/2024 academic year at a local public high school in China. A quasi-experimental research design was employed in this study, with the experimental group receiving MPBL teaching and the control group receiving traditional experimental teaching. A semi-structured interview was conducted after this project, selecting 8 students. Data analysis was conducted using both qualitative and quantitative methods.

### **2.2 Participants**

The sampling method used in this study was purposive sampling, where two classes with the closest midterm exam scores were selected to participate in the research. Thirty-five students from the experimental group and thirty-five students from the control group were identified to participate in the study. Throughout the research process, both groups were taught by the same teacher, ensuring consistency and controlling for external factors.

### **2.3 MPBL pedagogical approach and process**

The students engaged in 'iodine extraction from kelp' micro-project within 3 class hours, with each class lasting 45 minutes. This project consisted of six stages, namely task design and introduction, implementation, presentation and review, evaluation, summary and reflection, feedback and adjustment<sup>[9]</sup>. In the initial stage of the project, the teacher provided a kelp food manual to the students. Students utilized internet resources to gather information on the method of iodine extraction from kelp. During the implementation stage, group members collaborated in experimental inquiry activities, investigating the principles and specific procedures of iodine extraction from kelp, including extraction, enrichment, and iodine content measurement. Through the process of experimental inquiry, students applied their learned knowledge concepts and critical thinking skills to the experimental activities, resolving practical issues encountered during the experiment. At the final stage of the project, students show their product and experiment results. They receive evaluations from both the teacher and other group members. Based on the feedback received, students continue to refine their experiments and produce a project report.

### **2.4 Data collection tools**

The students' midterm chemistry exam scores served as pre-tests, while an adapted version of the iodine-related test questions was used as post-tests, consisting of 15 one-option questions (4 points each) and 10 blank-filling questions (4 points for each blank). The collected data's Cronbach's alpha coefficient based on the standardized term and the KMO (Kaiser-Meyer-Olkin) sampling relevance measure were ensured to be higher than 0.7, indicating that the tests were valid and credible.

A modified version of the TOSRA questionnaire was designed, incorporating four subscales: attitudes to scientific inquiry, adoption of scientific attitudes, enjoyment of science lessons, and leisure interest in science. The questionnaire comprised 40 items. Before and after the implementation of the micro-project, the experimental group of students were given this revised questionnaire to evaluate any potential changes in their scientific attitudes. The Cronbach's alpha reliability coefficients for the four dimensions of the modified TOSRA ranged from 0.74 to 0.82, indicating satisfactory reliability for this study<sup>[10]</sup>.

The experimental group conducted a semi-structured interview with selected students to explore their perceptions and attitudes towards the MPBL integrated classroom after the intervention. The interview consisted of three questions, inquiring about the students' feelings towards MPBL, specific enhanced skills, and suggestions for this project improvement.

## 2.5 Data analysis

As the number of samples was greater than 30, the Kolmogorov Smirnov test was used to determine normality. The normality evaluation tests determined that the groups showed a normal distribution. The research data were analyzed with the SPSS 26.0 program. The pre-test and post-test results from the experimental and control groups were analyzed using the independent samples t-test. The pre-test and post-test results from the experimental group in the modified TOSRA test were analyzed using the paired samples t-test.

## 3. Research results

### 3.1 The effect of the MPBL on academic achievement

To compare the academic achievement of the experimental group and control group, a pre-test was conducted before the MPBL intervention began. The independent t-test results are presented in Table 1.

Table 1 Independent t-test Results on Academic Achievement Pre-test Scores of Experimental and Control Groups.

Groups	N	Mean	SD	df	t	p
Experimental	35	82.97	4.53	68	1.327	.124
Control	35	82.63	3.26			

As can be seen from Table 1, the result of the experimental group ( $M=82.97$ ,  $SD=4.53$ ) and control group ( $M=82.63$ ,  $SD=3.26$ ),  $p>0.05$ . It indicates that the post-test scores of the two groups are not significantly different before implemented MPBL intervention.

A post-test was conducted to the experimental and control groups after MPBL intervention for assessing their academic achievement. The results of the t-test are presented in Table 2.

Table 2 Independent t-test Results on Academic Achievement Post-test Scores of Experimental and Control Groups.

Groups	N	Mean	SD	df	t	p
Experimental	35	89.24	3.47	68	6.327	.000*
Control	35	86.62	4.21			

As can be seen from Table 2, the result of the experimental group ( $M=89.24$ ,  $SD=3.47$ ) and control group ( $M=86.62$ ,  $SD=4.21$ ),  $p<0.05$ . This indicates that the test scores of the experimental group students were significantly higher than those of the control group students, demonstrating a significant difference in the learning levels between the two groups.

### 3.2 The effect of the MPBL on attitude towards science lesson

Table 3 The results of students' scientific attitudes measured by the modified Test of Science-Related Attitudes (TOSRA) ( $N = 70$ )

Scales	Number of items	Pre-test mean (sd)	Post-test mean (sd)	t-value
Attitudes to scientific inquiry	10	30.12(2.56)	32.42(2.13)	0.97
Adoption of scientific attitudes	10	32.45(3.42)	33.97(3.98)	0.79
Enjoyment of science lessons	10	28.76(2.94)	33.24(1.43)	1.74
Leisure interest in science	10	27.41(3.87)	31.19(2.59)	0.85

As can be seen from Table 3, the results show that after the implementation of the 'iodine extraction from kelp' micro-project in teaching, students' scientific attitudes have been significantly improved statistically.

### 3.3 Student interview results

To better understand student experiences and perceptions of MBPL, 8 students from the experimental group were randomly selected for a semi-structured interview. Some representative responses from the interviewees were presented below:

Question 1: What were your feelings after participating in this micro-project?

Answer 1: Throughout the entire process of the micro-project, I felt engaged by the experiments and tasks. I can think actively and focus on the experiments and group discussions.

Answer 2: I feel enjoy this micro-project. The classroom atmosphere was lively, and our group members cooperated well, actively ex-

pressing their ideas. It was great to verify our ideas through experiments as well.

Question 2: What abilities do you think improved after participating in MPBL?

Answer 1: I think my problem-solving abilities have improved. Unexpected events often happened during experiments. For example, when using the iodometric method to determine the iodine content, the solution first turned colorless, then blue, and back to colorless after adding Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub>. Through literature review and group discussions, we discussed that it was due to rest H<sub>2</sub>O<sub>2</sub> in the solution, which allowed us to further improve the experiment. This process left a deep impression on me.

Answer 2: I feel that my practical skills in doing experiments have improved. Once a procedure is outlined, I can quickly carry out the experiment without needing to refer to the lab manual as before.

Question 3: What is your view on MPBL? Any suggestions?

Answer 1: I hope we can have more micro-projects in chemistry classrooms in the future. I can gain more in micro-projects classrooms and I don't need to spend extra time memorizing chemical knowledge. Because the entire process of the micro-project leaves a lasting impression.

Answer 2: Consulting materials and engaging in group discussions can sometimes be time-consuming. Sometimes, we can't tell if the information is correct as well. Therefore, timely guidance from teachers is necessary.

From the interview results, it is evident that the implementation of 'iodine extraction from kelp' micro project has had a positive impact on students' chemistry learning. Students are able to participate more actively in class, express their ideas, and feel the process of actively connecting with knowledge. By setting up questions and tasks within the micro project, students have improved their analytical and problem-solving abilities. Students hope to engage in more micro projects in future classes, as they have shown a greater enthusiasm and demand for micro project-based classes. However, teachers should pay attention to providing timely guidance and support to help students establish connections between knowledge.

## 4. Conclusion

This study aimed to investigate the impact of implementing the MPBL teaching method in high school chemistry classrooms on students' academic performance and scientific attitudes. Intervention measures were taken during the learning of the properties of iodine elements. The experimental group utilized a 'iodine extraction from kelp' micro project teaching method, while the control group employed traditional experimental teaching method. A comparison of pre-test scores revealed that before the teaching intervention, there was little difference in the academic levels and scientific attitudes between the two groups. However, the experimental group exhibited significantly better academic performance compared to the control group after this micro project. The experimental group students have high post-test scores in a modified test of TOSRA after engaging in this micro project, indicating a positive impact of the MPBL on students. The interview results from the experimental group indicated that students had a positive experience with this micro project, which ignited their interest in learning and initiative, enhanced problem-solving abilities, and improved knowledge retention. Therefore, the MPBL teaching method is considered an effective approach for improving students' academic performance and scientific attitudes. It is important to note that for the MPBL teaching method to be most effective, teachers should provide scaffolding, necessary support, and guidance to ensure the smooth progress of projects.

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# Memory Space as a Narrative Medium

— In the Lens of the Book of “Landscape and Memory” Written by Simon Schama

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**Abstract:** Simon Schama’s seminal book *Landscape and Memory* revolutionised the understanding of landscape design, shifting the focus from visual aesthetics to psychological and emotional interaction with the natural environment. Schama argues that landscapes are physical spaces and deeply intertwined with collective memory, history, and the human psyche. Through detailed explorations of European and American cultural memory, he demonstrates how landscapes embody symbolism and have profound emotional and psychological effects on individuals. Tracing the origins of the human aesthetic sense of landscape to flood defence development in the Netherlands, Schama points out that the concept of landscape is intrinsically linked to human intervention and the use of land. By introducing the concept of ‘landscape narrative’, Schama marks a significant departure from traditional approaches to landscape design that emphasise the aesthetics of form and symmetry. His work encourages the reinterpretation of landscape as a repository of cultural identity and collective memory, fundamentally changing how we perceive and interact with the natural world.” *Landscape and Memory* takes a groundbreaking look at the role of landscape in shaping human experience and cultural expression.

**Keywords:** Memory space; Narrative Medium; Expression of Landscape; Human Emotion and Feelings

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## Introduction

Prior to the mid-20th century, research on landscape design focused on formal and symmetrical landscapes. For example, the Park of Versailles in France in the 18th century and Le Corbusier’s idea of the ‘city of light’ in 1930. Specifically, urban landscapes are designed to serve cities in the face of future population growth (Karmanov, 2009). In the 20th-century landscape design in Western countries, more attention was paid to the visual expression of gardens, colour schemes or the expression of the output of religious emotions, while little research has been done on the relationship between landscape and psychology. However, in 1995, Simon Schama, in *Landscape and Memory*, referred to the notion of “landscape narrative” as a reversal of the emphasis on the expression of landscape, in other words, from the visual to the psychological. The National September 11 Memorial and Museum case is a typical example of various landscape elements such as water, light sources and plants to convey people’s feelings of remembrance of a significant historical event or disaster. In the design of the National September 11 Memorial and Museum, designer and architect Peter Walker expressed that landscape is not only the designer’s repair of the site’s problems but also the use of design techniques to express people’s emotions or memories of the site (Micieli-Voutsinas, 2017), which proves that the landscape focuses on not only the visual feeling but also the for the expression of people’s emotions and heart feelings.

Simon Schama’s “*Landscape and Memory*” has significantly advanced the field of landscape narratives by integrating landscape into collective memory and history, fundamentally changing how we interpret and engage with the natural environment. Simon Schama traces the history of landscape consciousness and practice in European and American cultural memory and makes clear that the relationship between landscape and the human psyche is interconnected and inextricably linked, particularly in terms of symbolism and imagery, emotion and psychological impact. Beginning with an account of the fascinating things worth describing that the word landscape encompasses, an idea that arose at the beginning of the construction of the Dutch flood defences, the history of the word is the planning and use of the landscape by human beings.

What exactly does the word landscape mean? When did humanity’s aesthetic sense of landscape originate? Simon Schama answers this question in his book “*Landscape and Memory*”. Simon Schama answers this question in his book “*Landscape and Memory*”.

“*Landscape and Memory*” was published in 1995, and its influence became more apparent towards the end of the 20th century and be-

yond (Ogborn, 1996). Simon Schama argues that the landscape is an entire cultural memory. He argues that historical narratives, myths and cultural symbols heavily influence our understanding of landscape. He argues that landscapes are physical entities and repositories of collective memory and cultural identity (McDowell & Braniff, 2014).

In *Collective Memory and Cultural Identity*, Assmann discusses the role of collective memory in shaping cultural identity, emphasising the importance of shared narratives, symbols and rituals in promoting a sense of social belonging and continuity. He defines *collective memory* as a shared treasure trove of knowledge, experiences, symbols, and narratives people share and pass on (Roudometof, 2002).

Simon Schama's theory of landscape narratives has profoundly impacted understanding and interpreting the landscape in terms of cultural and historical narratives. He has influenced landscape design by incorporating "Landscape and Memory" to integrate cultural and historical narratives into the understanding of physical space, encouraging landscape design to reflect collective memory and identity, and influencing designers to create physical environments that are rich in storytelling.

## 1. Exploring the intersection of landscape narratives and memorial space

Aristotle's earliest work on the study of narrative structure, particularly in tragedy, was seminal in the *Poetics* (c. 335 BCE). He analysed the plot (myth) as a critical element of storytelling.

However, in terms of a direct definition of 'narrative' in the modern sense, we see more development in the 20th century with the rise of structuralism, formalism and narratology, with scholars such as Vladimir Propp and other literary scholars primarily based on the basic ideas of the ancient texts, but focussing on the basic structure and function of narrative rather than restricting themselves to the classics.

On the other hand, Simon Schama was the first to link landscape narratives to landscape memory and describe them systematically. He made an essential contribution to the concept of landscape narrative by showing how landscapes are imbued with cultural and historical significance, thereby shaping perception and interpretation of natural spaces.

Landscape narratives are inseparable from symbolic symbols and metaphors. Symbol is proposed by Ferdinand de Saussure. Saussurean semiotics studies signs and symbols in language, emphasizing the arbitrary relationship between them and the objects they represent. Landscape design explores how spatial elements convey meaning, integrating cultural narratives and ecological contexts (Lindström et al., 2011). This approach enables designers to create spaces that reflect and influence social values, identity and environmental awareness, enriching the communicative dimension of the landscape.

Metaphor, on the other hand, is the use of landscape symbols combined with site elements to convey and express human emotions (Harmanşah, 2011). Memorial space transforms landscapes into places of remembrance, integrating collective memories and histories into the natural environment. Landscape narratives weave these memories and histories into stories that enrich our understanding of place and identity.

In his book, Simon Schama explores the profound connection between sites and social development, where landscapes are far more than just natural features on the earth's surface; instead, Schama sees landscapes as dynamic entities, deeply intertwined with collective memory, myths and cultural identities. He argues that people's perceptions of natural landscapes are shaped by cultural narratives and historical events, resulting in a symbiotic relationship in which landscapes influence human culture, giving meaning to landscapes. Simon Schama pointed out that "Landscapes are culture before they are nature", which means the imagination constructs landscapes projected onto timber, water elements and rocks (Schama, 1996). Through rich historical analyses, art criticism and storytelling, Schama illustrates how mountains, forests, rivers and other natural landscapes have been transformed in people's imaginations over the centuries to become symbols of national identity, spiritual significance and personal heritage (Lekan, 2009). Through a series of case studies and research, Sharma has found that landscapes have values and historical experiences that reflect the culture of the place and carry the collective memory of the local people.

From the connection with the Polish nation and the Polish forests to the American mountains, which symbolize freedom and exploration, he delves into how forests, rivers and mountains are integrated into the life of human societies and become a product of their development, how the spiritual pillars of a nation or tribe can be expressed through landscape design techniques and symbolized with landscape elements to convey emotions. Through these examples, Schama demonstrates that landscapes are not just passive environments but are actively

constructed through narratives that become repositories of collective memory and identity (Schama, 1996). Through the convergence of art history, geography and narrative storytelling, Simon demonstrates that the environmental narratives we construct are an essential part of how we interact with and perceive the world around us and, even more so, the medium through which societies express their values, dreams and histories.

Sharma's writings contributed significantly to understanding the landscape, imbued with cultural and historical significance. This view influenced scholars, artists and writers in the late 20th century, encouraging them to think more deeply about the landscape's symbolic and narrative aspects.

## 2. Case study

In Simon Schama's book "Landscape and Memory", the Parco dei Mostri in Bomarzo, Italy, the famous scenery of the Parco dei Mostri is the King of the Underworld L'Orco, which was created in the 16th century by Pier Francesco Orsini after the death of Orsini's wife. This garden of grotesque and fantastical sculptures was designed not just for aesthetic pleasure but as a profound reflection on grief, love and memory. Against the natural backdrop of the garden, each sculpture and its natural surroundings express emotional solid states and memories, transforming the space into a tangible expression of Orsini's inner world and the cultural context of the time.

Schama emphasizes how the surreal and disturbing sculptures in the park disrupt the harmony and order of traditional Renaissance gardens, providing a landscape of chaos, wonder and reflective symbolism instead. Monster Park is a testament to the power of landscape to encapsulate and evoke the depth of human experience, merging personal emotions with culture, history, and mythology (Schama, 1996).

Moreover, this book also uses the Villa Lante Gianicolo as a prominent example for exploring the links between "Landscape and Memory", landscape space and emotion. In this case, the villa's gardens and architectural features form a narrative space that reflects the cultural, historical and personal memories associated with the creation and evolution of the villa. The design of the villa and its gardens encapsulates the Renaissance ideal of harmony between man and nature, reflecting the emotional and intellectual pursuits of the era.

Through its Renaissance gardens, water features, and sculpture, the Villa Lante is a space of visual beauty and a medium for storytelling, with each element imbued with symbolism and intentionality. The garden's layout embodies the Renaissance ideals of balance and enlightenment, and its precise geometry and harmony with nature invite contemplation and reflection. At the same time, the presence of fountains and waterfalls adds a layer of emotional depth, symbolizing the transience of life and the flow of time, thus connecting the visitor to the universal themes of life, death and rebirth. The skilful blending of natural and architectural elements creates a sense of place imbued with memory and emotion, making Lante al Villa a vivid example of how landscape design can be a conduit for historical narrative and emotional expression (Coffin, 1991). The book argues for the close integration of landscape and cultural memory by exemplifying the work of Villa Lante al Gianicolo. It also shows how landscapes can be designed to evoke collective and individual memories, thereby blending physical space with emotional landscapes.

At the same time, under the influence of Simon Martha, the Walter Benjamin Monument, designed by Danny Caravan in the United States in the 20th century, is a landscape narrative. Martha's influence, the Walter Benjamin Memorial, designed by Danny Caravan in the United States in the twentieth century, profoundly commemorates the return of people during wartime through the utilization of landscape narrative and the travel of critical elements such as tunnels, platforms and walls. Located in Porto, Spain, the design exemplifies Walter Benjamin's philosophical exploration of landscape narrative and the intricate connection between "Landscape and Memory". The monument embodies Benjamin's concepts of history, memory and travel through its symbolic architecture and interaction with the natural landscape. A descending staircase leads the visitor to the sea, alluding to Benjamin's themes of exile, crossing and journey's end. This physical and reflective passage invites deeper consideration of the intersection of human experience with the landscape of history and memory (Post, 2016). The monument is, therefore, a poignant spatial narrative that intertwines the landscape with the timeless legacy of Benjamin's ideas. It demonstrates how the landscape narrates, commemorates, and evokes collective and individual memories.

The design of the Jewish Museum in Berlin in the 21st century (2001) was also affected by Simon. The design of the Jewish Museum in Berlin in the 21st Century (2001) also reflects Simon and Martha's contemplation on "Landscape and Memory". Architect Daniel

Libeskind embodies the profound connection between “Landscape and Memory” as well as the relation between physical space and emotion through his architectural narrative. The design incorporates abstract spaces and forms that evoke the complex historical and emotional memories of the Jewish experience in Germany, particularly the Holocaust. The zigzag shape of the building, the absence of right angles, and the inclusion of voids create a disorienting experience that reflects the dislocation and trauma of Jewish history (Hansen-Glucklich et al., 2019). These architectural elements are aesthetically significant and imbued with symbolic meaning designed to provoke reflection and emotional responses.

The museum’s garden, known as the ‘Garden of Exile’, further illustrates this connection by disorienting visitors through the sloping columns and uneven floor, symbolizing the dislocation of the exiled Jews. The museum’s void, the space that runs the length of the building, is a powerful reminder of what was lost during the Holocaust, creating a space for memory and mourning (Rosenberg, 2012). Libeskind establishes an intuitive connection between the visitor and the historical narrative through these design choices, making the museum a memory landscape. This case also illustrates how architecture and landscape can express and evoke intertwined layers of memory and emotion, transforming physical space into a medium for historical reflection and emotional engagement.

Historic sites serve as vital conduits for the cultural production and interpretation of the past, drawing upon a collective understanding of history as an inherent attribute of the local landscape. In the context of Western cultural traditions, these sites forge an intangible yet profound connection to historical narratives, rendering the latent histories of landscapes visible through their preservation and interpretation □Azaryahu & Foote, 2008□. Cultural artefacts and narratives, irrespective of their ideological underpinnings, leverage these historical sites as platforms to craft and convey interpretative frameworks, transforming the raw content of history into accessible and engaging historical visions.

Echoing Prince’s definition, as referenced by Coste.D (2014), narrative is the art of reconstructing events and situations along a temporal axis, utilizing various mediums such as literature, visual arts, and performance to weave and present stories. This conceptualization underscores the narrative’s versatility and universality as a storytelling tool across diverse formats (Jahn, 2021).

Simon Schama’s contributions, as detailed in his seminal work, delve into the symbiotic relationship between landscape and memory, offering a nuanced exploration of how human recollections and historical narratives are inextricably linked to the physical environment. This perspective has profoundly influenced subsequent generations of designers and scholars, guiding them towards a deeper engagement with landscape narratives. Through this lens, landscapes are not merely backdrops but active participants in storytelling, shaping and being shaped by human memory and history. Schama’s insights encourage reevaluating the landscape as a narrative medium that conveys complex historical and emotional truths.

### 3. Implications

Simon Schama’s groundbreaking work on the interplay between landscape and human memory is a foundational pillar in the evolving field of landscape narrative. His pioneering ideas, as presented in the influential book “Totality,” have illuminated the profound relationship between physical landscapes and the cultural and collective memories they encapsulate. Schama was among the first to delve into how landscapes are not merely backdrops to human activity but dynamic canvases that bear the imprints of in situ culture and history, emphasizing the significance of narrative in shaping our understanding and appreciation of these spaces.

This intellectual legacy has had a lasting impact on subsequent generations of designers and architects, who have taken Schama’s insights as a springboard to explore further the landscape’s potential to express human psychological states, moods, and emotions. The evolution of this thought can be seen in the design of therapeutic landscapes, or “healing landscapes,” that aim to offer solace and emotional uplift to individuals. The practical application of Schama’s theories is visible in contemporary projects such as High Line Park in New York, the World War II Soviet Union Memorial Park, and Franklin Park, which stand as testaments to the ability of landscape design to transcend mere aesthetics and foster a deeper connection between people and place.

Through these spaces, designers have sought to create environments that reflect and actively engage with the nuances of human experience, allowing visitors to gain a deeper understanding of local cultures and historical narratives. By doing so, they facilitate a more im-

mersive and emotionally resonant experience, demonstrating Schama's work's enduring relevance and transformative power in connecting landscape, memory, and emotion in meaningful and innovative ways.

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# A Study on the Theoretical Logic of High-Quality Development of Higher Education from the Perspective of Quality

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**Abstract:** High-quality development is the new development mode and development concept of higher education in China, and its basic connotation cannot be clarified without the interpretation of the two core concepts of “quality” and “development”. High-quality development of higher education is the process of improving the overall quality of higher education by optimizing and coordinating the elements and mechanisms that affect the organization of higher education systems and disciplines. High-quality development of higher education has multiple theoretical logic.

**Keywords:** High-Quality Development of Higher Education; Theoretical Logic; High-Quality Higher Education System

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## Introduction

The Proposal of the Central Committee of the Communist Party of China on the Formulation of the Fourteenth Five-Year Plan for National Economic and Social Development and the Visionary Goals for the Year 2035 proposes to “build a high-quality education system”<sup>[1]</sup>, which is a major reform initiative implemented by the Communist Party of China throughout the country, and points out the direction of the development of higher education in China in the new period. High-quality development, as a new way and concept of higher education development, carries the important task of building a high-quality higher education system and a strong country of higher education, and it is a difficult problem for the reform and development of higher education in the future. In essence, to realize the high-quality development of higher education, its theoretical logic must be clarified.

## 1. High-quality development of higher education is a composite concept

Clarifying its basic connotation is inseparable from interpreting the two core concepts of “quality” and “development”. Based on the basic concept of quality, high quality means that the attributes of the object can meet the needs of the subject to a high degree. “Development” means change, growth, progress and evolution. The combination of high quality and development reflects a concept of development centered on high quality, i.e., a development paradigm that better meets the real needs of disciplinary development.

Some scholars have pointed out that high-quality development is a value judgment and factual judgment of the state of educational development, which requires achieving a high-quality state qualitatively and quantitatively, characterized by high quality, high efficiency and strong supply stability. For higher education, high-quality development is also a value judgment and factual judgment of the development of higher education, that is, high-quality development of higher education is the process of improving the overall quality of higher education by way of optimizing and coordinating the factors and mechanisms affecting the organization of higher education systems and disciplines<sup>[2]</sup>. In order to realize its high-quality development, universities need to have a more unified understanding of the relationship between quality and the quality of higher education. The formation of a consensus on quality and the quality of higher education is usually a process of deep understanding of the quality development of higher education. This process is both an exposure of the theoretical logic of high-quality development of higher education and the key to the formation of a consensus on quality and quality of higher education<sup>[3]</sup>.

## 2. The multiple meanings of quality imply the emergence of a theory of high-quality development in higher education

Throughout the development of quality perception, people have actually developed many recognized views on the definition of the concept of quality. 1. Quality value theory. This theory holds that quality is in the pursuit of the highest or greatest value, and that the highest economic efficiency cannot be ignored when considering production costs, labor time, and other factors of production. 2. Quality Conformity

Theory. This theory holds that quality is a specific criterion that indicates whether a product or service is capable of meeting specific design and production standards.<sup>3</sup>Quality Matching Theory. This theory defines quality as the degree to which a product or service matches customer expectations.

If the above concept of quality is appropriately transplanted, it can be concluded that school (or education) quality standards have both objective yardsticks and subjective identities, and that the judgment of educational quality is in fact a dynamic process or result of subject-object consistency. Therefore, in the polysemous concept of quality, it is an important issue and prerequisite for the unavoidable development of high quality in higher education to refine a concept of high quality education that embodies both the characteristics and connotations of higher education.

### **3. The differences in the concept of quality call for the concept of adaptability for the high-quality development of higher education**

To grasp the quality of higher education, it is necessary not only to pay attention to the particularities of the transformation of higher education into elitism, mass-satisfaction and popularization, but also to consider the universal adaptability of the quality of higher education. Differential quality concepts of higher education reflect different perceptions of the laws of higher education development and social development, as well as their value orientation and theoretical logic. In the era of elite education, it was generally believed that universities were for the educated. Higher education was synonymous with quality, academic reputation was the best measure of quality, and the number of educated people reflected quality. However, since the middle of the 20th century, along with the emergence of the wave of mass-satisfaction of higher education, the issue of quality of higher education has increasingly received great attention from governments, markets and consumers. With the support of government forces, the quality of American higher education has been highly valued by the society. U.S. News conducts a comprehensive evaluation of American universities every year, which includes such indicators as: academic reputation, faculty reserve, quality of student population, alumni satisfaction, financial resources, graduation rate, etc. The quality of higher education in the United States is highly valued by the society. Since the Robbins Report was published in 1963, the UK has published a number of studies on the quality and effectiveness of higher education, based on the National Degree Awarding Council (NDAC) set up by the government to monitor the quality of higher education. The Times and the Times Higher Education Supplement have been closely monitoring the evaluation of universities and have summarized the results to form a complete list for the society, while in 1993, Diamond Weekly of Japan established a series of university evaluation index system and classified universities accordingly. At present, the ranking of famous universities around the world has become an important way for people to recognize universities, evaluate them and even promote themselves.

The popularity of the digital complex in the world can be seen as a response to the dominant nature of the mass and universalized higher education program management system and the strategic idea of scaling up. In this context, both the policy discourse and the academic discourse are positive towards the arrival of the popularization of higher education. With the popularization and mass-satisfaction of higher education, the issue of higher education quality has become a popular topic. On the one hand, the importance of higher education in social life is increasing day by day; on the other hand, the development of higher education cannot be separated from the huge consumption of social resources, which makes colleges and universities increase their sense of responsibility to the society while delivering talents to the society. At present, the high-quality development of higher education has become a common concern of the whole society, and at the same time, it has also aroused the strong expectation of the general public for universities to assume social responsibility.

### **4. The process of quality conceptualization as an inherent vein of quality development in higher education**

The problem of quality in higher education has both objective reality and social history. Objective reality is reflected in the quality of higher education, the key elements are mainly educators and educated, educators and educated physical and mental characteristics and state directly determines the quality of higher education; the quality of higher education behavior is closely linked with its educational content and methods; university conditions, students' family status, social atmosphere and so on are closely related to the quality of higher education. Social-historical nature is closely related to the long cycle of quality generation, the development of quality concepts and the complexity of

quality assessment methods.

In the three stages of elitism, mass-satisfaction and popularization of higher education, the concept of quality of higher education is not exactly the same, although it has some common points. The quality of higher education should be comprehensively evaluated from several aspects such as students' moral quality, knowledge quality, professional quality, physical and mental quality, etc. Some of these aspects can be measured by numbers, and some qualitative analysis is needed to measure and assess the quality of higher education with quantitative indicators. The quality measurement of higher education is characterized by a comprehensive nature, which makes it difficult to be accurate and non-controversial in the measurement work. In view of this, some scholars have proposed that the quality of higher education is a three-dimensional concept consisting of the quality of talent cultivation, the quality of scientific research and the quality of social services<sup>[4]</sup>. From the perspective of stakeholders, the quality of higher education can be divided into internal adaptive quality and external adaptive quality. The quality of internal adaptability is embodied in the quality of talent cultivation in higher education, and the quality of external adaptability is embodied in the quality of higher education's service for the development of social politics, economy and culture, science and technology, as well as in its role in promoting educational equity and social equity<sup>[5]</sup>. The evolution of the concept of quality of higher education is actually the evolution of the concept of development of higher education, which has theoretical interpretation and practical revelation on the high quality development of higher education.

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# How Far is I “ from being Livable?

## — Evaluation of Livability and Its Influence Factors Based on FAC-Resident Satisfaction

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**Abstract:** With the continuous development of social economy, people pay more and more attention to the livable level of cities. To create a good living environment is not only the requirement of the government, but also the urgent requirement of the people for the continuous improvement of living standards. Based on this, this paper is the research area, combined with the development status, with economic development, natural environment, convenient transportation, living conditions, cultural environment five aspects to establish the evaluation index system, the design questionnaire survey of the FAC model, calculate the linear weighted score of 0.4270, think the city is now the degree of livable is more livable, the biggest factors for urban economic development, natural environment, and cultural environment.

**Keywords:** Resident Satisfaction; Fac Model; Urban Livability; And Influencing Factors

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## 1. Introduction

“Cities are places where people live together. In urban construction, we must give top priority to living for the people and leave the best resources to the people.”General Secretary Xi Jinping has repeatedly made important discussions on urban planning, construction and development. At present, there are many studies on the livability of developed cities. In these areas, there is a certain foundation and level of habitable cities, but there is a lack of profound research on underdeveloped cities with slightly lower livable level, and scholars pay less attention to these cities than (Liu Qun, and Du Wenyan,2021). As a developing city in the western region, Alar city in Xinjiang pays more attention to the sublimation of urban development and people’s living experience. Therefore, understanding the current status and shortcomings of Alar city is the core to improve the overall living environment of the city and improve the living quality of residents in an all-round way and multiple fields.

## 2. Research framework

### 2.1 Research process

After the establishment of an appropriate evaluation index system, the questionnaire was designed and the data were collected, the questionnaire validity data was analyzed, the authenticity and reliability of the questionnaire were tested, and the FAC model was established to analyze the urban livability of Alar City.

### 2.2 Construct an evaluation index system

After summarizing the evaluation index system constructed by the study of urban livability in different cities, this paper constructs the index system in combination with the urban development status of Alar city. With economic development, natural environment, convenient transportation, living conditions and cultural environment as the primary indicators, the economic development level: residents’ price satisfaction of housing, water, electricity, catering, clothing, commodities; the natural environment level, urban sanitation, green coverage, air quality and climate satisfaction as the secondary indicators; In the level of transportation convenience, the satisfaction of road condition, airport, railway station and passenger station is taken as the secondary indicators; in the level of living conditions, shopping environment, commodity type, service attitude, housing, medical care, education and social security; in the humanistic environment, community facilities, infrastructure, tourist attractions and citizen civilization degree are taken as the secondary indexes.

### **3.Survey and analysis of the satisfaction of urban residents in Alar**

#### **3.1 Data source and summary**

Based on the index system of urban residents questionnaire design, alar residents as the survey volume after recycling for careful screening, eliminate invalid questionnaire, eventually get effective questionnaire 406, respondents including living in alar city local population and temporary population, including different gender, different ages, different level of education, different occupation and different family income groups, coverage is extensive, better shows the universality of the city habitable survey.

Specific information statistics are shown in the figure:

#### **3.2 Test of the reliability of the questionnaire data**

Using the data of the scale questions in the questionnaire, the Alpha coefficient showed that the clone Bach Alpha was 0.951 and the clone Bach Alpha based on standardized items was 0.935 (Table 3-1), indicating that the questionnaire has strong reliability and certain research significance(Wu Haikui,2022).

#### **3.3 Validity test of the questionnaire data**

The KMO value was 0.903, greater than 0.8, and the significance of Bartlett sphericity test was 0.000 (Table 3-2), indicating that the questionnaire had good validity. In conclusion, the result analysis of the questionnaire is more reliable, true and in line with the actual situation, and the empirical analysis based on the data of the questionnaire is highly convincing.

### **4.Evaluation of the urban livability level in Alar based on the FAC model**

#### **4.1 The FAC mathematical model**

Factor analysis model uses the idea of dimension reduction, starting from the study of the dependence of the original variable correlation matrix, and puts some variables with complex relationship into a handful of comprehensive factors analysis method (Jenine K. Harris□ Jason Roche□Amy K. Estlund,2014).

#### **4.2 Factor extraction**

The cumulative variance contribution of the three factors extracted from all indicators reached 67.525%, indicating that these three factors are fully representative and are the main factors of this index system. According to the total variance interpretation table, the percentage of the first factor is 52.557% and the cumulative contribution rate is 52.557%; the second factor is 8.541% and the cumulative contribution rate is 61.098%; the percentage of the third factor is 6.082% and the cumulative contribution rate is 67.180%.

#### **4.3 Factor rotation**

In this paper, the variance maximum method is used to orthogonal rotation of the factor load array. The rotated factor load matrix is shown in Table 4-4-1. According to the rotated factor load matrix, it can be seen that the extracted common factor is mainly closely related to the original indicators, and the common factor is named (Li Xueming, Bai Zhizhen, Tian Shenzhen,2019).

The specific names are given as follows:

Urban economic environment factor: the first five dimensions of economic development in the index system are classified into a single category, and they are named as the urban economic environment factor.

Urban living environment factor: it means that the natural environment and human environment in the index system are classified into one category, and named as the urban living environment factor.

Convenience factor of urban life: the living conditions, convenient transportation and commodity prices are classified into one category, and named as the convenience factor of urban life.

#### 4.4 Calculate the factor score

According to the table “The component matrix after the rotation”, the following functions can be obtained by using the weight of the variance contribution rate of each factor as the objective weight of each factor the same way, we can write the equations for F2 and F3

$$\begin{aligned} F_1 = & -0.173X_1 - 0.080X_2 - 0.040X_3 - 0.035X_4 - 0.091X_5 - 0.111X_6 \\ & -0.097X_7 - 0.055X_8 - 0.061X_9 - 0.103X_{10} - 0.097X_{11} + 0.000X_{12} \\ & + 0.018X_{13} + 0.052X_{14} + 0.172X_{15} + 0.087X_{16} + 0.315X_{17} + 0.069X_{18} \\ & + 0.221X_{19} + 0.087X_{20} + 0.107X_{21} + 0.070X_{22} + 0.160X_{23} + 0.172X_{24} \\ & + 0.114X_{25} + 0.046X_{26} \end{aligned}$$

The variance contribution rate of each main factor is weighted as the weight(Jia Zhanhua, Gu Guofeng,2017), and the comprehensive score is calculated as:  $F = 0.4209F_1 + 0.3460F_2 + 0.2331F_3$

According to the calculated comprehensive score, the average value is 0.4270, which considers the livable degree of Alar city more livable.

#### 5. Summary

To improve the livability of the city, any aspect can not be ignored, pay attention to the local economic development, improve the disposable income of ordinary residents, promote the local economic development; strengthen the protection of ecological environment, prevent the disturbance of dust weather, pay attention to the development of ecological and cultural environment. Improve the living standard of residents in (Fu Bo,2011).

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Fund project: tarim university innovation entrepreneurship project “live in, have Ann-alar city livable status and level comprehensive evaluation empirical research (2023187)”, tarim university higher education research project “OBE concept course exploration and practice (TDGJYB2022119)”, tarim university course education demonstration course “sampling survey (TDKCSZ22429)”, tarim university level first-class undergraduate professional “applied statistics (YLZYXJ202211)”.



# Right Timing and Proper Measure of the Application of Pathos in Barack Obama Inaugural Address

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**Abstract:** Most studies highlight the specific elements of pathos, few focus on how to make the most of pathos by giving its restrictions in the persuasive discourse. This paper takes advantage of Kairos to find right timing and proper measure cooperate to make pathos in president Obama inaugural address.

**Keywords:** Pathos; Right Timing; Proper Measure; Speech Address

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## 1. Introduction

Pathos definitely has strong effects on the persuasiveness of discourse. Lanham defines pathos as “putting the audience in an appropriate mood, by playing on its feelings” (1991, p.166). Previous studies on pathos mainly focus on the specific elements (Crowley & Hawhee, 2012; Smith, 2013), application strategies (Higgins & Walker, 2012; Cockcroft et al, 2014) and persuasion effects of pathos (Bruland, 2009; Condit, 2013) in discourse analysis, but the principle of its application has not received enough attention. Without the restrictions to the application of pathos, its persuasive effects are impossible to be achieved to the uttermost. Therefore, in order to explore the specific principles, this paper uses Kairos “the right or opportune time to do something, or right measure in doing something” (Kinneavy, 2002) to construct pathos application principle framework.

President Obama makes best of his remarkable achievements and rhetorical skills to evoke particular emotions in the audience so as to win their identification in delivering his speeches. Most of related researches on his speeches are conducted based on the theory of interpersonal function or conceptual metaphor, but how pathos employed within the kairos principles has rarely been applied to the discourse analysis of Obama’s speeches. Therefore, this paper will delve into his inaugural address based on pathos application principle framework.

## 2. Right timing of the application of pathos

Kairos refers to right timing and proper measure. As for the former one, three principles-observation, prediction and action-are crucial in achieving timeliness. These three principles can be drawn from the exposition of Isocrates “Since in all activities, these opportune moments elude exact knowledge, but in general those who are particularly attentive and can understand the consequences most often apprehend them” (2000). “Who are particular attentive” requires speakers focus their attention on observation and “understand the consequences” asks speakers to predict the future situations (prediction). Action can be equated as moderation (Yuan, 2016) which “lies in falling short rather than in going too far” (Isocrates, 2000) for making use of perfect opportunities.

For the pathos in the proper time, “the favour will be great if the recipient is in pressing need, or if the times and circumstances [kairos] are important or difficult”(Aristotle). “If the recipient is in pressing need, or if the times and circumstances [kairos] are important or difficult” proves that speakers need to observe and understand the audience desire and master the opportune opportunity (observation); “the favour (emotion) will be great...” reveals that predicting the positive consequence paves ways for achieving pathos (prediction); after mastering the overall situation, speakers resort to the pathos is a demonstration of action.

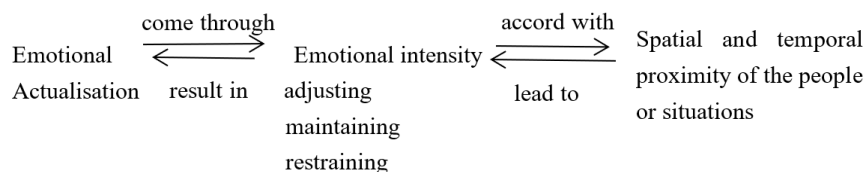
Crowley and Hawhee (2012) explicitly explain that “Aristotle’s first criterion is that rhetors must know the emotional states of mind of their hearers or readers (observation). An audience may bring a certain emotional state to a rhetorical situation, and if so, the rhetor needs to decide whether this statement is conducive to their acceptance of her proposition (prediction). If it is not, she needs to change their states of mind (action)”(p.176).

In short, observation of audience emotion is the premise of applying to pathos; prediction of audience inclination is the guarantee of acquiring correct emotional orientation; taking actions to achieve pathos is the final purpose. These three principles under fitness for occasion

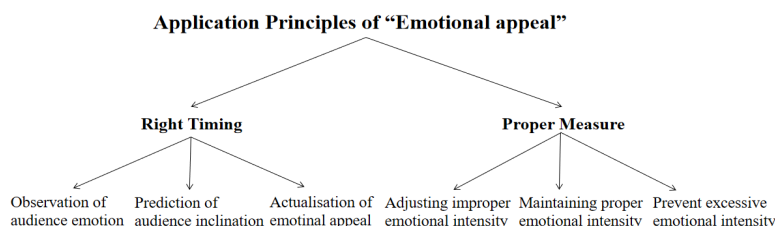
are interconnected and self-contained, forming indispensable requirement for achieving pathos.

### 3. Proper measure of the application of pathos

Proper measure is to be achieved by moderation for the occasion in the right way (Sipora & Baumlín, 2002). When considering the proper measure in pathos, the moderation is mainly in reference to emotional intensity. As for Aristotle, “emotional change came about through changes in the level of intensity with which emotions are felt” (Rhetoric II). Emotional intensity alters in accordance with the spatial and temporal proximity of the people or situations that arouse them (Crowley & Hawhee, 2012). And thus, in order to achieve pathos, speakers are in need of adjusting, maintaining and restraining emotional intensity in accordance with the specific situation.



In short, for taking the pathos into the right direction, speakers are required to fix their eyes on the opportune time and proper measure in the course of stimulating audience emotion and engendering identity between speaker and audience. Opportune time (right timing) consists of three principles in resorting to pathos-observation of audience emotion, prediction of audience inclination and actualisation of pathos; proper measure lies in adjusting improper emotional intensity, maintaining proper emotional intensity and preventing excessive emotional intensity with the safety of guaranteeing audience in a favorable state towards speakers. The specific theoretical framework of application principles of pathos are as follows:



### 4. Right timing of the application of pathos

To explore how pathos is used timely and properly in the real discourse, this paper will analyze Obama’s inaugural address from a macro-perspective. Right timing of the application of pathos refers to using proper pathos at the beginning, body and ending part of Obama inaugural address. Right timing consists of three principles in resorting to pathos-observation of audience emotion, prediction of audience inclination and actualisation of pathos. Barack Obama took these three principles into consideration and arranged his whole discourse in accordance with the audience aspiration.

At the beginning, instead of going straight to the point, Obama expressed his respect for the task, ancestors and Bush.

1. I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors.

This simple sentence explicitly reveals three principles Obama has utilized in resorting to pathos. He was at first conscious of people’s profound emotion towards the ancestors and president (observation of audience emotional state), realizing by conveying his grateful for these specific people (action), a kind of emotional identity is formed between the American public and himself which is helpful for the further delivery (prediction of audience inclination).

For further shortening the distance between each other, he regarded himself as a member of the whole community and delivered the following sentence:

2. America has carried on not simply because of the skill or vision of those in high office, but because We the People have remained faithful to the ideals of our forbearers...

Obama did not contribute totally the great achievement of America to the government but to the American people revealing his consideration of the audience, knowing this kind of expression is indispensably enhancing public responsibility as a owner of the country (prediction). Only do citizens are full of responsibility, government are more possible to carry out their programs smoothly. What is more, via a simple phrase “We the people” (action), Obama has predicted that pathos is able to be achieved (prediction) because he never regards himself solely as a officer but as a citizen, which leads audience to ponder that the president stand with them and support them.

And then, presidents came to the body part which majorly includes three aspects-main crisis, main tasks and expectation towards Americans. Varieties of pathos are achieved in different kinds of contents.

With regard to main crisis, president tended to make audience more serious of the present critical situation, and thus conveyed his views in the following forms:

3. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, but also our collective failure to make hard choices ...Our health care is too costly...

By example<sup>[3]</sup>, after shortening the distance between Obama and citizens by acknowledgement and emphasis of public responsibility, Obama grasped the opportunity to unveil the crisis Americans have faced via a list of parallelism, which demonstrates the observation of audience emotion state. That means Obama not only comprehended audience anxiety towards these crises but also made sure that audience is credible for him to uncover the crises at that moment. Similarly, prediction and action are revealed in president’s employment of parallelism which bring audience into a serious circumstance, awaken their attention to the national status qua and pave the way for the generation of government policy.

Since being trapped in such crises, main policies concerning public economy, politics, military and the same taken by government are indispensable and crucial to be explicated for intensifying the audience confidence and credibility towards the new Party.

4.The state of the economy calls for action, bold and swift, and we will act - not only to create new jobs, but to lay a new foundation for growth.

5.What the cynics fail to understand is that the ground has shifted beneath them... The question we ask today is not whether our government is too big or too small, but whether it works...

6.To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds. And to those nations like ours that enjoy relative plenty...

Obama (example<sup>[4]</sup>) at first concerned about the economy problems and appealed audience to the fact (actualization) that specific strategies lie in both creating new job as well as setting up new foundation for development. Example<sup>[5]</sup> displays that president came to realize cynics’ perception and emotion (observation of audience emotion) and managed to resolve their confuses in virtue of comparison “not whether...but whether...whether...”(action) in that he was clear cynics misunderstanding and racial behaviour are equally vital to be noticed and patiently convinced, if not, government policies may be impeded in the course of enforcement. The prediction of the negative consequences on account of the offensive emotion of cynics reflects Obama’s capacity in forecasting the negative audience inclination, explicitly demonstrates Obama takes the whole Americans into consideration, whether for or against his opinion. Apart from taking Americans as the targeted audience, Obama as well cares about other nations’ affair and other countries citizens (example<sup>[6]</sup>). For those poor nations, parallelism “to make...to nourish...” was utilized to attract international people’s attention and propaganda its heroism spirit with the safety of acquiring international respect and esteem (prediction).

Obama proceeded to conveying his expectation towards Americans and aspired to make audience feel confident towards the America, towards the government and toward themselves, stimulating to possess courage and good moral when facing with the plight.

7. Let it be told to the future world...that in the depth of winter, when nothing but hope and virtue could survive...

When it comes to the ending part, president tried his best to grasp audience attention by utilizing pathos.

8. Let it be said by our children’s children that when we were tested we refused to let this journey end, that we did not turn back nor did we falter.

One simple sentence totally reveal that Obama has achieved pathos in a simple and clever way. At first, “our children’s children” trig-

gered the inner weakness towards the family, the audience will be aware of the significance of moving forward in the face of difficulties. Mr Obama not only understands peoples inner desire (for the family) (obsesrvation), but also uses repetitive “children” to lead the audience to his expected frame of mind (prediction & action). What is more, President Obama again and again used “we” and “our” to shorten the distance with the audience and generate an affective identification in the audience heart (prediction & action).

## 5. Proper measure of the application of pathos

Apart from the great attention is attached to the usage of pathos at the proper time, President Obama as well shed light on how to adjust, maintain audience emotion to the proper intensity. It can be said the adjustment, maintenance and prevention of certain emotional intensity sometimes come into effect correspondence to the specific time, which demonstrates its intimate relationship with the right timing. In view of the great-length passages have given to the right timing, there only provides a simple introduction of how Obama endeavored to control the emotion intensity step by step.

As the example<sup>[1]</sup> and example<sup>[2]</sup> demonstrated, Obama at first took advantage of the first person “we” “our” “us” to adjust and maintain the audience intensity between the speaker and audience, only by which, he was confident to further point out the national crises<sup>[3]</sup>. Foreseeing this kind of crises expression may lower the audience spirit, president turns to use a list of parallelism and contrast<sup>[9]</sup> stir up their confidence for coming forth government policies in the following statements.

9. the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea...

Appearing in the same sentence pattern, “childish things” and “enduring spirit”, as a contrast pair, unveiled Obama and citizens generate prospect towards the future. In order to progressive concretization of this prospect, president utilized parallelism “to choose our better history; to carry forward that precious gift” to show what kind of wonderful, hopeful, prosperous future waiting for them. In this process, audience confidence are gradually established, intensified and maintained.

When it comes to the government policies, president always presented the wrong policy to the audience firstly and then guided the audience to considerate what correct and efficient policies are in dealing with the great problems in the USA.

10. The success of our economy has always depended not just on the size of our Gross Domestic Product, but on the reach of our prosperity; on our ability to extend opportunity to every willing heart - not out of charity, but because it is the surest route to our common good.

“Not...but...” are used twice to warn civilians of what the right or wrong standards of the success of the economy, stimulating people to reflect on their own understanding towards the economy for changing their minds and preventing excessive emotional dependence towards perception.

After making sure national citizens holding good willingness towards the government, Obama continued to pursue for the identification and respect from the world citizens. Friendly emotion are maintained between USA and those intimate-relation nations who possess similar values while passive or even more opposed feelings from other countries citizens are aimed to be mitigated by the president.

11. To the Muslim world, we seek a new way forward...To those leaders around the globe who seek to sow conflict... To those who cling to power through corruption and deceit and the silencing of dissent, know that you are on the wrong side of history...

Example<sup>[11]</sup> is evidently a display of what kind of attitude president maintained to those value-conflicting countries and how president Obama endeavored to plant a friendly seed in those countries’ civics. In a simple word, president directly disclose the seamy side of the countries with different values and benefits in order to search for those countries’ ‘civilians’ esteem and acknowledgement in that these civilians may be lead to contemplate American president comprehend their aspiration and stand by them instead of by eroded country. Taking the hostile nations’ people into consideration not only alleviates their radical emotion towards USA government but also manifest the prestige of America.

Given the significance of constructing a correct, powerful and influencing values, president Obama made his best to stress that American spirit and American hope should be deeply engraved in the Americans hearts and bones at the end of the speech.

12. hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism - these things are old. These things are

true...

Example<sup>[12]</sup> has enumerated a range of spirits “hard work and honesty, courage and fair play”. American citizens are required to be formed in the course of constructing mighty America, which has mirrored president’s aspiration in strengthening audience emotional intensity in virtue of showing these consensus values.

## 6. Conclusion

To sum up, this paper firstly sheds lights on two great principles in resorting to the pathos - right timing and proper measure. These two principles simultaneously act on the pathos in the course of delivering the speech which maximize the persuasion effect and make the audience feel more comfortable and convinced. As is demonstrated, President Obama successfully took advantage of pathos in right timing and with proper measure in delivering his inaugural speech, and thus leave a good impression on the audience mind. Nevertheless, due to the fact that these two principles are solely based on some theoretical western references, the comprehensive understanding and systematic research and summary is called upon in the further study.

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# A Study on the Problems and Methods of Chinese to English Translation of Public Signs from the Perspective of Skopos Theory: A Case Study of Scenic Spots in Shandong

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**Abstract:** Public signs are special linguistic symbols with the functions of directing, prompting, and warning the public. However, as far as the current situation of Shandong's scenic spots is concerned, there are many errors in the translation of their public signs. This thesis takes some scenic spots in Shandong as the research object, analyzes the problems in the translation of public signs in Shandong scenic spots from some perspectives on the skopos theory, and then proposes useful translation methods, aiming to promote the translation quality of public signs.

**Keywords:** Skopos Theory; Translation Methods; Public Signs

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## Introduction

In an era of economic integration and cultural diversity, the government is increasingly concerned with improving the quality of translation of public signs, but it is going so slowly. Mistranslations, omissions, ignorance of cultural differences and other irregularities in the translation of public signs in cities are commonplace at present. There are few references on the study of the English translation of public signs using skopos theory as guidance and taking the public signs of scenic spots in Shandong as the object of study. The current situation of translation of public signs in Shandong's scenic spots needs more attention. Therefore, the English translation of public signs of scenic spots in Shandong is an object worth studying.

Based on skopos theory, this thesis takes the public signs' translation of Shandong scenic spots as a research object. Take photos of Tsingtao Beer Museum, Saflam, Happiness Arch, Little Rock Island Park, and Eight Immortals cross the sea scenic area as samples to analyze. The samples collected in this research are authentic, typical, and representative. The purpose of this study is to use skopos theory to figure out the real reasons for wrong translations of public signs in Shandong scenic spots, and then give the appropriate methods to translate.

## 1. Theoretical basis and literature review

This part provides an overview of Skopos theory and previous studies on scenic spots' public sign translation. The Skopos theory is a specific principle that the translator should follow when they do the translation, to make it more clear.

### 1.1 Overview of skopos theory

In the late 1970s, German functionalists put forward the skopos theory firstly. Skopos theory has been formed and developed through three stages.

At first, Katharina Reiss conducted a study and proposed a Functional Category of Translation Criticism. She deeply feels that in practice, it is difficult to achieve complete equivalence with the original text, because the goals of some translations are different from those of the original texts. Reiss introduces Text Typology in Translation Criticism and proposes a functional approach.

Secondly, Katharina Reiss' student Hans Vermeer inherited some of her ideas and proposed skopos theory. According to behavioral theory, skopos theory assumes that human behavior is purposeful behavior that occurs in a particular situation. The translation is a human activity, like other human activities, it has a purpose, which should be determined before the translation. While translating, the translators can select the right translations according to the specific requirements, the purpose of translating, and special situations.

Thirdly, Justa Holz Manttari presented the Theory of Translation Action. This theory views translation as a purpose-driven, human interaction oriented towards the outcome of the translation.



### *1.1.1 Three principles of skopos theory*

Skopos principle is taking the highest status among the three principle: the basic skopos of the translator, the communicative skopos of the translated text and the skopos to be achieved by the particular translation strategy or device. Only when the translator has a clear understanding of the purpose and function of the translation, he can choose the appropriate translation method to create the ideal translation.

The coherence principle is subordinate to the skopos theory. The translation must comply with intertextual coherence. It needs translators to know about the readers' Socio-cultural background knowledge and mental state, and then choose the best way to translate, in case of making read obstacles.

Both of fidelity principle and coherence principle comply with skopos principle. The fidelity principle means the relations between translations and original texts. However, "fidelity" here is different from normal "loyalty". Fidelity principal emphasis on the skopos of translations and how the translators understand the original texts, they determined the fidelity degree and forms.

### *1.1.2 The significance of skopos theory in translating public signs*

According to the three principles of Skopos theory, translations are required to possess intercultural awareness and be accepted by readers. It asks translators to master more knowledge, they should not only understand what the original texts mean but also have the ability to adjust the translation methods timely, even to rewrite the original texts. During the process of translating public signs in scenic spots, skopos theory plays an important role.

The aim of translating public signs is to provide convenience to foreign tourists and to promote cultural exchange between China and abroad. It has the same requirement as skopos theory, the primary goal is to be fully understood by the readers. Due to the different cultural backgrounds, express habits, and consideration methods, there is bound to be a gap between the original text and the translation. Therefore, the translator must choose the most appropriate translation method from the perspective of the target readers, that is, the end justifies the means.

## **1.2 Previous studies**

In the journal *An Analysis of the English Translation of Public Signs in Scenic Spots*, the article "With Ancient Longzhong as an Exemplar" illustrates this issue. The author mentions public signs and national standards, spelling errors and verbatim translations, instances of improper letters and words, and inconsistent and incomplete translations. Due to the poor translation level of public signs, he suggested that the professional group of the writers and translators of public characters should be improved, and the awareness of the management personnel to strengthen supervision should be enhanced.

Shaohui Zheng, A student in the School of Foreign Languages at the Guangdong University of Petrochemical Technology, wrote in his journal *A Study of the Chinese-English Translation of Public Signs in Scenic Spots in Guangzhou from the Perspective of Skopos Theory*. May 2021 (May 2021) also published a similar view. In his paper, he suggested "The application of Skopos theory in the English translation of public signs of tourist attractions." Among them, he demonstrates the use of "simplification under the rule of purpose, borrowing under the rule of fidelity, and adapting under the rule of coherence." He has done a lot of research on the problems existing in the translation of tourist attractions.

## **2. Problems in C-E translation of commentary boards in scenic spots and reasons**

Public signs have three categories: direct public signs, prompt public signs, and warn public signs. According to a series of research studies, it is found that there are still a large number of problems with the public signs of some scenic spots in Shandong, which are summarized and organized as follows:

### **2.1 Lexical errors**

Lexical errors mainly include spelling errors and errors in choosing words. Such problems violate the law of fidelity principle, which requires that the translation must be coherent and the content faithful to the original.

### 2.1.1 Sentence structure and grammar

Grammatical rules bound each sentence, and all sentences need to follow the rules of grammar. Errors occur in the sentence when grammar rules are violated in the targeted language during the translation. Error in the penalty can be due to the lack of agreement between subject and verb, incorrect declension of nouns, pronouns, or adjectives, and incorrect verb infections. In a sentence, a lack of comprehension and misuse of words are the major factors creating errors during the translation of words. It directly affects the quality of the sentence and the information that each sentence represents. Errors in the sentence structure can make it unconventional and controversial for the original text to give its real meaning. Similarly, the misplaced modifier or an inappropriate verb tense can be another huge problem that misguides tourists with wrong information.

Case



Source Text: Eight Immortals cross the sea scenic area (八仙渡景区)

**Errors:** An article is a short word like a or the that goes before a noun to make it clear what the noun refers to. We should use an article with a singular countable noun like person, house, apple, or book. Articles are sometimes needed before plural nouns, proper nouns, or uncountable nouns. So “in the front of” should be changed into “in front of”. Most nouns have a singular and plural form. Words like one, many, or these can affect whether you use the singular or plural form. Therefore the sentence “foods for supernatural beings” should be corrected into “food for supernatural beings.”

### 2.1.2 Spelling mistakes and word-for-word translation

Translation of language should be standard and shouldn't misspell the words. Misspelling words can provide the wrong views to readers, creating confusion among the readers about the text. The readers cannot understand the real meaning of sentences and lead by misguiding with inaccurate information.

Translation of Public Signs should convey the standard English and appropriate word standards. However, some obvious spelling mistakes can still be seen during the Investigations of scenic spots in Shandong (Figure 1).

When the words in the public signs are connected, the sentence makes no sense and misguides the visitors with confusion. However, during the investigation, such errors were found where words were bound together, making the public sign confusing and not understandable (figure 2).



Figure 1: Spelling mistake should be corrected to “Step” Figure 2: corrected form should be “Children can not take the elevator

without care.”

### *2.1.3 Lack of visibility and blurriness of translation*

This kind of problem can be seen in the signboards that are too long and need replacement. And also, it is most common in the words that are crafted in woods which is long-lasting, represents historically significant places and is durable. The Blurriness of woods written text can also result from acid Rain that damages the original text form. And the similar problem was seen in the prominent scenic spot in Shandong (Figure 3). The text was unclear and blurred, so it wasn't possible to know what was actually carved in the woods.



Figure 3

## **2.2. Reasons**

Problems in translation can be due to various reasons, which can be due to cultural differences and the Expression of words differently in each culture. Sometimes it can be also due to the lack of proper inspection of sites and also can be due to the lack of an appropriate way of transition methods and the use of a professional level of the Translator. Each of the aspects has been discussed thoroughly below.

### *2.2.1 Cultural translation errors*

Cultural translation errors result from differences in Expression and social and cultural differences due to the difference in language as a set of lexemes and meaning exist between and amongst nations. There are famous sayings of legends and myths more expressive in the local language. Local tourists can understand the connotation at a glance. Still, when it is directly translated to a foreign language through some software, translation cannot provide meaningful and satisfactory results. Translating directly with the means of standard software mainly doesn't solve the problems related to cultural translations errors. That's why it is necessary to grasp the reader's initiative in transition so that the Translator and the reader can merge in view. Therefore, it is reduced to the use of concise and clear language to supplement the cultural connotation contained in the publicity text through annotations.

### *2.2.2 Negligence from the concerned authority*

Mistakes can happen anywhere and anytime, even when authorities are concerned. Still, another primary reason for such problems in a scenic spot for such a long time can be the negligence of the issues from concerned authorities. It is more critical for the timely checkup of boards and signs in the scenic spots.

During the investigation of boards and signs in Shandong's scenic spots, facts showed that errors in the panels and symbols in various tourist destinations were more than two decades of years old. So, this is only possible when concerned authorities aren't aware of the problem and aren't serious about the importance of those boards and signs representing the long-life history of the country and place to visitors in there. And aren't aware of the negative impact of those wrong translations and characters.

### **3.Countermeasures**

Countermeasures are the solutions to problems that are incredibly beneficial to problem-solving. The more we learn, the more we explore better the ideas we can get, which can accomplish us in problem-solving and ease the time consumption and detection of errors. Even in translation, various errors were found during the investigation of scenic spots in Shandong. And this paper suggests some of the possible measures to encounter the mistakes seen in the scenic spots so that it could be helpful in future translation work done in Shandong and other places in case.

#### **3.1 Enhance cross-cultural awareness**

Cross-cultural awareness plays a significant role in cultivating sensitivity to cultural differences and flexibility in dealing with cultural differences. Differences in culture between China and foreign countries have greatly influenced cross-culture communication showing the different art forms. Suppose the Translator lacks a cross-cultural solid communication ability. In that case, they may not be able to express strong desires during the translation, which can lead to misunderstanding and misreading of text between two languages and also between the two different cultures.

#### **3.2 Enhance the professional level of authors and translators of public signs**

Due to the lack of Professional level of translation methods in the past, there could be numerous errors in certain parts of the famous scenic spots representing the history of China. And there were various reasons which led to the mistakes. But now, China has come far forward and become one of the wealthiest countries globally due to its high scientific research, high level of skilled human resources, and a higher level of technological development. And these crucial facts cannot be ignored. So now China is solving the problems that occurred in the past. So, while translating the more crucial sentences and saying, the management or governing body should focus more on hiring top-level Translators. The translation isn't just changing sentences from Chinese to English; it represents the values of the place and history. It represents the sovereignty of a country's history among foreign tourists.

#### **3.3 Timely correction of non-standard and non-normative translation**

Many translations have been done in the past without using the scientific translation method. It was done utilizing people or some low-level translating machines. And those translations done a century before are still in existence. Due to this reason, there is a high possibility that ancient translations had a problem with the standard of words used. And even during the modern era, many scenic spots follow the same old method of translation. And also, some are using the low level of translating software. So, this translation needed to be updated. As per the investigation done on different scenic spots of Shandong, it was a bit normal to see these problems, which needed to be solved as soon as possible. The massive form of errors still can be seen that existed in the scenic spots for decades.

### **4. Conclusion**

Translation of public signs plays an important role in Shandong tourism. This thesis introduced the three principles of the skopos theory and analyzed the significance of skopos theory in translating public signs. According to the research from the scenic spots like Tsingtao Beer Museum, Saflam, Happiness Arch, Little Rock Island Park, and Eight Immortals cross the sea scenic area in Shandong, it is found that there are still a lot of problems with the translation of public signs in scenic spots. This thesis figured out the reasons caused the wrong translations from lexical, grammatical, and pragmatic aspects. At last, this thesis gives the methods to do the translation under the guidance of skopos theory.

The skopos principle asks translators to choose the translation method according to the target readers' needs. There are still a lot of wrong translations in Shandong scenic spots' public signs. They can be divided into three categories like lexical errors including spelling, vocabulary choosing, grammatical errors including noun singular and plural errors, and pragmatic errors such as Chinglish and inappropriate tone, etc. These problems show that the good translation must be matched with the foreign tourists' cultural background and their psychological states.

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# Research on the Path of School-based Teaching and Research Assisting Teacher Professional Development

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**Abstract:** School-based teaching and research (SBTR) is an important way to promote the professional development of teachers, at the same time, SBTR and teacher professional development point to the goal. In China, SBTR has been explored and practiced for many years, and considerable results have been achieved, but there are still realistic dilemmas such as superficial subject cognition, low effectiveness of teaching and research actions, and formalization of system construction. In order to give better play to the value of SBTR to help teachers' professional development, it is necessary to deepen the recognition of SBTR in the subject consciousness; to improve the effectiveness of SBTR in the implementation of action; and to improve the system construction in the organizational guarantee.

**Keywords:** School-Based Teaching and Research; Teachers' Professional Development; Path Research

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The Compulsory Education Curriculum Program (2022 Edition) issued by the Ministry of Education in 2022 puts forward the requirement of "carrying out SBTR on a regular basis, and strengthening the professional support for teaching, research and scientific research"<sup>[1]</sup>. SBTR is an inevitable requirement for teachers in the era of policy. SBTR has been explored in China for more than 20 years, and the effectiveness of the existing practice shows that SBTR has contributed to the development of teachers' professional knowledge and quality, and is also important for promoting the development of schools and education reform. In this paper, we start from the current situation of teachers' participation in SBTR, and hope to put forward the implementation path of SBTR that is meaningful to schools and teachers.

## 1. Identification of the relationship between SBTR and teachers' professional development

### 1.1 SBTR for teachers' professional development

SBTR for teachers' professional development originates from the proper meaning of SBTR, which is reflected in the two layers of connotation of teachers' professional development. The definition basically agreed upon by the Chinese academic circle can be seen: SBTR is composed of three core elements: self-reflection, peer support, and expert leadership. A learning community composed of individual teachers, peers, and experts is formed, and teachers are professionally developed in this learning organization, so it can be said that SBTR undertakes the mission of promoting teachers' professional development. Its role in promoting is reflected in two aspects: the first is the "development" of teachers' profession, and the second is the "professional development" of teachers.<sup>[2]</sup> The former focuses on teacher group development from the perspective of the teaching profession. SBTR promotes the development of the teacher group through various kinds of teaching and research activities by self-peer support, expert guidance and other external forces; the latter focuses on the development of individual teachers from the perspective of their individual growth. SBTR causes individual teachers to reflect on themselves, helps teachers to form the professional concept of "teacher researcher", improves professional skills, and develops the art of education.

### 1.2 SBTR and Teachers' professional development point to common goals

Teachers in the process of professional development through the means of SBTR, and ultimately act on students, give back to the school, and influence the education reform. For one thing, it promotes the development of students. Both SBTR and teachers' professional development are aimed at achieving the fundamental goal of educating people. The direct purpose of SBTR is to solve problems in education and teaching, and the root of the problem is that teachers must have a certain professional awareness of professional ability in order to solve these problems through SBTR to achieve the common goal of the two. Second, to promote the long-term development of the school. Teachers are the main body of the school education work, teachers get professional development ultimately back to the development of the school, which coincides with the school-based research "for the school, in the school, based on the school" concept. Thirdly, it points to the promo-



tion of educational reform. Teachers can only achieve a certain degree of professional development, in order to more effectively around the new curriculum program, curriculum standards and other SBTR, the two together in the education reform.

## **2. Current status of implementation of SBTR**

### **2.1 Superficialization of the subject's cognition**

SBTR is a teaching and research activity carried out at the school level by teachers in order to realize the improvement of school education work, based on the actual problems encountered by teachers in the process of education and teaching.<sup>[1]</sup> In reality, teachers' knowledge of SBTR is characterized by superficiality. On the one hand, many teachers have not been trained in scientific research methods and other related training, and their understanding of SBTR stays in the role of a "pedagogue" and lacks in-depth thinking and critical examination and reflection in the role of a "researcher". For example, some teachers carry out professional dialogues and exchanges with emotional intuition in teaching and research activities, and it is difficult to break through the confinement of personal experience and prejudice<sup>[2]</sup>; on the other hand, the understanding of SBTR stays at the low-level technical level, with the mentality of "quick success and quick profit". Many teachers are influenced by external evaluation standards and assessment systems for teaching and research, and they are more willing to obtain teaching resources with "instant results" and tend to learn technologies that are convenient and operable.

### **2.2 Ineffective teaching and research actions**

School-based teaching and research is generally presented as two or more rounds of action research, showing a spiral<sup>[3]</sup>. Due to the reasons that the main body of teaching and research does not have a deep enough understanding of school-based teaching and research and does not pay enough attention to it, there is a phenomenon of separation of teaching and research in the implementation process of school-based teaching and research in China, which leads to the inefficiency of teaching and research actions. Specifically embodied in: first, the lack of preliminary theoretical preparation, some teachers belittle the leading role of theory, did not carry out solid theoretical research preparation, "swallowed in one gulp" type of research practice problems; second, the lack of two rounds and above the action, many teachers stayed in the surface research, did not go deep into the essence of the problem of the abstraction and generalization, stopping in the existing Secondly, there is a lack of two or more rounds of action, with many teachers staying at the surface level of the study, not going deeper into the essence of the problem to abstract and generalize, and stopping at the current results of their experience without further improvement and reflection, which does not constitute a complete action research.

### **2.3 Formalization of institution-building**

The system is an effective guarantee for the smooth implementation of SBTR. In reality, many schools have not established a perfect guarantee system for SBTR. On the one hand, there is a lack of a perfect cooperation system. Some schools only focus on the situation of their own school, not with similar schools, higher education, etc., lack of inter-school vision of the school, do not understand what their counterparts are doing, which will make the school lagging behind ; there are also schools in the same school teachers also lack of cooperation, usually to the subject or section of the division standard "their own way". On the other hand, the constraints and flexibility of the system are not realized. For example, in order to urge teachers to carry out teaching and research activities, schools do not consider the needs of teachers, and the proposed system increases the workload of teachers and hinders the development of personalized and innovative SBTR work.

## **3. The path of SBTR to help teachers' professional development**

### **3.1 Awareness of the subject: deepening the knowledge of SBTR**

To realize the important value of SBTR for teachers' professional development, the prerequisite is to form a correct perception of SBTR. First of all, schools should pay more attention to teaching and research activities, actively implement the national curriculum policy, and explore SBTR activities in line with the school's traditions and characteristics; secondly, schools should pay more attention to the professional growth of teachers, create a good atmosphere for teaching and research activities, change teachers' "utilitarian" teaching and research

concepts, and stimulate teachers' enthusiasm for teaching and research. In addition, the most important thing is that teachers should change their educational concepts, break through the inherent prejudices, enhance their understanding of the connotation of SBTR, and generate a sense of identity for teaching and research activities.

### **3.2 Action implementation: enhancing the effectiveness of school-based teaching and research**

School-based teaching and research includes both teaching and research. During the implementation of teaching and research activities, the concept of symbiosis between teaching and research should be set up to highlight the professionalism and research of school-based teaching and research and to enhance the effectiveness of school-based teaching and research. First of all, the school should actively organize training meetings about teaching and research, avoiding the traditional grandiose theoretical knowledge, obscure research methods and other lecture-based training, and should arrange for practical and operational case studies, and then invite experts to the school in-depth leadership and guidance. The time, the school should also do a good job of co-ordination, the formation of systematic and orderly school-based teaching and research activities. Specifically, the school should take a clear theme as the direction to lead, carry out systematic and orderly thematic activities, carry out timely evaluation and reflection, and finally generate teaching and research results to standardize the process of teaching and research actions and enhance the effectiveness of school-based teaching and research.

### **3.3 Organizational safeguards: improving institution-building**

The system plays a safeguarding function for the effective implementation of teaching and research activities. Schools should improve the institutional construction of SBTR from the material and spiritual levels. At the material level, the school has set up a sound teacher learning mechanism, teaching and research evaluation mechanism and teaching and research incentive mechanism. Specifically, the school should follow up on teaching and research activities in real time, provide material support to problems at any time, and then consider the actual needs of teachers, collect teachers' feedback and suggestions, and gradually improve the system in the process of dynamic change. At the spiritual level, a natural system of cooperative culture is sought. This involves dealing with conflicts within the teaching and research community and between individuals and the collective, uniting the teaching and research community with a common vision, so that the wisdom of the teachers' groups mingles with each other to achieve the goal of mutual promotion and development.

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# A Survey of English Learning Strategies of Senior High School Students in Minority Areas

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**Abstract:** This paper takes the students who have just graduated from high school in minority areas in 2022 as subjects, and uses quantitative research methods to conduct a questionnaire survey. The results show that most minority senior high school students fail to master or fully master English learning strategies. Therefore, teachers in minority areas should cultivate students' English learning strategies to improve their independent learning ability.

**Keywords:** Minority High School Students; English; Learning Strategies

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## 1. The background of research

According to the New Curriculum Standard of Senior High School, learning strategies are meta-cognitive, cognitive, communicative and affective strategies. In general, there are two main problems in previous studies on the English learning strategies of minority students: First, the research scope is narrow: many scholars focus on the English learning strategies of minority students in a certain school or class, and the results are not universal. Second, the research object is single. Most scholars focus on the English learning strategies of a certain minority student, but do not mention the English learning strategies of other minority students. In order to know the use of learning strategies of minority high school students, this paper conducts a questionnaire survey on those who've graduated in 2022 on the basis of careful reading of the New Curriculum Standards for High School students and relevant research literature.

## 2. The significance of research

Since the eighth curriculum reform of basic education in China at the beginning of this century, English learning strategies have become one of the important contents of basic foreign language education. Minority high school students who have just graduated are a group of special students who have experienced a complete training of English learning strategies in primary and secondary schools, but have not been trained in college English learning strategies. Their current mastery and application of English learning strategies is what they have mastered and applied in high school. It is of great theoretical and practical significance to conduct large-scale survey on this kind of student group.

## 3. Survey of English learning strategies of minority senior high school students

### 3.1 Survey respondents

The questionnaire was randomly distributed to minority students who've just completed the college entrance examination in 2022. These students came from all over the country and studied English as a foreign language in senior high school.

### 3.2 Research tools

The survey tool of this study is a scale, which is used to investigate the learning strategies of students in the four dimensions: meta-cognitive strategies (15), cognitive (28) strategies, communicative strategies (8) and emotional strategies (8). Each item has 5 options: 1= Never Apply; 2= Seldom Apply; 3= Sometimes Apply; 4= Mostly Apply; 5= Always Apply. According to the scale design, the average score (M) of 1.00-1.49 means never used; 1.50-2.49 means not used. 2.50-3.49 means sometimes used. 3.50-4.49 means frequently used. 4.50-5.00 means always used. The reliability of this scale is 0.8863, which has good consistency and high reliability (Qin Zhiqiang, 2005).

### 3.3 Data processing

A total of 227 questionnaires were collected in this survey, of which 20 were submitted by Han students, so a total of 207 valid questionnaires were collected. Statistical software SPSS11.0 was used to conduct descriptive statistics and analysis of the obtained survey data.

### 3.4 Analysis of research results

The survey results show that overall average score is 3.35, and various data are shown in Table 1:

Table 1: Descriptive statistics of the four strategies sub-scales

Item	N	Mean	Std. Deviation
Meta-cognitive strategies	207	3.38	0.85
Cognitive strategies	207	3.33	0.84
Communicative strategies	207	3.29	0.92
Emotional strategies	207	3.45	0.89
Overall average score		3.35	0.86

According to the analysis in the above table, the score values are interpreted based on Oxford(1990)'s interpretation of the average score. This shows that most senior high school students in minority areas have not mastered or fully mastered English learning strategies, and the overall level of strategy application is low.

Among the four types of strategies, the highest standard deviation is the communicative strategy, indicating the greatest difference in the use of communicative strategies; The lowest standard deviation is cognitive strategies, indicating the least difference in subjects' use of cognitive strategies. From the point of view of the average score of sub-items, emotional strategy scored the highest ( $M=3.45$ ) and communicative strategy scored the lowest ( $M=3.29$ ). The use of specific strategies, reasons and countermeasures are as follows:

#### 3.4.1 Analysis of meta-cognitive strategy

The average score of this strategy ranks second, indicating that this strategy is commonly used strategy among students. As can be seen from the data (the average is more than 3.4), most students can have a clear learning goal and have a certain cognition of the progress and effect of English learning. However, according to the data (the average is less than 3.3), most students have a single learning method: they cannot flexibly use a variety of learning strategies, but over-rely on a single learning method. For example, some students may only rely on rote memorization to memorize words and grammar, and neglect to consolidate and improve their English through practical applications such as reading and listening. Moreover, self-monitoring is insufficient: in the learning process, they can not effectively monitor their learning status or adjust the learning strategy in time. Finally, some students basically have a certain ability to reflect on learning. However, some may not realize the importance of reflection to improve learning strategies and learning outcomes, and therefore fail to learn from past experiences and prepare for future learning.

Therefore, to correctly use meta-cognitive strategies, students should learn how to formulate clear learning goals, plan reasonable learning progress, adopt diversified learning methods, and strengthen self-monitoring and reflection.

#### 3.4.2 Analysis of cognitive strategy

It can be seen from the obtained data (the average is more than 3.4) that most students have a certain understanding of the materials: when understanding English articles or listening materials, they can basically show a deep understanding and analysis of the structure, context and author's intention of the text, rather than just paying attention to the literal meaning of words and sentences. However, the data show (the average is less than 3.3) that firstly, students may not be able to apply the English knowledge they have learned to new situations. Second, students may rely too much on a particular learning strategy and be reluctant to try or adapt to new learning methods. Third, they may lack an accurate assessment of their learning status and be unable to identify problems in their learning and make improvements.

Therefore, teachers should provide targeted guidance to help students master effective learning strategies and encourage them to try new learning methods. At the same time, students should also keep an open and positive attitude to improve the English learning effect.

#### 3.4.3 Analysis of communication strategy

The score of this strategy is the lowest, indicating that students use this strategy the worst. First, students may be afraid of making mistakes or nervous, resulting in stuttering and pausing in oral expression, unable to express their ideas smoothly. Second, some students may

be reluctant to take the initiative to participate in English communication activities because of inferiority or introversion. They may be silent in class, unwilling to take the initiative to answer questions or participate in discussions, and thus miss the opportunity to practice their oral English. Third, in the process of communication, students may only rely on a limited number of strategies, such as direct translation of mother tongue or the use of simple vocabulary and sentence patterns, and cannot flexibly adjust strategies according to specific communicative situations. Moreover, due to the lack of understanding of the culture of English-speaking countries, students may not be able to accurately understand and use cultural elements in English in communication, resulting in communication barriers or misunderstandings. They may not be able to adapt to different communication styles and habits, thus affecting the effect of communication.

Therefore, teachers should encourage students to participate in classroom discussions and role playing and improve their oral expression ability and self-confidence, enhance cultural awareness and cross-cultural communication ability, provide a variety of communicative tasks, give students' feedback on communication performance in time, and point out problems and give improvement suggestions to help students constantly improve their communication strategies.

#### *3.4.4 Analysis of emotional strategy*

This strategy had the highest average score, indicating that it was the most commonly used strategy by students. First, most students maintain a positive and optimistic attitude towards learning. When facing difficulties and challenges in English learning, they have certain confidence and do not give up easily. Secondly, they are good at adjusting their learning emotions, and can recover quickly when they encounter setbacks to avoid negative effects of emotions on learning. Thirdly, they are good at communicating and cooperating with classmates and teachers, willing to share their learning experiences and strategies, and able to listen to others' suggestions and solve problems together. Moreover, they can clearly recognize the importance of learning English and make efforts to achieve it. This strong motivation and goal orientation makes them more focused and engaged in their learning. Finally, when they encounter learning difficulties, they can adopt more effective ways, such as seeking help, making learning plans, etc., to overcome obstacles. They will also adjust the learning content and difficulty according to their own learning progress and level, so that the learning is more in line with their actual situation.

## **4. Conclusion**

This paper analyzes the survey of English learning strategies of minority high school students, and gives some feedback results to senior high school teachers in minority areas, so that senior high school teachers can clearly understand the mastery and application of students' learning strategies, hoping to help senior high school English teachers to improve students' English learning efficiency and independent English learning ability.

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## **Project:**

This paper is a part of research on An Investigation and Research on English Learning Strategies of Senior High School Students in Minority Areas: the project of 2022 Research Center for Basic Foreign Language Education Development of Leshan Normal University (LS-JW2022-A02).

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# A Study on the Problems and Strategies of Evaluating the Academic Quality of Elementary School Mathematics

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**Abstract:** Actively carrying out mathematics academic quality evaluation is an inherent requirement to comply with the educational reform and development trend, and an important mission to cultivate the core competencies of mathematics and implement moral education, but the current academic quality evaluation has problems such as the restriction of the subject of evaluation, the solidification of the evaluation content and form, and the insufficiency of the subject's ability to evaluate the academic quality. Accordingly, strategies are proposed to emphasize the diversification and specialization of evaluation subjects, non outcome evaluation methods, and the comprehensiveness and diversification of evaluation dimensions.

**Keywords:** Core competencies; Academic quality; Academic Quality Evaluation

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In March 2014, the Ministry of Education of China issued the “Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Moral Education”, which clearly stated that “all levels and types of schools should start from the actual situation and student characteristics, and implement core competencies and academic quality requirements into the teaching of various subjects.”<sup>[1]</sup> It can be said that actively carry out the evaluation of academic quality of mathematics is an inherent requirement of the development trend of education reform and development. The 2022 edition of the Mathematics Curriculum Standards for Compulsory Education has added the section “Evaluation Suggestions” in the section “Curriculum Implementation”, in addition to the addition of academic quality, which is divided into the connotation of academic quality and the description of academic quality<sup>[2]</sup>. Academic quality is not only the requirements of the National Long-term Education Development Program, but also an important mission to cultivate the core competencies of mathematics and implement the mission of moral education, which is inevitably inseparable from the evaluation of academic quality in order to promote the deepening of the curriculum reform in the process of actual education and teaching.

## 1. Academic quality evaluation

The term “evaluation” is explained in the Dictionary of Education as “a judgment of the value of something.” Early scholars mainly used assessment to judge the degree of achievement of students’ learning outcomes, but nowadays people are more inclined to measure, analyze and judge the actual level of students’ comprehensive abilities. However, different scholars have different interpretations. One is that academic quality evaluation is a dynamic process, focusing on the process of judging the ability and development level of students. The second is to achieve a certain purpose, such as pointing to the overall development of students, and prompting students to achieve the purpose of value-added. The third is the task of the assessment of academic quality is a comprehensive process, multi-dimensional, multi-indicator system, multi-method comprehensive evaluation<sup>[3]</sup>. Academic quality evaluation under core competencies covers the above three connotations, which is a comprehensive evaluation aiming at promoting students’ comprehensive development and focusing on students’ knowledge, abilities, attitudes, values and other aspects at different stages. It can help teachers, students and parents understand students’ learning outcomes, provide feedback and guidance for teaching, and also provide a basis for teaching reform and talent cultivation.

## 2. Current situation and problems of academic quality evaluation

### 2.1 The main body of academic quality evaluation is limited

In China’s traditional education evaluation system, it mainly relies on teachers’ evaluation of students’ academic performance and ability development. Due to the strong subjectivity, lack of one-sidedness and lack of effective feedback of the single evaluation subject, teachers

and parents begin to occupy a dominant position in the process of evaluation of academic quality, while the participation of students, social evaluation and other evaluation subjects is relatively low, especially ignoring the self-evaluation of students. They often find themselves in a passive position during this process, lacking the ability to self-evaluate and reflect, which is not conducive to the cultivation of students' awareness of self-directed learning. And there are differences in the evaluation standards of academic quality among schools, districts and even education administrative departments, which makes it difficult to make horizontal comparisons of the evaluation results, and these make the evaluation results subject to the influence of subjective factors and lack of objectivity and fairness.

## **2.2 The content and form of academic quality evaluation are solidified**

The evaluation content tends to be knowledge-based. The "knowledge-oriented" evaluation content is actually the narrowing of the scope of academic quality evaluation. First, it narrows the dimension of student evaluation. Students' knowledge mastery is an important part of academic quality evaluation, but it is not the only part. The second is to narrow the focus of teachers' teaching, which leads teachers to pay more attention to the imparting of knowledge in the process of teaching design and implementation, and neglects the cultivation of students' mathematical thinking ability, reasoning consciousness and innovative consciousness. The form of evaluation habitually takes the final evaluation as the main one. The final evaluation is carried out after the end of the semester or project, which can help students and teachers quickly understand the achievement of learning results and teaching goals, and improve the evaluation efficiency to a certain extent. However, it may lead to the delayed feedback of teachers and students on learning problems, which is not conducive to timely adjustment of teaching methods and strategies, and is not conducive to comprehensive assessment of students' abilities. It will also cause students and parents to pursue scores too much, which will increase students' pressure in the learning process, resulting in anxiety and affect their physical and mental health.

## **2.3 The evaluation subject's ability to evaluate academic quality is insufficient**

First, the evaluation subject has insufficient knowledge of academic quality evaluation. The evaluation concepts of some evaluation subjects are lagging behind, still remaining in the traditional concept of exam-oriented education, paying too much attention to students' scores and rankings, and neglecting the evaluation of students' learning process, ability cultivation and comprehensive quality. Secondly, the acceptance of new evaluation methods by evaluation subjects is low. With the continuous development of educational concepts, new evaluation methods such as formative evaluation, process evaluation and value-added evaluation have gradually been emphasized, but some teachers may not have a high degree of acceptance of these methods. Third, the evaluation subject lacks experience in non-resulting evaluation. In the process of non-outcome evaluation, there may be some subjective assumptions. Without formulating reasonable evaluation standards or not strictly implementing the evaluation according to the standards, it is easy to frustrate students' enthusiasm and lead to students' low attention to the evaluation results. Teachers may only use a single evaluation method in non-results-based evaluation, such as relying on verbal praise or criticism only, and failing to make full use of a variety of evaluation tools such as observation, interviews, students' self-evaluation, etc., thus failing to get a full picture of students' performance.

# **3. Academic quality evaluation strategies**

## **3.1 Attention to the diversification and specialization of evaluation subjects**

The main body of elementary school mathematics academic quality evaluation should include teachers, students and parents. Teachers can evaluate students' academic achievement and performance according to the objectives and requirements of mathematics teaching, focusing on the cultivation of students' core competencies skills. Parents can learn about their children's academic performance and evaluate their children by paying attention to their children's learning progress and communicating with their teachers. Students can evaluate their own academic quality through self-reflection, setting learning goals. They also can academic mutual evaluation by having students engage in group discussions in the math classroom, work on projects in the integrated and practice areas, and grade each other on a particular task mathematics. In order to ensure the specialization of the evaluation subjects, experts and teachers from different backgrounds and fields can be invited to participate in training the evaluation subjects to improve their professional knowledge and evaluation skills, for example, training in evalu-



ation methods, the use of evaluation tools and data analysis.

### 3.2 Emphasizing non-results-based evaluation methods

Academic quality assessment has gradually changed from single paper-and-pencil test assessment to non-results-based assessment. First, establish the concept of non-results-based evaluation. Schools, teachers and parents should jointly recognize the importance of non-results-based evaluation, pay attention to the overall development of students, and cultivate students' subjectivity, innovative spirit and practical ability. Secondly, non-resultative evaluation standards should be formulated. Comprehensive and scientific evaluation standards should be formulated according to the national curriculum standards and students' developmental needs, covering the aspects of morality, intelligence, physical fitness, aesthetics and labor, and focusing on students' process performance. Finally, a feedback mechanism for non-results-based evaluation results should be established to provide students, parents and teachers with timely evaluation information to guide educational and teaching improvements.

### 3.3 Emphasizing the comprehensiveness and diversification of evaluation dimensions

The ultimate goal of mathematics academic quality evaluation is to cultivate the core competencies, while also focusing on the quality of the process and the quality of the results achieved by students after completing a certain stage of curriculum learning. The first is the evaluation of the acquisition of mathematical knowledge and methods of thinking, focusing on the formation and development of students' basic mathematical knowledge, basic skills, basic thinking and basic activities. The second is the evaluation of the application of mathematical thinking, starting from students' familiar life and social situations, and cultivating students' ability to observe the real world with mathematical vision, to think about the real world with mathematical thinking, and to express the real world with mathematical language. The third is the evaluation of the emotional attitude towards mathematics, in which students experience the accumulation of experience in learning and applying mathematics, practical exploration activities, and cultivate the ability to discover problems, raise questions, analyze problems and solve problems, so as to develop the learning habits of independent thinking, inquiry and questioning, cooperation and communication, and to initially form a sense of self-reflection.

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# Analysis on the Internal Logical Structure of Socialist Core Values

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**Abstract:** This paper analyzes the main content of socialist core values from the perspective of Marxist historical materialism, which expresses that everyone enjoys freedom and equal freedom. Only by achieving equal freedom can we achieve the state of justice. The rule of law ensures the implementation of freedom, equality and justice. The mission of a modern country is prosperity, democracy, civilization and harmony. It is to realize the equality and freedom of everyone and requires everyone to take these four virtues as the goal to establish the core value system of the whole society. The realistic institutional conditions and social foundation premise to realize the value orientation of the above three aspects is the socialist system. With the socialist basic economic system as the realistic social foundation, the abstract and limited core values of the social forms in history can be overcome.

**Keywords:** Socialist Core Values; Logical Structure; Exploration and Analysis

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## Introduction

In 2012, the party's 18th National Congress put forward three advocates, in 2014, General Secretary Xi in Peking University teachers and students symposium clearly pointed out: after repeated solicitations, the synthesis of the understanding of all aspects, we put forward to advocate the rich and strong, democracy, civilization, harmony, advocate freedom, equality, fairness, the rule of law, advocate patriotism, dedication, honesty and friendliness, and actively cultivate and practice the socialist core values, rather than Socialist core of other views, why is the word value, rather than ideas, thinking, science, etc., to study its internal logical composition structure. It includes issues such as the level structure, the root itself, the structural connection, and the order of value arrangement, etc., all of which cannot be separated from the in-depth exploration and clear interpretation of the theoretical community.

## 1. Value prioritization issues and the generative logical structure of socialist core values

### 1.1 Value prioritization issues

#### 1.1.1 An important task for the theoretical community to study socialist core values

The upward source is the pursuit of human values, and the downward enables the individual citizen's value orientation in life to be realized, is a systematic structure, showing a rigorous system, a tightly interlocked, hierarchically progressive logic interconnected. Due to our socialist system and special historical reasons, ideological and political education has gone through many changes from its inception to the present, but it has never stopped. Although in the past the Party and the government put forward economic construction as the center, they neglected the importance of spiritual civilization and did not fundamentally make the pace of development of material civilization consistent with that of spiritual civilization, thus causing many problems in the construction of spiritual civilization. This shows that the consciousness of ideological and political education of the country's youth is gradually reviving. Ideological and political education for young people is an important position for educational work. Subsequently, ideological and political education has taken a strong step forward with the wind of reform and opening up, not only improving the team infrastructure of school education work, but also putting forward many targeted requirements for the management and protection of education and scientific research work. The effective formulation and implementation of policies is crucial to national governance and social management, which can promote social justice, economic development and people's well-being. Therefore, although huge resource inputs are required, such inputs are necessary to achieve long-term national development and social stability. The national and local governments are responsible for following up on material resources, and the relevant departments take a variety of measures to improve human resources.

### *1.1.2 Values that best reflect Marxist theory and the essential features of socialism*

Marxism believes that the free and comprehensive development of each individual is the criterion for judging whether a culture is advanced or backward, while values are the deepest foundation of culture, and the promotion of human freedom and development is the embodiment of the advanced nature of culture. If the fundamental characteristics of the new socialist society were to be summarized in just one short sentence, then, as Engels said in his reply to the weekly New Era, there would be no more suitable sentence to be found than this one from the Communist Manifesto: In place of the old bourgeois society, with its classes and class antagonisms, there will be such a union where the free development of each individual is the condition for the free development of all.<sup>[1]</sup> In Marxist philosophy, freedom on the other side is a profound concept that is closely related to true freedom. Marx's conception of an ideal state for the future development of human society, which represents the realization of man's freedom, equality, harmony, and all-around development, points out a scientific road to prosperity for us. The resilience of socialism with Chinese characteristics, its scientific truthfulness and authentic morality all lie in the support of values. Curriculum reform has affected every aspect of the development of the entire discipline, firmly rooted the work of ideological and political education, opened up space for students to learn and grow, and greatly improved the systematic, scientific, relevant and operable nature of the entire discipline.

## **1.2 Logical structure of socialist core values**

From the point of view of the people's value of socialist core values, it is combined with the struggle of our people. Marxism believes that with every great historical change in the social order, people's views and concepts are also transformed.<sup>[2]</sup> The movement and development of the mode of production is the basis and driving force of social change, while the formation and change of the value system is also closely related to the development of the mode of production. Values do play an important role in people's daily life, and they influence individual and collective thought and behavior, social practice activities, value selection standards, and value judgment scales. When the change of reality meets people's practical needs, the values will inevitably be transformed, and will also inevitably affect the direction of social development. Productivity determines production relations, the diversity and complexity of all economic relations in society are determined by the unbalanced development of productive forces, and the dominance of economic relations inevitably dominates the formation of values. Although economic relations play a decisive role in values, values also counteract economic relations and affect the development of society. Positive values can promote social harmony and progress, while negative values may lead to social contradictions and conflicts. With the continuous progress of productive forces and changes in economic relations, values need to keep pace with the times, adapt to new development requirements, and guide people to correctly deal with the relationship between the individual and society, the present and the long term, and the local and the overall. The formation of China's socialist system also inevitably affects the formation of values. The socialist system with Chinese characteristics and the socialist core values complement each other, and jointly promote the overall progress and modernization of Chinese society.

From the point of view of the contemporary situation of socialist core values, they are compatible with the problems of our times. Socialist core values not only embody the spirit of the times of socialism with Chinese characteristics, but also provide value guidance and spiritual support for solving the problems of the times. The contemporary situation of socialist core values requires us to constantly deepen our understanding of their connotation and innovate ways and means of cultivating and practicing them, so as to bring them closer to the requirements of the times, solve the problems of the times, and promote the overall progress of society and the comprehensive development of human beings. Core values are different in the development of each era, always changing, with distinctive epochal, popular, practical and oriented character. The mainstream value of society due to the high degree of development of productive forces, which will inevitably show a complex and changeable state, especially people's ideological and spiritual level of the problem is more prominent. Under the new historical conditions, the people's spiritual and cultural needs have undergone new changes in content, structure, form, etc., which requires the construction of socialist core values to meet the requirements of the times, solve the problems of the times, and lead the development of the times, and to give play to the dominant values in the whole society's value guidance, integration, and norms, and the role of the unifying force, or else the people's hearts will be disillusioned, and the country will be plunged into the quagmire of lost soul and despondency. Other-

wise, the people's heart will be disorganized, and the country will fall into the quagmire of losing soul and losing spirit.<sup>[3]</sup>

### 1.3 Why do you propose socialist core values?

The first thing that Confucius put forward in his idea of benevolent government was the right name, which was an important system of thought in politics. Confucius' theory of the right name is aimed at the phenomenon that the name is not the right one, and tries to achieve the goal that the name should be right, and that the right and wrong should not be reversed when one is in one's position and working in one's job. Confucius' idea of proper name advocates the requirement that the name and reality of things are in line with each other, which is of some revelation significance to the thinking of contemporary college students.

#### 1.3.1 *The needs of China's special stage of development*

Socialism with Chinese characteristics is now in the second largest form of human civilization, the same social form as capitalism, but different from the development nature of capitalist society. China's national conditions, development goals and requirements are different from those of capitalist countries. China's development should not only improve its economic, political, social and ecological civilization, but also build up its cultural soft power, which should not be underestimated; not only should it strive to create a richer material living standard for its people, but also enhance the higher needs of people's spiritual level. It is the core of our Chinese civilization's value and belief content, and the highest standard of the spiritual level of the Chinese civilization in the new era, which provides a value reference basis in the formulation of social systems and important decisions, and provides a value standard for people's behaviors, and the support of the core values is also indispensable for the development and stability of the society.

#### 1.3.2 *The need to build a harmonious society*

The rapid development of China requires diversified development in many aspects, and the corresponding social thinking needs the correct guidance of values. Profoundly affecting people's thinking surge, in many aspects of selectivity, values are increasingly different, but also in the continuous improvement, identity level in the continuous improvement. Thus, the attraction ability, cohesion power, radiation power, penetration ability, influence and judgment standard function of values are also different. This trend cannot be artificially regulated, and naturally forms a flow from high to low, influencing and changing the values of low tendency. Correct values can help individuals make decisions that meet ethical and legal requirements when faced with choices, and promote the development of personal character and a sense of social responsibility. Only with correct values can one be in a state of high tendency and strong position in the fast-changing globalized economy and information age, which in turn flows to the whole of China and the whole world. Therefore, whether in education, economy, politics or culture, correct values are an important foundation for realizing goals and promoting progress. In the context of socialism with Chinese characteristics, the cultivation and practice of socialist core values are of great significance to the long-term development of the country and the overall progress of society.

#### 1.3.3 *The need for mass development*

The development of core values into the masses, it is necessary to actively implement and disseminate, to realize the need for mass socialist core values. Citizens' subjective reflective behavior is more complex, and identification and acceptance of values is also a relatively complex process. Make the socialist core values into the life of the citizens of the brain, is an extremely complex, trapped in the spirit of the times in which the manifestation is the socialist core values. Confucius's idea of the right name is an important thought system of Confucius, and its right name is the primary value. This paper mainly discusses the basic connotation of Confucius's thought of proper name, and analyzes the current situation of the ideological and political education of contemporary college students to explore what Confucius's thought of proper name reveals to the ideological and political education of college students, and draws its political wisdom from Confucius's thought of proper name. The thought of proper name occupies an important position in Confucius' thought system, and Confucius takes proper name as the first priority of politics. The era in which Confucius lived was a time when rites and music were in ruins, and it was common for ministers to monopolize power and commit regicide. For example, in the state of Lu, where Confucius was born, San Huan not only held the state of Lu for a long time, but also threw Duke Zhaodong out of the state of Lu, which led to the state of Lu being in a state without a ruler for eight years. Confucius was concerned about his country all his life, and it was in such a social situation that made Confucius worried about his

country that he put forward the doctrine of the right name, and he wanted to try to correct the government by correcting the name”.

#### **1.4. On what kind of social basis are socialist core values realized?**

The basic socialist economic system does provide a solid material foundation and institutional guarantee for the realization of socialist core values, which is an important reason for its unique socialist nature and rich connotation.

##### *1.4.1 Truthfulness and morality are the theoretical-logical manifestations of the inner connotation of socialist core values.*

The theoretical logic of the inner structure of socialist core values combined with the theories of classic Marxist writers has identified the value orientation, what is the law of development of human society put forward by Marxist theory, what is the conception of the new society in the future, what is socialism, what is socialism pursued by socialism has been argued against socialist core values. This law must be followed, guiding the forward development of society. The social foundation of the practice of core values is the socialist system, and because the class nature of the proletariat is one of the characteristics of the core values, which has a real, historical and concrete moral nature. Confucius believed that the reason for the chaos and lawlessness in the world was that society was prevalent in an unorthodox manner, and the name and reality did not match. Confucius was always worried about the country and the people, and was committed to correcting society.

##### *1.4.2 Reality and vitality are the practical and logical manifestations of socialist core values*

Since the founding of the Communist Party of China (CPC), the advanced culture of socialism with Chinese characteristics has gradually condensed and formed its own core value system with Marxism-Leninism, Mao Zedong Thought and Deng Xiaoping Theory as the guiding principles. The formation of these twelve categories is the result of a realistic historical process of synthesizing and melting and practical leadership, and the realism and vitality of Chinese values are manifested to the fullest extent.

The category has become the backbone of ideological and political education for university students nowadays. The governmental education department improves the structure of the education team through policy orientation, while the education personnel optimizes the education method through teaching practice and information sharing, corrects mistakes, adjusts the direction, and thus improves the curriculum and teaching methods, and then the overall level of the ideological and political education team is significantly raised to a higher level. Compared with the past, the ideological and political education of contemporary college students pays more attention to the development of human beings as the main body of education. Not only do they have more efficient teaching methods and research capabilities, but their subjective thinking and philosophy have also changed radically. When the relationship between the Soviet Union and China deteriorated, Comrade Mao Zedong quoted the Analects of Confucius in which a single word revives a nation and a single word destroys it to criticize Khrushchev's behavior, which was a one-word management style and a distortion of Marxism. It has been proved that what Comrade MAO Zedong said was entirely correct and he did have an insight into the essence of Marxism. Therefore, as we are about to engage in ideological and political education, our first task should be to strengthen our own theoretical training and adhere to the guiding position of Marxist theory; secondly, we should take into account the reality of the development of socialism with Chinese characteristics in the present time, and go to practice step by step and steadily, and then test the theory in practice to strengthen the theory and strengthen ourselves. Especially Xi Jinping's thought on socialism with Chinese characteristics in the new era. That is, the ruler is benevolent, the minister is loyal, the father is kind, and the son is filial. In dealing with human relationships, Confucius embodies a kind of benevolence to love and care for others, treating them with friendliness, kindness, and honesty, and others respond to his love with benevolence accordingly.

At the same time, Confucius made the righting of the name a top priority of political management. Whether in ancient or modern times, society is composed of many organizations and institutions, which in turn are composed of an individual. The advancement of the country and the development of the economy presuppose that every member of society keeps his or her job and does his or her job well. After thousands of years of inheritance, the idea of the proper name has been rooted in traditional Chinese culture and has brought immeasurable influence to Chinese academics, and it has been regarded as an important issue of concern by Chinese thinkers of the past, the present, the modern era and the future.

In short, the basic socialist economic system not only provides a material foundation for the realization of socialist core values, but also, through its inherent socialist nature and rich connotations, provides institutional guarantee and value support for the formation and

maintenance of socialist core values.

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# “Comprehensively Improving the Quality of Independent Cultivation of Talents”: Theoretical Basis, Scientific Connotation and Its Value Implication

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**Abstract:** Nationally improving the quality of independent cultivation of talents is the way to build a strong educational, scientific and technological, and human resources country. The report of the 20th Party Congress proposes to comprehensively improve the quality of independent training of talents, taking the Marxist theory of free and comprehensive development of human beings and the Communist Party of China (CPC)’s idea of independent and high-quality development as the theoretical basis, implementing the fundamental task of establishing morality and training human beings, being oriented to high-quality development, and focusing on the improvement of independent training capacity, which will help to promote the strategy of promoting the development of the country through science and education and accelerating the drive for innovation and development.

**Keywords:** Talent Cultivation; Science and Education; High-Quality Development

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## Introduction

Chinese-style modernization is a grand and arduous historical achievement, standing at the historical juncture, there is an urgent need to be based on the reality of the talent team, strengthen the construction of the talent team and the innovation platform, and constantly promote the high level and quality of the development of talent in the new era, and continue to solidify the foundation of the forward development.

## 1. Theoretical foundation

The proposal of comprehensively improving the quality of independent cultivation of talents is no accident, but is based on the invaluable experience of the Party Central Committee with General Secretary Xi as the core based on the inheritance and innovation of the Marxist theory on the free and comprehensive development of human beings, the historical experience of the construction of the Communist Party of China, and the valuable experience of the Party Central Committee drawn from the great practice of the construction of education, science and technology, and talents since the new era, and the strategic deployment of which is mainly derived from the following three dimensions:

### 1.1 Marxist theory of free and comprehensive human development

The free and comprehensive development of human beings is the highest value goal pursued by Marxism, and is also the essential characteristic of communist society, which has been embodied many times in the discourses of Marx and Engels, reflecting the importance for the free and comprehensive development of human beings to realize the goal of communism. An in-depth understanding of the goal of communism, the essence and superiority of socialism, not only from the historical perspective of the contradictory movement of the productive forces and relations of production, but also from the perspective of values, that is, the commitment to the value of people-centeredness, in an attempt to build a harmonious society of fairness, justice and common prosperity.<sup>[1]</sup> This concept is centrally embodied in socialism with Chinese characteristics, whose concept of development has evolved from a focus on economic and material development to a people-centred scientific concept of development, reflecting the shift from focusing on the growth of “things” to focusing on the comprehensive development of “people”. The concept of development of socialism with Chinese characteristics focuses on the comprehensive development of different groups in society, and promotes the common prosperity of all people through in-depth poverty eradication.



## **1.2 The communist party of China's idea of independent, high-quality development**

Development is the first priority of the Party in ruling and developing the country, and development in the new era and new stage must be high-quality development. Since the 18th Party Congress, General Secretary Xi has repeatedly emphasized the key role of human resources and competition for talents in the competition for comprehensive national power. The concept of high-quality development requires a higher level of economic, social, scientific and technological development in all fields, while talent, as the main engine of innovation and development, plays a decisive role in high-quality development. First, the concept of high-quality development emphasizes the optimization and upgrading of economic structure, focusing on technological innovation and industrial upgrading. Talent cultivation should closely match the needs of high-quality development of the national economy, and cultivate talents with advanced science and technology and management skills to provide support for the sustainable development of the national economy. Secondly, the concept of high-quality development emphasizes comprehensive human development and social equity, and the talents cultivated should have a good sense of social responsibility and civic literacy. This helps build a harmonious society and promote high-quality social development. Third, the concept of high-quality development advocates green and sustainable development, and the talents cultivated need to have environmental awareness and the concept of sustainable development. Through the training of talents, the construction of an ecological civilization will be promoted, and the coordinated development of the economy and the environment will be achieved.

## **2. Scientific connotation**

Comprehensively improving the quality of independent cultivation of talents contains profound scientific connotation, and it is necessary to firmly implement the fundamental task of establishing moral education, firmly adhere to the key direction oriented to high-quality development, actively improve the key contents of independent cultivation capacity, and broaden the scope of development from key construction to comprehensive coverage.

### **2.1 The core is the implementation of the fundamental task of cultivating morality and nurturing people**

Cultivating the roots of morality, casting a pillar of talent, is the fundamental pursuit of the cause of education. In the process of talent cultivation, it is inseparable from the fundamental task of cultivating morality. The autonomy of talent cultivation lies first of all in the independence of ideals and beliefs, spiritual qualities and value orientation. Virtue is the first standard of talent, whether to guide the talent to set a great ambition, great virtue, great talent, great responsibility, is the key to the independent training of talent. "Establishing virtue" requires conforming to the value standards of the country, society and individuals, and setting up noble moral concepts; "cultivating people" takes the national situation as the premise, follows the law of talent cultivation, conforms to the requirements of education development, and cultivates socialist-minded builders and successors, focusing on cultivating people with rich knowledge of socialism, and cultivating people with rich knowledge of the world. The aim of "nurturing people" is to cultivate builders and successors with socialist consciousness in accordance with the laws of talent cultivation and the requirements of educational development, and to emphasize the cultivation of talents with a rich knowledge base and excellent professional abilities who can contribute to society.

### **2.2 The key is to adhere to the orientation of high-quality development**

In China's national development vision, the Party clearly states that the education cause should be committed to building a high-quality education system, focusing on improving the quality of higher education, creating a more diversified higher education system, and fostering a high-quality and specialized teaching force. This move is an important step towards the high-quality development of higher education in China. First, the core of high-quality development of higher education is high-quality independent training of talents. It is important to prioritize the nurturing of human beings and to measure the quality of higher education development by the standard of the quality of autonomous training of human resources.<sup>[2]</sup> High-quality development of higher education is the main task of colleges and universities to cultivate talents, and colleges and universities should play a good role in their own advantages, enhance the ability of independent cultivation of talents, and improve the level of high-quality development of education. Secondly, the construction of a high-quality higher education system requires the

establishment of a high-quality talent independent training system. The development level of education quality determines the development level of the whole country and affects the country's position in the international arena. For China's high-quality higher education, it is necessary to cultivate top innovative talents through comprehensive and independent training, and then build a high-level top education pattern to lead the country to become the world's major innovation plateau. Thirdly, the quality of autonomous cultivation of talents is an important criterion for the quality of higher education, and the level of operation of China's colleges and universities is directly related to the quality of China's higher education, and the in-depth promotion of the reform of the system of operation of colleges and universities is a fundamental guideline and a solid foundation for the construction of the characteristics of China's colleges and universities.

### **2.3 Focusing on the enhancement of independent training capacity**

Colleges and universities as the main position of talent training, training students to grow and become successful is the core task of colleges and universities. At present, the international situation is turbulent, China is experiencing the fourth scientific and technological revolution, there are difficulties in high-tech research and development, the introduction of doctoral and master's degree shortage of talents is constrained, the cultivation of highly educated research and development personnel is also challenged, the need to strengthen and accelerate the independent cultivation of high-level innovative talents. The enhancement of China's scientific and technological innovation capability and the improvement of its scientific and technological status in the world can not be separated from the independent innovation development mode and the construction of high-quality education system, and it is necessary to pay more attention to the independent training of talents, grasp the leading right of talent training at the first time, and be self-reliant, in order to enhance the country's innovation capability and support the construction of a high-level talent system strongly. The scientific and technological innovation ability of the country is based on the level of professional talents, and the enhancement of the independent cultivation of talents is very crucial to the sustainable development of the country and the nation. At the same time, the cultivation of top innovative talents also needs to emphasize the shaping and improvement of dialectical thinking, systematic thinking, critical thinking and other thinking skills. Focusing on the requirements of science and technology innovation of the "Four Orientations", colleges and universities should shoulder the mission of educating people for the country and the educational responsibility of cultivating talents, and make efforts to improve the independent cultivation capacity of talents, give full play to the advantages of colleges and universities, and stimulate the potential of social development, so as to promote the national high-quality development.

### **2.4 Focus on cultivating complex innovative talents**

Comprehensively improve the quality of independent training of talents, focusing on the cultivation of complex innovative talents, the key training base of talents is colleges and universities. The core mission of colleges and universities is to cultivate talents and cultivate innovative talents in line with national development needs. Colleges and universities should accelerate the construction of education power, the construction of key disciplines, and the rapid advancement of the construction of innovative talents to consolidate the foundation of compound innovative talents and promote the enhancement of innovation ability. Promoting the construction of composite innovative talent team is the core strategy to improve the quality of independent training of talents. Colleges and universities are the main position for building the composite innovative talent team construction, and colleges and universities have taken two aspects, namely, general education and professional cultivation, to consolidate the foundation of the cultivation of composite innovative talents and promote the enhancement of innovation ability. Composite innovative talents are the creators of new knowledge, the pioneers of new fields and the inventors of new technologies, and they are the key forces leading scientific and technological innovation and industrial development. As the most valuable and scarce resources among human resources, top innovative talents are pivotal in enhancing global competitiveness, grasping future development opportunities and strengthening the security of national development. The first and foremost condition for becoming a global leader in scientific research and a trend-setter in innovation is to ensure the long-term and stable nurturing of a large number of top-notch innovative talents.

## **3. "Comprehensively improve the quality of independent training of talents" value implication**

From the perspective of the organic whole of the interaction between education, science and technology and talents, comprehensive-

ly improving the quality of independent training of talents is the essential requirement of promoting the strategy of developing the country through science and education, the fundamental way of promoting the strategy of strengthening the country through talents, the important guarantee of promoting the strategy of innovation-driven development, and it has a great value for the overall promotion of the “three major strategies” for the development of the country.

### **3.1 Essential requirements for promoting the strategy of developing the country through science and education**

The world is experiencing a great change that has not been seen in a hundred years, and scientific and technological innovation has important implications and effects in the development of the times. Scientific and technological progress requires talents, and the cultivation of talents requires education, both of which work in both directions. China’s implementation of science and education strategy, and constantly promote the construction of science and education, its essence is to pay attention to human development, through a variety of visual ways to promote the realization of the comprehensive development of human beings. At the same time, in the midst of various social attributes, it is necessary to adhere to the path of cultivating human resources independently based on the national conditions of the country, the main contradiction in the development of the country, and the reality of the people’s development, in order to cultivate new people of the times who are capable of assuming the important responsibility of national rejuvenation. Therefore, to promote scientific and technological development and education from the people’s standpoint is to utilize a series of methods and initiatives to improve the quality of independent human resources development. By comprehensively improving the quality of independent training of talents, we can cultivate more high-quality technical and scientific research talents with innovative spirit and ability to blossom and advance in the field of science and technology education, thus helping to promote the innovation and development of the country’s science and technology education. The cultivation of high-quality talents not only provides the country with more high-level and high-quality human resources, but also continuously strengthens the country’s status and influence in international competition, thus enhancing China’s comprehensive national strength. At the same time, high-quality talent training can provide more talents with professional knowledge and skills for different types of industries, thus promoting the technological upgrading and iterative development of industries, and promoting the innovation of the knowledge system and theoretical level of the industrial industry to enhance the modernization level. Continuously attracting and nurturing high-level talents so as to cultivate more high-quality talents. By comprehensively improving the quality of independent training of talents, we can cultivate more complex talents with all-round development and comprehensive quality, provide strong talent support and technical support for the future development of the country, and continuously help the construction of science and education.

### **3.2 The fundamental way to promote the strategy of strengthening the country with talents**

On the new journey in the new era, only by attaching great importance to the independent cultivation of talents, comprehensively improving the quality of the independent cultivation of talents, continuously deepening the cultivation of talents, and assisting in the construction of top-notch talents can we better promote the process of the strategy of strengthening the country with talents and realize the goal of strengthening the country with talents. In the process of promoting the talent strategy to strengthen the country, a sound talent cultivation system has been continuously established, including improving the quality of education, strengthening vocational education and training, and promoting lifelong learning, so as to meet the needs of talents at different levels and in different fields. Comprehensively improve the quality of independent training of talents, organically unify the quality and quantity of independent training of talents, train and create a large number of high-quality talents with both virtue and talent, so that more scientific and technological leaders and innovative thinking talents emerge, and provide strong talent support for promoting Chinese-style modernization; at the same time, strengthen the mechanism of talent selection and incentives, set up a fair and just system of talent selection, and incentivize talents to make outstanding achievements in various fields, and Encourage the mobility of talents across regions and departments, and promote the exchange and cooperation of talents in different regions and fields; continuously strengthen the protection and service of talents, provide a good living and working environment for talents, safeguard the rights and interests of talents, provide convenient services for talents, and create a favorable atmosphere.

### 3.3 Important guarantee for promoting innovation-driven development strategy

Innovation is the first power to lead development, China's implementation of innovation-driven development strategy, the key is to realize scientific and technological self-reliance and self-improvement. Its essence is to rely on talent to lead the development, relying on talent-driven. In short, innovation-driven is talent-driven.<sup>[3]</sup> At present, the world is experiencing a great change that has not been seen in a hundred years, the international situation is complex and volatile, in order to realize the national science and technology "self-reliance and self-reliance", we must continue to improve the independent capacity of scientific and technological innovation and the level of control, and constantly enhance the ability to withstand the external risks, and human resources is the most valuable and endogenous resources for social development, is a strong endogenous force for innovation-driven development. powerful endogenous force. Under the construction of high-level platforms, high-level and high-level talents can rely on independent innovation to lead the innovative changes in the industry field and drive the high-level development of the industry level. Therefore, comprehensively grasping the quality of independent training of talents and insisting on the policy of the strategy of strengthening the country with talents can better follow the pace of the times and grasp the initiative of the development of the times, so as to realize high-level scientific and technological self-reliance and self-improvement. In the new journey of the new era, it is necessary to deeply realize the importance of increasing the quality of independent cultivation of comprehensive talents, attach great importance to the quality of independent cultivation of comprehensive talents, improve the quality of the development of high-quality talents, cultivate high-level and high-quality talents who are innovative in thinking and discernment, good at thinking, and dare to practice, so as to provide strong human resources and talent support for the construction of the strategy of innovation-driven development, and to provide a platform for innovative education and practice platforms to realize sustainable development assistance. For example, in the process of promoting the innovation-driven development strategy, by strengthening basic and applied research, strongly supporting innovative research, encouraging the combination of applied research and industry, and promoting the transformation of scientific and technological achievements, it is necessary to increase the construction of innovative talents, improve the quality talent quality, and cultivate high-level talents with innovative consciousness and innovative ability to lead the innovation process and promote development: continuously strengthening the cooperation of scientific and technological innovation, and Cultivate composite talents, promote cooperation among industries, universities and research institutes, and promote the sharing and transfer of scientific and technological achievements, so as to provide inexhaustible power for innovation and development; improve the system and mechanism of talent cultivation, continue to unbundle and reduce the burden of technical talents, stimulate the endogenous impetus for innovation, and help high-quality talent cultivation and high-level scientific and technological innovation linkage development, and strive to go in the same direction, and adopt multi-faceted cultivation of different types of talents in different fields, and cultivate high-level composite talents.

History and reality have fully proved that the ability to recognize and make good use of talents is related to the success or failure of the cause. In particular, since the 18th CPC National Congress, the CPC Central Committee has made major deployments and insisted on utilizing the world's talents, and China's talent supply capacity has been significantly strengthened.<sup>[4]</sup> Talent occupies a core position in science and technology innovation, and is an important driving force for innovation-driven development. Only by firmly grasping the initiative of talent cultivation and scientific and technological innovation, focusing on creating high-level top-notch talents, continuously constructing talent expansion platforms and innovation heights, and digging deep into scientific research and technological achievements, can we effectively stockpile human resources, accumulate talent power, and provide inexhaustible impetus for China's comprehensive national strength. Standing at the important moment of the second hundred years of struggle, we need high-quality talents and thirst for high-level talents more than any other period. Therefore, it is necessary to stand at a new strategic height, comprehensively improve the quality of independent training of talents, build a new concept of comprehensively enhancing the high-quality development of talents, and create a new pattern of promoting the independent training of high-quality talents, in order to effectively boost the development of Chinese-style modernization. This is a historical choice to take an overview of the development of the international community and the comprehensive situation of the country from a new historical starting point, to take the initiative to grasp the direction of development, to enhance the comprehensive national strength, to lead the future development, and to co-create the kinetic advantage of the future development. Embarking on a new journey, strengthening

the construction of a modernized talent team is a heavy historical responsibility. High-quality and high-level talents in various industries and fields are the key variables and important factors for social progress and national development. Chinese-style modernization is a grand and arduous historical achievement, standing at the historical juncture, there is an urgent need to be based on the reality of the talent team, strengthen the construction of the talent team and the innovation platform, and constantly promote the new era of high-level, high-quality development of talent, and constantly consolidate the foundation of the forward development.

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# Research on Narrative teaching of Ideological and Political Education in Colleges and Universities

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**Abstract:** Narrative teaching in ideological and political theory courses in colleges and universities, as one of the important ways of teaching and applying for teachers of Civics and Political Science courses, has become the focus of research in the academic world day by day. Through an overview of the connotation of narrative teaching in ideological and political theory courses in colleges and universities, we understand the theoretical origin of its development; then we study the three basic elements of narrative teaching in ideological and political courses in colleges and universities to understand the development of narrative subject, narrative content and narrative medium in the new era; and we analyze the dilemmas and countermeasures of the development of narrative teaching in ideological and political courses in colleges and universities to analyze the development prospect of narrative teaching in ideological and political courses in colleges and universities in the current stage. development prospect.

**Keywords:** Colleges and Universities; Civic and Political Science Class; Narrative

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## Introduction

The report of the 20th Party Congress emphasizes the need to accelerate the construction of a Chinese discourse and Chinese narrative system, to tell a good Chinese story, to disseminate a good Chinese voice, and to present a credible, lovable and respectable image of China.<sup>[1]</sup> Constructing Chinese discourse and Chinese narrative system in the new era has the positive effect of strengthening the international communication ability and enhancing the country's cultural soft power, and it is also conducive to telling the story of Chinese-style modernization and development, making it a kind of spiritual force that unites the country. Since the 18th CPC National Congress, General Secretary Xi has repeatedly emphasized the requirements of propaganda and ideological work to build a Chinese narrative system and tell a good Chinese story, and "narrative" has become a hot spot of research in the academic circles as a teaching method of Civics and Political Science courses. At present, there are fruitful research results on the connotation, theoretical research, value implication and specific application of narrative teaching, but there are relatively few research studies on the application of narrative teaching in ideological and political theory courses in colleges and universities as the main subject and object as well as ideological and political theory courses in colleges and universities. Based on the theoretical study of narrative teaching, this paper further analyzes the dynamics and practical achievements of narrative teaching research in ideological and political theory classes in colleges and universities.

## 1. Overview of the connotation of narrative teaching in ideological and political theory classes in colleges and universities

"Narrative", also known as "narration", is the author's way of storytelling to convey the essence and meaning of life experience to others,<sup>[2]</sup> is the early form of human discourse, and is also the basic way of human existence and expression.<sup>[3]</sup> As scholars delved deeper into the subject, narrative was refined into a separate discipline and widely used in literature, pedagogy, and other fields. Narrative is also utilized by teachers as a teaching method. In narrative teaching, the subjectivity of students is fully realized, and they are encouraged to draw knowledge and life lessons from it through their verbal expression, judgment, and reasoning skills.<sup>[4]</sup> Narrative teaching is a comprehensive teaching method full of humanistic concern that perfectly integrates the knowledge, emotions, intentions and behaviors of the educational target,<sup>[5]</sup> which is conducive to promoting the organic unity of students' learning cognition and learning experience. The integration of narrative skills in teaching not only makes the story more attractive and vivid, but also closely integrates the teaching content with the teaching objectives through the narrative story, provides students with knowledge, guides their lives and stimulates their educational potential. Therefore, the teaching process of ideological and political theory courses in colleges and universities mainly utilizes various media such as language, text,

video and performance to elaborate theories by narrating stories or events, so as to realize the teaching objectives of the ideological and political courses.<sup>[6]</sup>

## **2. Research on the three basic elements of narrative teaching in ideological and political theory classes in colleges and universities**

Narrative teaching is widely used in the teaching and curriculum research of all kinds of disciplines, and all kinds of disciplines involve three key issues in the use of narrative teaching: narrative subject, narrative content and narrative medium. In the teaching of ideological and political theory courses in contemporary colleges and universities, narrative teaching extends to all aspects and processes of education and teaching.

### **2.1 Narrative subject**

In the narrative teaching of ideological and political theory courses in colleges and universities, teachers, students and all kinds of implied pedagogues can exist as the subject of narrative teaching. Narrative subject is an important part of narrative activity, refers to the “subject of the narrative behavior” in the narrative process<sup>[7]</sup>. Narrative subject should be pluralistic. First of all, there is no doubt about the subjective status of teachers as the teaching narrative of ideological and political theory courses in colleges and universities. Whether it is course Civics or Civics course, the teacher is as the dominant person in the classroom, the narrative subject of ideological and political education theory class in colleges and universities. Secondly, students as the narrative subject participate in the narrative teaching of ideological and political theory class in colleges and universities. Students as the narrative subject is the main body of classroom learning and the main participant of classroom activities.<sup>[8]</sup> Letting students become the main body of narrative teaching in the ideological and political theory classroom teaching in colleges and universities can bring together different ideas and thoughts, and help to produce new perspectives and new points of view. Finally, other narrative subjects are proposed. Narrative subjects in colleges and universities should be diversified, and the narrative subjects can not only be students and teachers, but also include parents and social others.<sup>[9]</sup> Ideological and political theory courses in colleges and universities can choose appropriate narrative subjects based on teaching objectives and specific narrative environments, so as to enhance the effect of narrative teaching in the classroom.

### **2.2 Narrative content**

Narrative content is the main aspect of the narrator’s narrative teaching, and its selection depends on the effectiveness of the narrator’s narrative teaching. Teachers of Civics should emphasize three kinds of consciousness in the selection of narrative content: goal consciousness, problem consciousness and affinity consciousness, so as to get close to life and the times.<sup>[10]</sup> Especially when narrating the story of good China, having goal consciousness can highlight the mainstream ideology, grasp the ideological and cultural propaganda work of the Party and the country in the new era, and enable students to grasp scientific theoretical ideas and carry out correct directions of action. Having a sense of problem can prompt teachers of Civics to narrate major events concerning the country as well as minor events concerning the survival and development of individuals in Civics classes, and cultivate students’ innovative thinking ability. With the sense of affinity, they can better narrate China’s theories and stories, and bring them closer to the students, so that the students can understand and listen to them. However, the standard of narrative content varies among different disciplines. In the teaching of ideological and political theory courses in colleges and universities should take students as the main body, and when choosing narrative content, we must take into account the personal growth of students and focus on the authenticity of the narrative content.<sup>[11]</sup> This also reflects that the choice of narrative content has a sense of goal, problem consciousness and affinity consciousness. It is not only conducive to improving the effect of the Civics classroom, but also helps to help the educated to better understand the educational content in order to achieve the ideal requirements.

### **2.3 Narrative medium**

Narrative media as the carrier of narrative content, is the narrator for the presentation of narrative content expression. At this stage, the innovative development of new media technology, narrative means can not only stay in the language, text, pictures, video and other tradition-



al forms, but also with the help of other emerging technologies for educational narrative. General Secretary Xi emphasized that “new media technology should be used to make the work come alive, and to promote a high degree of integration between the traditional advantages of ideological and political work and information technology.”<sup>[12]</sup> Therefore, teachers of ideological and political courses should also pay attention to the development of the times when conducting educational narratives, and use new narrative media in a timely manner to draw closer to students. The knowledge-sharing atmosphere created by the artificial intelligence environment brings art and skill enhancement to the educational narrative of the Civics class, and also breaks the traditional time and space limitations.<sup>[13]</sup> Giving intelligent attributes to the scenes, themes, carriers and methods of the teaching narrative of Civic and Political Science Classes, realizing “an immersive three-dimensional narrative, breaking the physical barriers of the plane narrative”.<sup>[14]</sup> Integrating digital narrative into ideological and political theory classes of colleges and universities is one of the most important means to enhance the novelty and effectiveness of the Civic and Political Science Classes of colleges and universities at the present stage, which is conducive to It is conducive to the spatialized, interactive and immersive dissemination of Chinese stories, Chinese historical and cultural resources, and red resources advocated by the mainstream ideology of the Party and the state in digital form. At present, the academic community is still researching and exploring the transformation of traditional narrative teaching and the integration of intelligent narrative teaching.

In summary, in the narrative teaching of ideological and political theory courses in colleges and universities, the diversified development of narrative subjects is emphasized, the important role of different narrative media is brought into play, students’ cognition and aesthetics of different narrative contents are improved, and the joint participation of narrative subjects is promoted in different educational links to help educated people understand the content of teaching narratives, so as to make the contents of ideological and political theory courses in colleges and universities really enter into the ears, minds and hearts.

### **3. Dilemma and countermeasure research on the development of narrative teaching in ideological and political theory courses in colleges and universities**

#### **3.1 Development dilemma**

Narrative teaching in ideological and political theory courses in colleges and universities is not only conducive to students’ understanding of China’s profound cultural heritage, but also conducive to improving the construction of China’s narrative system. However, in the process of specific development research, scholars have also found problems in the teaching of narrative in ideological and political theory courses in colleges and universities.

One of them is the conversion problem of traditional narrative form. The traditional ideological and political theory class in colleges and universities is a social practice activity in which educators use “certain ideological concepts, political views, and moral norms to exert purposeful, planned, and organized influence on its members, so that they can form ideological and moral virtues in line with the requirements of a certain society”.<sup>[15]</sup> This is a kind of high proclamation of truth and authority, morality and norms carried out by educators in the Civics class, and it is a means commonly used by grand narratives in the Civics class in colleges and universities. While it is true that grand narratives are more important for the use of Civic and Political Science classes in colleges and universities, along with the development of the times, the focus of the individual is instead on the everyday aspects of material life, personal employment development, and the experience of the inner world. The use of grand narratives in college ideology and politics courses, emphasizing the pursuit of lofty ideals, the pursuit of dedication and other content, will lead to the subject of education to resist it, and naturally, it will lose its attractiveness in classroom teaching, and even encounter resistance due to the lack of novelty and interest. And there is a lagging contradiction between the rich image resources and the teaching content of ideological and political theory courses in colleges and universities.<sup>[16]</sup> This is due to the fact that the teaching materials of ideological and political theory courses in colleges and universities are too long in preparation, and the pictures used in the classroom are not well combined with the contents of the teaching.

Second, the lack of narrative evaluation system. Teaching evaluation is a key part of complete classroom teaching, which is an intuitive reflection of students on the advantages and disadvantages of the classroom, and also a basis for teachers to reflect on the classroom. Therefore, narrative teaching evaluation in ideological and political theory courses in colleges and universities not only helps teachers to improve

their own narrative ability, select appropriate narrative content and narrative means, but also is one of the important ways to improve the quality of the classroom of ideological and political courses. Narrative evaluation is not only the teaching evaluation of students to teachers, but also includes the narrative evaluation of teachers to students in the actual classroom teaching process, which is the observer to accumulate practical materials for the improvement of individual teaching behaviors, and also provides the basis for the observer to improve teaching. Reichenbach states, "Evaluation is a universal characteristic of human purposive activity."<sup>[17]</sup> Therefore, evaluating narrative teaching is conducive to improving the accountability of schools and teachers for classroom teaching, as well as improving student engagement.

Third, the dilemma of digital narrative development. The development of digital technology, the integration of digital narrative into the ideological and political theory classes in colleges and universities is also an inevitable trend, to a certain extent, to meet the needs of people for time and space and details. Due to the technological interaction, aesthetic change and capital intervention in the digital era, the teaching of narrative in ideological and political theory classes in colleges and universities faces new problems. Students have been using cell phones and other electronic products to access information in the classroom for a long time, and the information obtained is abundant and messy, influenced by this resource, when the teacher elaborates certain views different from the network information in the classroom teaching, it will trigger the students' resistance, and even blatant rebuttal and other problems, and there is no thinking on their own in the specific narrative process, and they just believe in the network viewpoints, which increases the risk of the risk of the different values of the narrative governance costs., Weakening the authority and positive value chain of ideological and political education narratives.<sup>[18]</sup> The excessive matching interference of digitalization affects the narrator's cognition, causing the narrator's ability to think and innovate to be weakened, as well as the narrator's ability to explore,<sup>[19]</sup> which is extremely harmful to the ideological and political education classes in colleges and universities.

### 3.2 Response strategies

According to the above mentioned dilemma problems in the study of narrative teaching in ideological and political theory courses in colleges and universities, related scholars have also put forward different countermeasures. In order to better improve the effective role of narrative teaching in ideological and political theory courses in colleges and universities.

First, convert the traditional narrative teaching form. It is necessary to solve the problem of "how to tell a story". First of all, the text, the text in the classroom teaching is mainly embodied in the textbook, the college ideological and political theory course textbook is the basis of ideological and political theory course teaching. Teachers of ideological and political theory should take the textbook as the basic teaching guideline, and make efforts to transform the textbook system into a teaching system, insisting on the unity of theoretical discourse and practical discourse, insisting on the unity of political discourse and cultural discourse, and insisting on the unity of conclusion discourse and process discourse.<sup>[20]</sup> This can make the teaching materials better fit with the political and social life, so that they have a rigorous logical structure, comprehensive content coverage, scientific theoretical interpretation and accurate verbal expression. Image narrative, as another narrative medium, is a commonly used medium in the teaching of ideological and political theory courses in colleges and universities, which has changed the cognitive mode of oral and textual narratives based on "listening", "speaking" and "reading". It has changed the cognitive way of oral narrative and textual narrative, which is mainly based on "listening", "speaking" and "reading", and shifted to the cognitive path which is centered on "seeing", so as to "change the abstract thinking logic of discourse into the cognitive logic of viewing images",<sup>[21]</sup> but it is affected by the "But by the influence of the narrative crises such as "image abuse" and "overall fragmentation", it is necessary to carry out the innovation of image narrative, in order to realize the narrative purpose of ideological and political education and enhance the effect of the narrative.

Secondly, establish a perfect evaluation system of narrative teaching in college Civics class. At this stage, the research on the evaluation of narrative teaching in college Civics class is less and imperfect. Narrative teaching evaluation should be categorized from three aspects of evaluation: students, teachers and schools.<sup>[22]</sup> Schools are an important place for the implementation of narrative teaching of Civics, and the evaluation of narrative teaching of Civics in schools is conducive to schools to grasp the teaching situation of Civics teachers, and to provide counseling and assistance to Civics teachers with weaker abilities. The narrative evaluation of the school can hire relevant professional teachers to listen to the class, reducing the limitations and one-sidedness in the assessment process. Teachers, as the main body of teaching,

should use comprehensive assessment to encourage students to participate in teaching narratives when evaluating their classroom narratives for teaching or students' narratives for evaluation. As the participants of the teaching narratives of Civics class, the narrative problems found by students are representative, which play an important role in teachers' timely adjustment of errors to improve teaching. The evaluation process can also not only look at a particular situation, the process needs to be perfected, not only for part of the narrative evaluation, but also for the overall evaluation. Through the overall evaluation, constructive comments can be made and timely corrections can be made to the programs being implemented.

Thirdly, the narrative trend of digital development is constantly being followed up. Digital empowerment has become a key driving force for the transformation and upgrading of narrative teaching in ideological and political theory courses in colleges and universities in terms of narrative themes, narrative content, and narrative scenes. However, "the 'logic of technology' may sometimes deviate from people's original intention and deviate from the preset track".<sup>[23]</sup> This requires us to promote the deep integration of digitalization and narrative teaching of ideological and political courses in colleges and universities, so as to truly achieve a harmonious state in which people master the technology rather than the technology masters the people. Harmonious state. With the continuous innovation of digital technology, artificial intelligence technology is applied in the field of education, the integration of artificial intelligence and narrative teaching for the ideological and political theory classes in colleges and universities has brought a profound impact, realizing the "immersive three-dimensional narrative to break the plane narrative of the physical barriers"<sup>[1]</sup> brings more narrative teaching possibilities, and also enhances the effectiveness of narrative teaching. Thus, for artificial intelligence as a narrative teaching means, scholars have proposed to feed back with technology, through intelligent selection of topics to target specific needs, build a positive cycle of emotional resonance, reconfigure the value of the interaction scene with digital narrative, forming a new medium of emotional resonance, and control the proliferation of risks with technical mastery, reshaping the positive feedback of emotional trust, in order to arrive at the development of educational narratives.

In summary, the academic research on the narrative teaching of ideological and political theory courses in colleges and universities, especially in the transformation of the traditional narrative teaching mode and artificial intelligence or digital narrative research results are more, for the various problems and dilemmas that arise in the process of its development can put forward the corresponding measures and suggestions for solving the problems. However, the research is not thorough, there is no interactive research between scholars and scholars, and the content of the research is scattered and fragmented.

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# Building Class Culture under the Vision of a Community with a Shared Future Research on the Construction of the “Five in One” Pattern

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**Abstract:** There is a high degree of compatibility between the community with a shared future for mankind and the community with a shared future for classes. Universities should focus on the fundamental task of cultivating socialist builders and successors, draw on the theory of the community with a shared future for mankind, and use institutional policy culture, environmental interconnection culture, team collaboration culture, competitive technology culture, and think tank culture as supporting elements to construct a “five in one” pattern of class culture construction, fully leveraging the core field characteristics of the class, Committed to achieving the common development of individual college students and class collectives, and improving the quality of education in universities.

**Keywords:** Community of Shared Destiny Class Culture Construction “Five in One”

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## 1. A community with a shared future for the class

### 1.1 The proposal of a community with a shared future for mankind

In March 2013, in his speech at the Moscow Institute of International Relations, Xi Jinping, For the first time, the concept of a community with a shared future for mankind has been expounded to the world: “In this world, the degree of interconnection and interdependence among countries has deepened unprecedentedly. Humanity lives in the same global village, in the same time and space where history and reality intersect, and is increasingly becoming a community with a shared future where you have yourself and me have you.” The community with a shared future for mankind inherits the ideal pursuit of “universal harmony” in the excellent traditional Chinese culture, Continuing the brilliance of the Marxist ideology of the “Free Man Union”, as a value system, it contains extremely high political philosophy and rich theoretical connotations;

### 1.2 The connotation of a community with a shared future for the class

A college class is a whole composed of individuals with common goals and distinct personalities, which is a unity based on respecting differences. The community of shared destiny is the unity of differences and interdependence, and the community of shared destiny in a class has a high degree of compatibility with it. The community with a shared future for mankind not only inspires the world that only through joint consultation and construction can we achieve win-win and shared benefits, but also inspires that in the management of university classes, only by building an effective community with a shared future can we create a moral, mutual aid, and harmonious educational community. The community of shared destiny in a class has three meanings: first, equality and respect among class members in communication and interaction; The second is that members uphold moral ethics and responsibilities towards each other, and enjoy equal benefits and resources in the class; The third is the pursuit of a common vision by members, which is also the cohesion of the class. It can be seen that the class, as an educational organization, institution, and specific community, is a micro unit of ideological and political education in universities. It is not a simple combination of class members, but an educational entity with a common value orientation, moral direction, and spiritual destination.

## 2. The necessity of constructing class culture in vocational colleges

### 2.1 Beneficial for the comprehensive development of student quality

Young college students are in the “jointing and booting stage” of their lives, and their bodies, minds, and thoughts are all in the most rapid development period, requiring careful guidance and cultivation. As the only grassroots organization in universities that covers all stu-

dents, classes are not only the basic environment for college students to study and live, but also the identification and basic belonging of college students. Every college student has their own class, and through receiving moral education, intellectual education, physical education, aesthetic education, and labor education, they can achieve self-education, self-management, and self-service. Therefore, whether the class fully utilizes its educational function and whether the class culture construction is good or bad directly affects the achievement of the comprehensive development goal of college students. As the smallest aggregation of ideological and political education in universities, classes should do a good job in class infrastructure construction, stimulate class vitality, based on the actual needs and personalized development of college students, and achieve a downward shift in the focus of ideological and political education in universities, laying a solid first step in truly implementing the fundamental task of cultivating morality and talents in universities.

## **2.2 Beneficial for showcasing the spiritual style of the class group**

Class organizations are the most grassroots organizational units in student work. By carrying out class activities that are popular among college students, they can receive education, develop their abilities, and promote the accumulation of class culture. As a result, class organizations will have a stronger sense of belonging and attraction for college students. Therefore, condensing a class culture that is both distinctive and acceptable to class members will undoubtedly enhance the cohesion, centripetal force, and sense of belonging among class members. By carrying out various colorful class activities, such as basketball matches, football matches, volunteer service activities organized by the class as a unit, there is both division of labor and cooperation, and class members can resonate with the collective honor. Of course, class group activities are not only the process of condensing class culture, but also the process of showcasing class culture, and the two are unified. For example, in recent years, some classes with high academic performance have been referred to as “academic bullies” on the internet, and “positive learning atmosphere and strong learning abilities” have gradually become a symbol of class culture and positive energy. This cultural atmosphere is not only conducive to showcasing the spiritual style of the class, but also conducive to unleashing the educational function of class culture.

## **3. The “Five in One” education path of class culture under the concept of community with a shared future**

The community of shared destiny in a class has common ideals, similar values and worldviews, but also differences. Building a community of shared destiny in a class from the perspectives of institutional policy culture, environmental interconnection culture, team collaboration culture, competitive culture, think tank culture, etc. aims to tap into the wisdom contained in class management and create a harmonious, spiritually rich, and sincerely cooperative class community.

### **3.1 Institutional policy culture is the core guarantee for constructing the “Five in One” pattern of class culture construction**

The class community is composed of multiple independent units. At a new development starting point, to promote the unity and unity of each independent unit in ideals, beliefs, emotions, and culture, practical actions must act on the class group and integrate and progress in practice. The core values of shaping a community with a shared future for the class are a long-term systematic project. As a spiritual and cultural category, it is necessary to continuously cultivate a sense of community and unified will, and to subtly cultivate and improve long-term mechanisms, so that the hearts of each unit can converge and their spirits can be interdependent, forming a highly inclusive and cohesive community with a shared future for the class.

### **3.2 Environmental internet culture is an innovative fulcrum for constructing the “Five in One” pattern of class culture construction**

The environment plays a huge role in the moral and psychological development of people. The environment of ideological and political education is formed through subjective regulation and creation, ensuring excellent environmental conditions for the smooth development of ideological and political education, promoting the formation and development of people’s ideological and political character, and playing a

role in infection, influence, and regulation. A beautiful environment shapes a beautiful soul, and the interconnection of the environment, as a material and cultural construction of the class, with its unique educational charm, directly reflects the cultural construction status of the class, provides feedback on the cultural construction threshold of the achievements of teacher and student construction, and plays an indispensable role in the learning and life of students.

### **3.3 Team collaboration culture is the driving force for constructing the “Five in One” pattern of class culture construction**

Marx pointed out that “in the same production process, or in different but interconnected production processes, many people gather together and engage in planned collaborative labor, which is called collaboration.” Team collaboration makes reasonable use of the knowledge and skills of each member to work together, enhance the coordination of labor practice, improve resource allocation, solve problems, and achieve common goals, which is incomparable to individual labor. It can be seen that the core of a team is a group of like-minded people who complement each other’s functions through reasonable and scientific decision-making.

In the process of building a community with a shared future for the class, the same applies to the class as a team. Only through long-term collaboration can the vision of each student be integrated into a cohesive whole to truly establish a common vision, and enable each member of the class to work together, work together, and unite towards a common goal. Strengthening the awareness of team collaboration goals, creating excellent class groups, improving English proficiency rates, final exam pass rates and other phased goals, with the long-term goal of improving professional knowledge level and stimulating students’ subjective learning initiative, generating motivating effects in the process of achieving the goals, thus forming a strong cohesion and driving force for the class’s community with a shared future, Create a virtuous cycle atmosphere where everyone learns and the class shines. Innovate learning experience exchange methods, promote one-on-one assistance, and encourage students with good grades to support underperforming students in their studies and daily lives. Hold peer learning experience exchange meetings to deeply explore hot and key issues such as how to learn professional courses well and take postgraduate entrance exams and certification exams.

### **3.4 Competitive culture is the vitality source for constructing the “Five in One” pattern of class culture construction**

Physical beauty and labor

### **3.5 University think tank culture is a new energy for constructing a “Five in one” pattern of class culture construction**

In April 2013, Xi Jinping made important instructions on building a new type of think tank with Chinese characteristics. Over the past decade, relevant departments and universities in various regions have actively formulated policies, provided guarantees, and stimulated momentum to steadily promote the construction of think tanks. Higher education institutions have natural advantages such as a concentration of talent resources, a wide range of disciplines, strong basic research capabilities, and extensive international academic exchanges. The function of think tanks effectively aligns with the school’s education, scientific research, and social services. The culture of university think tanks is compatible with both university culture and think tank culture. The values displayed in their development include reflective values, forward-looking education, research-oriented knowledge innovation, and interactive collaboration, highlighting the value system and cultural mission of university think tanks.

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# Dynamics Simulation of Electrospun Ribbon Instability Section

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**Abstract:** In recent years, there are more and more researches on electrospinning, but some problems are still difficult to solve, such as the difficulty of controlling the structural size of the product fiber. Therefore, we need to explore basic theories, perform dynamic analysis on the jet behavior, so that the quality of the produced fiber is good and the output is large.

In this paper, mechanical analysis of the unstable segment of electrospun charged jet is carried out and the dynamic model of the jet is established. The trajectory of the jet in the unstable segment is calculated using Matlab software. Basing on the Maxwell viscoelastic model, establish a dynamic model of the jet. Taking a single jet in a single-needle electrospinning device as the research object. The jet is discrete into multiple charged particles, and the movement trajectory of the charged particles is simulated using Matlab software. The results show that the influence of voltage on jet trajectory distribution is obvious.

**Keywords:** Electrospinning; Viscoelastic Model; Mechanical Analysis; Simulation

## 1. Introduction

In the electrospinning process, the polymer solution forms a jet under the action of high-voltage static electricity, and the jet is composed of an infinite number of fluid particles. This paper mainly performs numerical calculations on the trajectory of the jet. A dynamic model is set to simulate the unstable section of the jet to analyze the force of the particles.

## 2. Calculation method

The method of using Matlab simulation is the slope method: first, the interval is discretized, and the upper and lower limits of the x-axis, y-axis, and z-axis are input. The value range of the x-axis and y-axis is  $[-6, 6]$ , and the value of the z-axis is  $[26, 30]$ , which is divided 50 equal parts, and then perform the following calculation. In the process of two-dimension simulation drawing, each trajectory is divided into x-axis component and y-axis component according to the data, that is, the force received by particle  $i$  can be decomposed into x-axis and y-axis components. As it is very short that the particle separation distance can be taken as a straight line. The particle trajectory can be gotten by solving the x-axis and y-axis coordinates of particle  $i$  and the deflection angle of the xoy plan<sup>[2]</sup>. In the process of three-dimensional dynamic simulation of jet particles, the movement trajectory of each micro-element segment in space is decomposed into x-axis component, y-axis component and z-axis component. As the distance between adjacent particles is very small, each trajectory can be approximated as straight line, and only solve the coordinates of the particle  $i$  and the deflection angle of the xoy plane. The deflection angle of the z axis to simulate the three-dimension trajectory of the jet in the unstable section. The premise is that you need to input parameters such as voltage, calculate the surface tension, viscoelastic force, Coulomb force, and electric field force that particle  $i$  is subjected to to obtain the size and direction of the particle's total force<sup>[3]</sup>. The entire particle coordinates obtained by calculation, the deflection angle of the xoy plane and the deflection angle of the z-axis are brought into programming to simulate the movement trajectory from particle 1 to particle  $i$  (including 2D and 3D trajectory diagrams).

## 3. Establishment of a model of jet dynamics

According to the Newton's second law the resultant force acting on the particle  $i$  in the unstable section of the jet is<sup>[1,2]</sup> □

$$m_i \frac{d^2 r_i}{dt^2} = m_i \frac{dv_i}{dt} = f$$

$$\vec{r}_i = \vec{i}x_i + \vec{j}y_i + \vec{k}z_i$$
(1)

The resultant particle should satisfied as<sup>[1,2]</sup>

$$\begin{aligned}
f &= f_{vei} + f_{si} + f_{ei} + f_{Ci} \\
f_{vei} &= \pi a_{ni}^2 \sigma_{ni} \left[ \frac{x_{i+1} - x_i}{l_{ni}} \vec{i} + \frac{y_{i+1} - y_i}{l_{ni}} \vec{j} + \frac{z_{i+1} - z_i}{l_{ni}} \vec{k} \right] \\
&\quad - \pi a_{di}^2 \sigma_{di} \left[ \frac{x_{i+1} - x_i}{l_{di}} \vec{i} + \frac{y_{i+1} - y_i}{l_{di}} \vec{j} + \frac{z_{i+1} - z_i}{l_{di}} \vec{k} \right] \\
f_s &= - \frac{\alpha \pi a_{av}^2 k_i}{\sqrt{x_i^2 + y_i^2}} \left[ |x_i| \text{sign}(x_i) \vec{i} + |y_i| \text{sign}(y_i) \vec{j} \right] \\
f_e &= -e \frac{V}{a_0 \ln[2(h/a_0)^{1/2}]} \vec{k} \\
F_{Ci} &= \frac{1}{4\pi\epsilon_0} \sum_{\substack{j=1 \\ j \neq i}}^N \frac{e^2}{R_{ij}} \left[ \vec{i} \frac{x_i - x_j}{R_{ij}} + \vec{j} \frac{y_i - y_j}{R_{ij}} + \vec{k} \frac{z_i - z_j}{R_{ij}} \right]
\end{aligned} \tag{2}$$

In the formula,  $\vec{i}, \vec{j}, \vec{k}$  are respectively representing the Cartesian coordinate system three direction unit vectors,  $m, f$  is quality and force of the  $i$ th particle respectively,  $\epsilon_0$  is dielectric constant and  $N$  is total number of particles. In the formula,  $q_1, q_2$  denotes two charge quantities respectively,  $l$  is the distance between the charges,  $k_e = 1/\epsilon_0$  is the Coulomb force constant,  $\epsilon_0$  is the vacuum capacitance,  $\epsilon_0 = 8.854 \times 10^{-12}$  F/m.

## 4. Simulation of experiment program

### 4.1 Initial model values and simulation parameters

Set the simulation parameters as follows: particles charged is  $e = 2.84 \times 10^{-9}$  C, particle mass is  $m = 2.84 \times 10^{-9}$  kg, elastic modulus is  $\eta = 10^4$  kg/(m·s), the viscosity coefficient is 10MPa, the solution surface tension coefficient is  $\alpha = 0.07$  N/m, the needle diameter is  $a_0 = 2 \times 10^{-3}$  m, the initial length of the elastic element in the viscoelastic model is  $L = \sqrt{e^2 / \pi a_0^2 E}$ .

Only when the distance between the tip particle and the needle is greater than the initial length  $L$  of the viscoelastic element, the simulation will start.

The initial values of the parameters defined in the model are:

Define  $t = 0$  as the initial moment of charged particles;

At the beginning of the simulation, the number of jet particles is  $N = 2$ , and the longitudinal distance from the needle is  $L$  and  $2L$  respectively, and the initial velocity of both particles is zero.

At the initial moment, the viscoelastic stress of the particles and the chain length between the connected particles are also zero, that is  $\sigma_{d1} = 0$ ;  $l_{d1} = 0$ ;  $\sigma_{nN} = 0$ ;  $l_{nN} = 0$ .

The specific steps of the numerical calculation of the electro-jet kinematics model of the electrospinning ribbon:

- (1) Initial time  $t = 0$ , initial position of charged particles, initial velocity.
- (2) Calculate the viscoelastic force, surface tension, Coulomb force and electric field force acting on the particles at time  $t$ .
- (3) According to formula (2), calculate the position of the particle now.
- (4) Repeat steps (2)-(3) for each particle.

## 5. Numerical simulation of trajectory of single jet

Taking the single needle electrospinning device as an example. According to the kinematic model of the unstable section of the electrospinning jet described, a voltage of 14 KV is applied to the needle using the Matlab simulation method, the distance from the needle to the receiving plate is  $h = 30$  cm, and the receiving plate does not move relative to the polymer jet, keeping the receiving plate stationary. Then

input parameters, carry out simulation, reach the bottom, simulation stop. In this simulation, the z-axis distance range is set to [26, 30], the set voltage is 14KV, and the receiving distance is set to 30 cm.

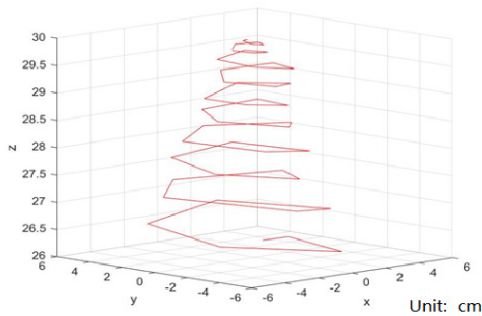


Figure 1 Simulation of the motion trajectory of a single jet

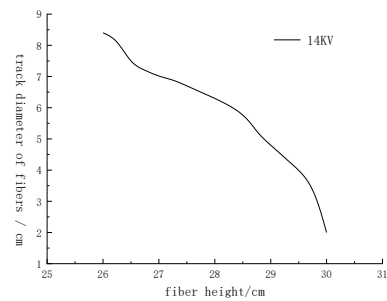


Figure 2 Relationship between diameter and height

Figure 1 is the simulation results of the electrospinning motion trajectory. The electrospay ribbon electro-jet has a spiral shape as a whole, gradually diffusing outward, and the closer it is to the receiving plate, the larger the trajectory diameter that is, the greater the rotation amplitude. Figure 2 shows the relationship between the trajectory diameter of the jet and the height of the jet. We can see that the diameter of the trajectory of the jet increases gradually with the direction away from the needle. It can be seen from the comparison between Figure 1 and Figure 3 that the trajectory obtained from the model is basically consistent with the real trajectory of the electrospinning jet.

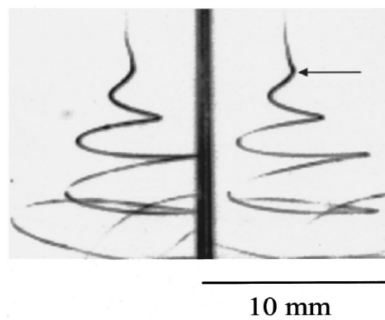


Figure 3 Curve of unstable section of electrospay ribbon electrojet

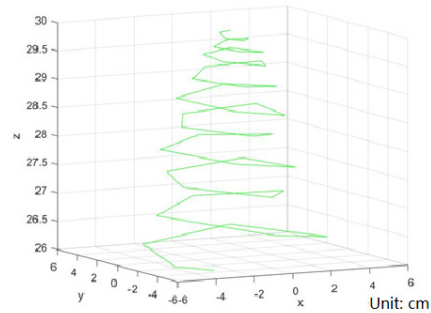


Figure 4 Simulation of the trajectory of a single jet

Next, set the second set of simulation voltage to 16 KV. The other parameters remain the same as the first set of parameters. Figure 4 is a three-dimension diagram of the simulation of the trajectory of a single jet.

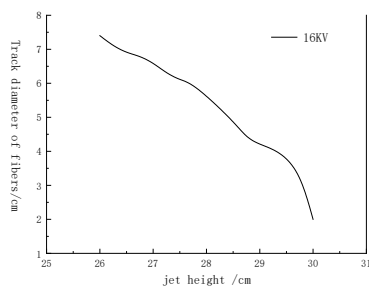


Figure 5 Relationship between diameter and height

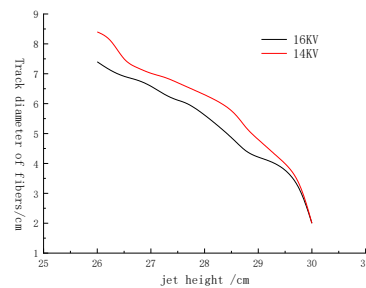


Figure 6 Relationship between diameter and input voltages

Figure 5 shows the change of the diameter of the jet trajectory when  $h = 30$  cm and  $V = 16$  KV. Figure 6 shows the relationship between the trajectory mode diameter of a single jet and different voltage values at 14 KV and 16 KV, respectively. As can be seen from Figure 6, the increase in voltage “constrains” the track diameter of electrospinning from becoming larger.

## 6. Summary

Based on the established jet motion equations Matlab is used to numerically calculate the trajectory of a single jet in this paper. The calculation method and flow chart of jet trajectory simulation are involved. The relationship among the height of the jet and the diameter of the fiber trajectory and the different voltage conditions is analyzed. The influence on the diameter of the jet trajectory, and the actual experimental result.

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# The Origin of Antoinette's Tragedy in Wild Sargasso Sea: Oppression from Colonialism and Patriarchy

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**Abstract:** Wild Sargasso Sea is a classical work that deconstructs and rewrites the antagonist, the madwoman in the attic, in Jane Eyre. Jane Rhys describes Bertha's whole life misfortune from her childhood, marriage, to final miserable death through her vocal representation of her silence, criticizes female's oppression and devastation under colonialism and patriarchal society, reveals the process in which female gradually lose themselves and their marginalized female consciousness. This paper attempts to analyze Wild Sargasso Sea through the perspectives of postcolonialism and feminism, to explore that colonialism and patriarchy are the real roots of heroine's tragedy.

**Keywords:** Wild Sargasso Sea; Colonialism; Patriarchy; Feminism

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## 1. Introduction

As a creole writer, Jane Rhys wanders in colony, the West Indies, in her whole life though she left Dominica to pursue her education in England in 1907. She spent most of her life in small, remote village, she never considered herself to be English and reminded throughout her life an incisive and bitter critic of what she perceived to be English values. In this marginalized area, she keeps a clear mind that creole women suffer a lot from the oppression of colonialism and patriarchy. Jane Rhys subverts traditional narrative mode of fiction focused on male, pays more attention on female's inner feeling and thoughts, affirms existence of female subjective consciousness, rereads traditional classics from female's perspective, oversets female's image with male prejudice, makes women say their words by writing their life experience. Based on her rich experience of the colonial culture of the West Indies, Jane Rhys represents Bertha's own life, identity and words in Wild Sargasso Sea, and gives her own name----Antoinette who speaks and tells her own story to explore creole women's miserable life under colonialism and patriarchal society which deprive their right of speech and obliterate their subjective existence.

## 2. The oppression from colonialism

Antoinette was born in a colonial era, in which colonialism was declining with the disintegration of slavery in 19th century. But the dissolution of slavery didn't mitigate strained relationships between the black and the white. Colonialism had been embedded in everyone's heart, includes white and black. Just like Edward W. Said have said in Culture and Imperialism, "imperialism did not end, did not suddenly become 'past', once decolonization had set in motion the dismantling of the classical empires"<sup>[1]</sup>. So colonialism did. The black's hatred for the white was like tropical scene in the West Indies, which developed gradually brightly and glaringly. Colonial consciousness did not only exist in white, but also existed in black for their hatred for colonialism. They called creole who struggled in colony white cockroach and begun to revenge, vented their hatred against the descendants of farmers who were troubled a lot in colony like Antoinette. They burnt Antoinette's home, which took away her little brother's life and caused her mother lose her mind. All these made Antoinette lack of a sense of security in her childhood. As a creole woman, she was detested by local black and scorned by white from Europe. Thus she became a woman in colony, the West Indie, beside the center of the Europe.

She was regarded as evil colonist by the local black meanwhile uncultivated "the other" by the white from Europe. She did not know where she belonged to and her real identity for her existence was meaningless. She lost in her way to find her female identity. Traditional colonial crime was undertaken by this vulnerable creole woman. She lived between black's detest and white's disdain, struggled in creaks repelled by society<sup>[2]</sup>. Tia threw stones to attack her when she wanted to make friends with her. Rochester imprisoned her when she hoped to become a real noble English gentlewoman. Colonialism mercilessly strangled her in her imagined rosy castle. Even she also became a ruthless murder to kill herself for she once imagined England as the center of the colonial world and heaven of smothery happiness. In fact Antoinette was abandoned by her cognate, who regarded creole as "the other". Rochester's indifference and hostility to her were ultimately

the results of relentless colonialism. His control and possession of Antoinette is essentially a symbol of British colonists' colonial rule of the West Indies. He thought that Antoinette was unreasonable as much flamboyant and fiery island, an alien without sense, a white nigger. When he finished Daniel Cosway's letter, he was not surprised about what Daniel Cosway had said in letter and doubtless believed that Antoinette was a madwoman for she wasn't a pure noble white European but a savage creole. He found an excellent but indecent excuse to desolate Antoinette, thus that accelerated the process of Antoinette's tragedy. In Rochester's eye, she was like a virgin land, which could bring great wealth to him. So his occupation of her was like colonists' occupation of colony.

### 3. The oppression from patriarchy

Brutal colonialism is social origin that brings Antoinette miserable fate and patriarchy is one of the main causes of her failed marriage with Rochester. Her stepfather married her to Rochester---a British aristocrat with a dream about making money, paying thirty thousand pounds as dowry. It proves that this marriage is a complete pecuniary exchange. "Dear Father. The thirty thousand pounds have been paid to me without question or condition. No provision made for her(that must be seen to). I have a modest competence now. I will never be a disgrace to you or to my dear brother the son you love. No begging letters, no mean request....."<sup>[3]</sup> Rochester benefits a lot from this marriage. She is like goods sold by her stepfather and bought by Rochester by selling his soul. Rochester married her only for her wealth and carnal desire, but not for love. In the second part of *Wild Sargasso Sea*, Rochester described a scene when they were spending their honeymoon, "a great many moths and beetles found their way into the room, flew into the candles and fell dead on the tablecloth. Amelie swept them up with a crumb brush. Uselessly. More moths and beetles came."□Wild: 47) Actually these moths symbolize Antoinette's and Rochester's fate in patriarchal society. Flying into candles involuntarily indicates that both Rochester and Antoinette can't get rid of the trick of fate. For Rochester, he has to accept this creole woman as his wife for her money and his own benefit though he doesn't like her, he would like to watch her flying into candles and destroy herself. For Antoinette, moths represent her spirit to pursue light though she knows that she will be destroyed devastatingly. As time goes by, Rochester gradually reveals his grim face so that the relationship between them and their marriage fall apart. As a disadvantaged individual, Antoinette wants to resist and change the whole social ideology, but she fails because of the deep-seated patriarchy. She uses her death to make the world hear her hoarse voice rather than to escape from the world<sup>[4]</sup>.

Jane Rhys describes conflict between Rochester and Antoinette several times to reveal hypocrisy and despicable essence of the patriarchy. In the beginning of *Wild Sargasso Sea*, Antoinette's desire to live a peaceful and happy life is represented by Jane Rhys. Her mother's misfortune reflects creole women are bitterly suppressed in a subordinative place in colonial patriarchal society, makes her live in a miserable shadow. They are under control and arranged by man, play a domestic role expected by man. In order to get rid of the control and decide her own future independently, Antoinette doesn't lower her head before her husband, which annoys Rochester and fortifies his dissatisfaction towards her. He regards her as an stranger and hates her buying his soul.

Antoinette hopes that she would jump out of the patriarchal society after meeting Rochester. But the oppression from patriarchy dose not disappear after marrying Rochester, Antoinette is still a marginalized figure under the shadow of patriarchy, suffering a lot. One of the most sufferings is that Rochester names her Bertha. In the development of history, one's name is given by father. So it proves that Rochester--her husband represents patriarchy continuously oppresses and torments Antoinette. He attempts to make her a compliant English wife and a domestic angle. He gives her a life that she dislikes and resists ,which foreshadows Bertha's misfortune and results in her ten years' imprison. But she doesn't give up, she persistently declares that Bertha is not my name, you want to make me become another person by giving me this name. She glows like a wild animal in the midnight so that she is regarded as a ghost in Thornfield Manor. In patriarchal society, hysteria is regarded as female disease. But from feminism's point of view, hysteria is a special method to resist patriarchal society in which female are treated as sexual objects whose desire are suppressed, try to fight against oppression through their hysteria and body. She sets fire to burn down the attic that imprisons her and Thornfield Manor which symbolizes colonial rule and patriarchy, like local black burned her home on island, indicates her intransigence towards patriarchy and declares Rochester's failure to control Antoinette<sup>[5]</sup>. His failure symbolizes the great British Empire's failure to conquer the West Indies where they lose their face.

The victims in traditional patriarchal marriage are not only female but also male. Under traditional patriarchy, female are required to be

obedience meanwhile male are required to be strong and dominate female. But Rochester, a pure noble British man, has to bow before a creole woman for her money and shamefully begs her to marry him. Antoinette clearly has the commanding power over Rochester that makes him anxious and shakes his strong, white and arrogant image. In this embarrassing situation, he tries to knock her down to enhance his male position of power. He regains his upper class status by relying on a creole woman's property but hates her in return for she takes away his marriage freedom and deprives his supreme status before female. The oppression from patriarchy upon Rochester leads Antoinette's tragic fate indirectly.

#### 4. Conclusion

Women's literature has been interweaved with western feminism and racial discrimination for a long time. In patriarchal society, the voice of female's expression of idea is actually oppressed and restricted by narrative form formulated by male, female's narrative voice is not only an issue about technique, but also about conflict among social ideology<sup>[6]</sup>.

Jane Rhys portrays the madwoman in the attic as a real and flesh figure. She gives her name----Antoinette, uses first-person narrative perspective to challenge male narrative perspective and tells her own story in *Wide Sargasso Sea*. She reveals the whole process in which a marginalized creole woman who lives between suzerain culture and colonized culture loses her right of speech and is murdered consciously, that makes people sympathize with this kind, sensitive and passionate woman. In her last dream, she dreams Tia and that man who calls her Bertha, she chooses Tia and jumps towards her. Her reaction in this dream shows that she gives up Rochester who symbolizes colonialism and patriarchal society, but select Tia who symbolizes black culture for she is heavily beaten down by colonialism and patriarchal society. That rosy magic England falls apart piece by piece in her dream as well as in real life. Antoinette is imprisoned from identity, marriage, love, and finally to body and soul. Every imprisonment is strongly associated with social environment at that time. Sometimes female want to resist, but because of that deep-rooted ideological imprisonment, they fail obviously. Thus female identity is their fatal injury at that time. So she sacrifices her life to shake off this kind of imprisonment and to express her own female words.

Antoinette's tragic life is rooted in the traditional powerful patriarchy and colonialism. But at the same time, she represents her resistance against patriarchal marriage and European-centered status in *Wide Sargasso Sea*. It not only jumps out of the traditional mode of thinking, but also subverts the colonial context in *Jane Eyre*. It re-examined the colonialist discourse centered on patriarchy through the voice and perspective of Antoinette and colonial people so that deconstructs the authority constructed by central discourse and breaks down the monopoly of the central discourse on the colonial people and women, let the story behind the madwoman in the attic become public. Just like Thomas F. Staley have said, "*Wide Sargasso Sea* not only enhances our thinking about character forming in *Jane Eyre*, but also enlarges our aesthetic consciousness so that we will have a better understanding of Bertha and Rochester when we read *Jane Eyre* after we finish *Wide Sargasso Sea*."

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# Remove Haze and Escort Students to Grow Up in the Sunshine -- A Case Study of College Counselors

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**Abstract:** Positive psychotherapy is a kind of short-term therapy, which is an integrated mode of theories and methods of cross-culture and multiple therapeutic schools. In this case, due to the influence of the native family environment and the experience of being bullied in high school, the student is in interpersonal communication there is fear, confusion and even depression. In the whole consultation process, the counselor flexibly draws on the five-stage leading therapy and other auxiliary therapy in the positive psychotherapy method, so that the students' individual psychological state can be effectively adjusted.

**Keywords:** Interpersonal Problems; Psychological Counseling; Counselors; Positive Psychotherapy

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## 1. Case information

Zhang, female, 21 years old, junior, has a history of depression. Recently, the student's roommate relationship is tense, and his emotional state is not good, which is manifested as tasteless food, sleepless night, sudden weight loss, loss of interest in life, and actively seek help from counselors.

### 1.1 Evaluate the diagnosis

From the student's statement, it can be understood that the student was unhappy because of the interpersonal tension with his roommates, the continuous sadness and helplessness led to the disturbance of daily life, poor appetite, and often insomnia, and it can be preliminarily judged that the student was the depression caused by interpersonal relationship disorders.

### 1.2 Cause analysis

#### (1) Family of origin

Although the parents are not divorced, they are separated in different places, and the feelings are not good. From childhood to adulthood, the student's father advocated "stick education" and was very strict in all aspects of his study and life. Once he learned or his performance was not good enough, he would be criticized and educated, and he would rarely be affirmed and praised. Her mother is a traditional housewife, who has not received higher cultural education, has no opinion on everything, and does not participate in the education of her child. Therefore, the student has a poor relationship with his parents since childhood, and will not immediately communicate with his parents when encountering anything.

#### (2) Psychological trauma experience

The student said that he was often bullied by students with excellent grades in the class in high school, but he was afraid of trouble did not dare to tell

The parents, the parents did not know, and the matter was not effectively resolved in time. This experience is like a fishbone in the throat of the student to make it difficult to speak, so that the student buried a psychological shadow from now on, dare not easily trust anyone, do not want to take the initiative to make friends with people.

## 2. Counseling process

### 2.1 Stage 1: Observation stage (first consultation)

Main objectives: Relationship building, information gathering, initial assessment

This stage mainly uses listening and open questions, and deeply pays attention to the main physical symptoms and psychological reac-

tions of the student. The student, who wore a hat and a mask during the first consultation, was extremely alert and reserved, and kept his head down throughout the conversation, barely seeing her face or making direct eye contact with her. The student never took the initiative to talk about any topic, and even when answering questions, he was very cautious, showing a strong sense of insecurity and self-protection. In view of her special growth experience, the counselor adopted the method of listening and timely supplementary questions, fully expressing her respect, sincerity, empathy and positive attention, so that the students felt the care and trust of the counselor, and gradually established a good counseling relationship. What's the matter with you? How is your physical state at this stage? Any recent feelings you'd like to talk about? The student said that he was in conflict with his roommate, and the main physical symptoms at present were that he could not eat, weight loss, poor sleep quality at night, psychologically wanted to block himself, did not want to communicate with others, and did not feel safe. The student was active in asking for help, dressed appropriately, able to take care of himself in daily life, focused on the process of communication with students, and had a clear sense of consciousness. When talking about sensitive experiences, Zhang was more nervous, and her mood fluctuated greatly. Therefore, Zhang's problem was initially defined as depression caused by interpersonal relationship disorders.

## **2.2 Stage 2: Investigation stage (2-3 consultations)**

Main goal: to explore students' backstory and potential ability

In the second stage of consultation, through communication with students, we try to make students take the initiative to tell the major events that have happened in the past five years, confirm the relationship between the major events and the student's current symptoms, and encourage students to explain the major events to improve the student's potential ability to deal with problems. The student said that there were three major events closely related to him in the past five years: First, he was bullied by students with excellent grades in high school, and they would make malicious jokes, pranks and personal attacks for a long time because of their poor academic performance; Second, the parents' relationship is not good, the focus is not on themselves, and the father's education is simple and rough, and the failure to pay attention to and solve their depression problems leads to the aggravation of their depression symptoms; Third, it is difficult to adapt to the school dormitory life, and the relationship with roommates is tense.

In view of this, "cognitive insight therapy" was used in the consultation process with the student. "Cognitive insight therapy" refers to a psychological treatment method that can reduce or disappear symptoms by explaining that the patient changes his understanding and gets insight, so as to achieve the purpose of treatment. Through communication with the student, I found that the student is currently socially phobic, afraid of contact with people and not good at communication.

## **2.3 Stage 3: Situational encouragement stage (4-5 consultations)**

Main objective: to encourage positive behavior and change the student's perception of the situation

In the third stage of the consultation, the student took off his hat. In view of the student's general psychological problems, the counselor actively discussed with the student how her depression developed. By using the "positive reinforcement method", the correct behavior of the student was confirmed and encouraged in a timely manner, and the inappropriate behavior was downplayed, so as to promote the occurrence of more correct behaviors, and on this basis, the positive potential and excellent quality of the individual were stimulated. And become a physically and mentally healthy person.

Therefore, according to the actual situation of the student, the following consultation ideas are designed:

Encourage the student's positive behavior, guide the student to accept themselves, build self-confidence, form self-affirmation, and realize their potential and ability, for example, "My painting is excellent, my photography skills are good, I have participated in many professional design competitions and won many awards", guide the student to carry out psychological self-suggestion "I am excellent, I like the way I look. Accept yourself for who you are."

## **2.4 Stage 4: Speech stage (6th consultation)**

Main goal: Role play, expressing psychological and behavioral changes in language

In the consultation with the student, the counselor introduced the interpretation of the interaction analysis theory on personality to the student, and made her understand that everyone has “paternalistic self-mentality, adult self-mentality and child-type self-mentality” through learning, which laid the groundwork for the following specific consultation. Through “role play”, reenact experienced family education scenes, class and outstanding student bullying and roommate conflicts, and rethink the key to conflict from different angles. For example, “If you were a father, how would you educate your children?” Your father is also a first-time father, and he may not be doing well, but he knows his mistake and is trying to fix it. “If you were in a high school class and your intention was probably to make a little joke and not to hurt someone, would you apologize?” . “If you were your roommate, how would you get along with others? What problems do you have?” Teach students to recognize that everyone makes mistakes or behaves inappropriately and that positive changes can lead to good results. Let students express the changes after “role playing” through language, and realize that the current difficulties are temporary, as long as they dare to take the first step, try to trust others, take the initiative to communicate with others, pay more attention to the communication with parents, classmates and roommates, and pay more attention to the feelings of people around them, the relationship with them will gradually turn around.

### **2.5 Phase V: Expanded target phase (7th consultation)**

Main goal: To help the student overcome psychological problems and learn to deal with conflict

In the fifth stage of consultation, the students completely removed their hats and masks to reveal their young, clear faces, and wore light makeup, as if they had completely removed their wrapped selves. The student admitted that although the psychological counseling center has carried out intervention treatment, it has not been fully effective in alleviating depression. Through the analysis of interpersonal and family relationship problems in the growth of the student, we can help the student deeply understand the problems he is facing, as well as the causes of the problems and solutions, so as to strengthen the student’s confidence in solving the problems. Here’s how:

(1) Guide students to use their potential power to build a happy life, let students learn to appreciate and appreciate the good things in life, and bid farewell to the bad experience of being bullied by students with excellent grades in the class in the past.

(2) Actively participate in meaningful group activities. If the student has interpersonal problems, he/she should deliberately practice integrating into the group and strengthen his/her ability to get along with others while experiencing the meaning of collective activities.

## **3. Formulation of plans**

### **3.1 Theoretical basis:**

Positive psychology theory.

### **3.2 Counseling goals: According to the seven elements of counseling goals, through consultation with students, the specific goals of counseling are determined as follows:**

accept the reality, rationally look at the past, objectively face the current difficulties, and change their unreasonable beliefs so as to relieve depression. The ultimate goal is to change the original cognitive and behavioral habits on the basis of the realization of specific goals, and finally achieve the healthy development of her body and mind.

### **3.3 Consulting methods:**

(1) Use insight therapy. Through the explanation of students to change their understanding, get understanding, so that symptoms can be reduced or disappeared, so as to achieve the purpose of treatment of a psychological treatment.

(2) Use positive reinforcement. Positive reinforcement is an important concept in psychology, and it is an important method to form and correct human behavior. When a student engages in a good behavior, immediately give him the reinforcement he likes, so as to increase the incidence of behavior.

(3) Reenact experienced family education scenes and roommate conflicts through “role play”, and rethink the key to conflicts from dif-

ferent angles.

## 4. Effect evaluation

In terms of psychology, on the one hand, the student received professional psychological counseling and treatment inside and outside the school; on the other hand, through the counselor's continuous care, guidance and help to the visitor, his physical and mental state has been significantly improved. At present, the student's physical discomfort symptoms such as insomnia, inattention and depression have basically been solved, and at the same time, he can recognize and accept himself more comprehensively. I can find positive components in negative emotions, constantly stimulate and accumulate positive emotions, and through the accumulation of positive emotions, improve the empathy ability to get along with myself, communicate with roommates, communicate with others, and understand each other with parents.

## 5. Display of achievements

After this systematic consultation, the student has made a great breakthrough in interpersonal communication, family relations, physiological and psychological symptoms. It is mainly manifested in the following four aspects:

In terms of interpersonal communication, the student has like-minded friends, such as Xiao Feng and Xiao Pei in the professional class, who share the same interests and professional background with the student. They often do homework and talk about interesting things in life together.

In terms of family relations, the counselor works with the student's parents to make them understand the student's performance at school more clearly, so that the parents can find the common topic with the child more accurately. After the child feels the warmth from the family, he is more willing to talk to his parents about anything, and the family relationship is harmonious.

## 6. Case analysis and reflection

### 6.1 Case analysis

The student's depression is affected by various aspects, mainly from the following three aspects:

(1) Family environment of origin. American psychologists have pointed out that "psychologically damaged children suffer even greater mental and psychological blocks in their growth than physically damaged children." Because psychological damage is destructive to a child's self-esteem." The student was often educated by his father since childhood, and his parents were estranged from each other. In such a family environment, the student never felt the warmth from the family and felt that the family was not happy at all. The student even felt more conflicts and pain, and lacked a sound social support system, which was prone to personality disorders.

(2) Personal growth experience. The student was bullied by the class in high school, physically and mentally damaged, unable to accept the problem in the heart and do not know how to solve it, coupled with the lack of attention to their parents since childhood, this matter has been depressed in the student's heart for a long time and has not been solved, it can be seen that "health education problem" is a more prominent problem for middle school students in adolescence. How to do a good job in adolescent mental health education, help students solve problems, heal psychological wounds, prevent physical and mental diseases, and promote the healthy growth of students is very important.

#### Step 2 Reflect

In daily work, counselors should first pay attention to strengthening students' collective consciousness, moderately carry out some dormitory as a unit of collective activities, strengthen the cohesion of the dormitory, so that students feel the warmth of the collective; Secondly, counselors need to conduct online mental health surveys through the joint psychological counseling center of the school, so that they can timely grasp the mental health status of students and accurately locate students with psychological problems, so as to take timely countermeasures. Finally, counselors should take the initiative to learn professional psychological knowledge and receive training on psychological counseling methods, improve their professional ability, and guide students through various channels, such as home-school interaction, teacher-student interaction, and mutual assistance between students and students. They should pay special attention to exploring ways and methods of education for students with psychological problems, so as to help college students have a sound personality and healthy psychology. Tailor a unique "spiritual medicine" for them personally.

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