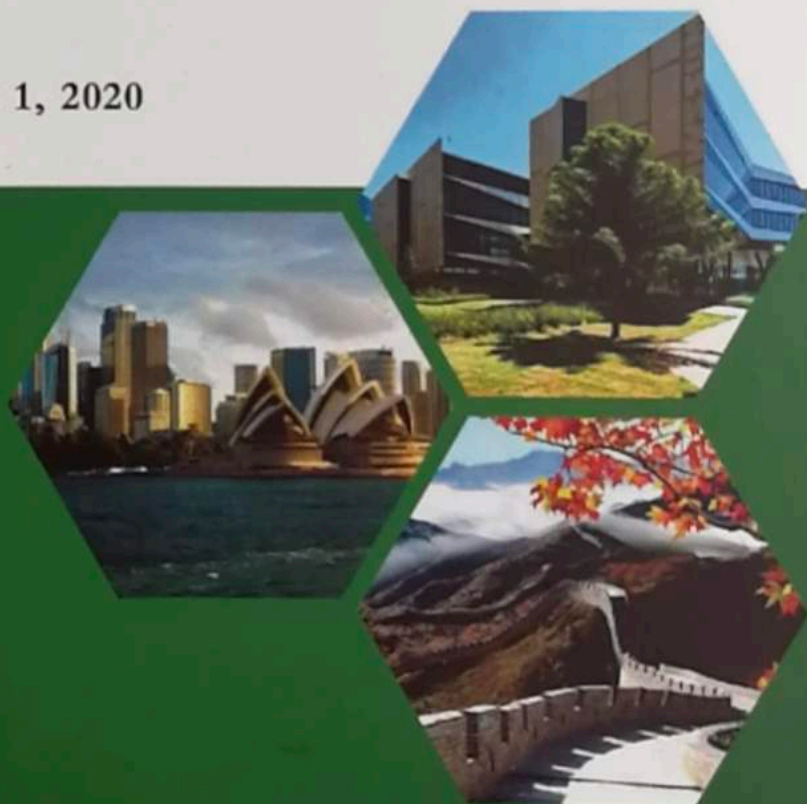Aussie
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Three Level Leadership for Promoting Principalship Competencies: An Interview with Dr Hawkes

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Abstract: This paper is an interview with Dr Hawkes about his recent work on three level leadership for prompting principalship competence.

Key words: Self leadership, school leadership, societal leadership, principalship competencies, interview

Dr Timothy Hawkes is an Australian educator who has played a leadership role in Australian schools for three decades including 17 years as Principal of the King's School. He has been bringing a great passion to the issue of principal and student leadership. On the 29th of May 2020, the Editor-in-Chief of Aussie-Sino Studies - Dr Dacheng Zhao interviewed Dr Hawkes about his recent work on three level leadership for prompting principalship competence. This paper is a conversation between Dr Zhao and Dr Hawkes.

I. The role of school head

Dr Zhao: What is the role of the school head?

Dr Hawkes: The school head's role can be described as the exercise of leadership at the micro level, meso level and macro level. In other words, it includes self-leadership, school leadership and societal leadership.

II. Self-leadership

Dr Zhao: Could you please explain in more details about Self-leadership?

Dr: Hawkes: A school head shows little promise in leading a school if they cannot lead themselves. Outward expressions of leadership are born of inner character. A person who exercises integrity in the small things can be expected to exercise integrity in the big things. Leadership centers on who a person is as much as what a person does. Self-leadership should include the following six aspects:

1. Moral
- Having personal standards that support the mission and purpose of the school.
- Behaving ethically both in private and in public.
- Demonstrating a commitment to truth even if it should clash with what is popular.

2. Physical
- Enjoying good health.
- Having the reserves of energy necessary to lead a school effectively.
- Adopting a health-promoting lifestyle in relation to diet, exercise, and rest.
- Having a good balance between:
- Home/school activities.
- Work/play activities.

3. Intellectual
- Modelling the qualities of a life-long learner.
- Being able to process large amounts of information quickly and tease out the salient points.
- Having a good understanding of schools based on experience, research and reading.
- Being able to judge wisely, see relationships, and understand cause-and-effect.

4. Emotional
- Having a high 'EQ' characterised by empathy, kindness, and an ability to understand the feelings of others.
- Being emotionally stable and not given to inappropriate moods, temper displays or sulks.
- Having an ability to cope with failure as well as success.

5. Social
- Exuding a 'presence' and having a bearing that inspires confidence.
- Being approachable without being over familiar.
- Having a good sense of humour.
- Being well-trained in etiquette, manners, and grooming.
- Having advanced communication skills:
- Able to speak well.
- Able to write well.
- Being able to draw about them a good leadership team.
- Having the capacity to foster loyalty.
- Being able to delegate and work collegially with others.

6. Other
- Having a capacity to:
- Take calculated risks,
- Deal with complexity, paradox, and ambiguity.

III. School leadership

Dr Zhao: Could you please explain in more details about School Leadership?

Dr Hawkes: The essential role of the headmaster is to give leadership. For this to happen, the headmaster must know what makes for effective teaching and learning and must be uncompromising in their quest for excellence in these areas.   There is also a pastoral element to headship that will require the head to understand what contributes to the well-being of staff and students.

School leadership involves good governance, the setting of appropriate goals and the selection of suitable strategies to meet those goals.   It also involves the management of people and resources to meet those goals.

There is a growing complexity to contemporary school leadership.   Extra skills are now required particularly in areas such as WH&S matters, compliance, and the law.   The level of bureaucracy, accountability and reporting has also increased over recent years. The School Leadership includes the following 8 aspects:

1. Teaching and learning

- Understanding how students learn.
- Knowing how to facilitate good teaching.
- Being able to teach the prescribed curriculum as well as being able to design a school-based curriculum.
- Having the skills to deliver desired learning outcomes.
- Managing the tasks associated with assessment and reporting.
- Coping effectively with students who have special needs.
- Putting in place a rich co-curriculum program in:
  - Music and performing arts.
  - Sport and outdoor education.
  - Service learning.
- Managing change in pedagogy, including the introduction of modern technologies.
- Creating a learning culture within the school.

2. Pastoral Care

- Having an empathetic heart that translates into the effective care of staff and students.
- Putting in place suitable support structures that minister to the well-being of staff and students.
- Being committed to the mental, emotional, social, physical, and spiritual development of students.

3. Governance

- Working with appropriate authorities, such as the School Council, to determine the mission and purpose of the school.
- Having in place clear goals for the school and the necessary plans to fulfil them.
- Setting the climate, character, tone and ethos of the school.
- Relating well to the Chair of Council and reporting faithfully to Council.
- Managing risk.
- Managing school improvement.
- Future proofing the school and ensuring its long-term viability.

4. Management

A   People

- Attracting and deploying staff who are effective in their roles.
- Managing the induction, professional development, review, and sanctioning of staff.
- Overseeing the teaching, pastoral care, and discipline of students.
- Ensuring HR, IR, and OH&S compliance.
- Putting in place evacuation and lock-down procedures and dealing with supervision, security and safety issues.
- Putting in place just and fair workplace conditions.
- Ensuring effective communication within the school community.

B   Facilities

- Ensuring that the realising of educational objectives is not frustrated by inadequate facilities.
- Drawing up an effective master plan.
- Making efficient use of facilities and resources.
- Overseeing the maintenance and upgrading of facilities and resources.
- Managing the proper design of new facilities.
- Managing the repair and replacement of resources.

5. Finance

- Ensuring good fiscal management.
- Putting in place effective checks, auditing measures and reporting procedures.
- Managing the budgeting process and adherence to the budget.
- Managing capital expenditure.
- Managing recurrent expenditure.
- Managing debtors.
- Raising monies through capital appeals, bequests and annual giving.
- Ensuring fiscal compliance and the lodgement of financial returns.

6. Marketing and public relations

- Being effective in attracting student enrolments.
- Being effective in attracting quality staff.
- Protecting the school "brand" and enhancing its reputation.
- Promoting the school.
- Ensuring effective communication with key stakeholders outside of the school.

7. Legal and compliance

• Having clear policies for staff in relation to workplace behaviour.

• Having clear policies for students in relation to the school's expectations.

• Ensuring the school's compliance with its contractual obligations.

• Ensuring the school's compliance with the law.

• Making sure all reporting obligations are met.

• Creating a culture of safety and compliance.

8. Other

• Encouraging innovation.

• Managing change.

IV. Societal leadership

Dr Zhao: Could you please explain in more details about societal leadership?

Dr Hawkes: Society looks to its heads of schools to give leadership not only on educational matters but on a broader range of issues. Effective school heads have an influence on both sides of the school gate. They contribute to educational debate and take their place in society as mentors and role-models. The societal leadership includes the following 6 aspects:

1. Parents

• Establishing partnerships with the home, engaging with parents, and assisting them in their role.

• Maintaining good communication with parents and giving them regular feedback on the progress of their children.

• Creating a caring community within which both parents and students feel welcome.

• Having in place suitable measures to deal with parental concerns and complaints.

2. Past Students

• Ensuring an ongoing allegiance to the school by past students.

• Keeping past students connected with each other through alumni gatherings and social networking.

• Choreographing activities that cause past students to return regularly to their school.

• Utilising the skills of past students to advance the school's mission and purpose.

3. Local community

• Establishing close links with the community so that a good symbiosis exists between the school and its local area.

• Making good use of the school's resources to support the local community and making good use of local community resources to support the school.

• Fostering a community pride in the school.

4. School networks and professional organisations

• Contributing to regional and national networks.

• Contributing to professional organisations at a regional, national, and international level.

• Hosting professional gatherings, attending professional meetings, and contributing to the advancement of the profession.

• Building alliances and relationships with other schools.

• Engaging in mentoring and collegial arrangements with fellow heads.

5. Media

• Managing the media in a positive manner.

• Ensuring that the school has good exposure in the media.

• Being media savvy and knowing how to use the media to further the school's interests.

6. Other

• Being politically astute and having a good understanding of educational politics

V. Note

It needs to be recognized that no head will have all the skills described above. A school needs to be realistic about what they can expect of their head. Any shortfall in a head's ability can often be compensated by the abilities found in other members of the school executive.

VI. Further reflection

Statements about a head's role need in-built features that encourage reflection. Therefore, the head is invited to give themselves a score out of ten against each of the areas detailed above. This task should also be completed by the approved assessor of the head. This should foster some generative discussion as the results are compared.

Several summary questions also need to be answered when reviewing a head of school:

"What three areas described above is the head strongest in and why?"

"What three areas described above would the head benefit from further development in and why?"

"How could the head obtain this further development?"

In summary, any character description of the principal may be lost. It is highly likely that the principal will handle daily tasks in different roles. Any description of leadership needs to maintain a certain degree of flexibility and adapt to the actual situation of the school.

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Cultural Heritage in China's Cultural Rejuvenation and International Communication

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Abstract: China has abundant Cultural Heritages including 52 sites having been inscribed on the World Heritage List. In Chinese context the implication and connotation of "cultural Heritage" share some universal features but show more uniqueness. The identification of cultural heritage in identity building in urban and rural areas is of great difference. Nowadays, Chinese cultural heritages can play an important role to help to build Chinese Cultural Rejuvenation and to achieve better effects in its global communication. With more insights from Chinese cultural heritages, people in China can enhance their cultural consciousness and confidence, which are essential in Cultural Rejuvenation and Communication. But how to enhance them with cultural heritage is worth research and thought provoking with more and more integration of world cultural diversity.

Key words: Chinese cultural heritage; cultural rejuvenation; cultural confidence; international communication

Introduction

Cultural heritage can be conceptually divided into "tangible cultural heritage" and "intangible cultural heritage". Tangible cultural heritage refers to the cultural relic which is endowed with historical, artistic, and scientific value; while intangible cultural heritage refers to an intangible carrier with a variety of traditional cultural values and is closely related to the lives of the people for generations. In the eyes of most people, cultural heritage may simply be the symbols of a specific region and may refer to the skills, customs, and so forth that have been passed down from generation to generation. However, cultural heritage contains much more than that. It is also a significant symbol of the historical and cultural achievements of a country or a nation, and it plays a unique role in showing the diversity of world culture. In today's increasingly globalized world, cultural awareness and the construction of cultural identity are of significant importance for a country or a nation in that these two elements are powerful supports for enhancing the international competitiveness and are fundamental bases for the international communication of Chinese culture, whereas the most effective carrier of the two elements is cultural heritage. Therefore, cultural heritage plays an irreplaceable role in cultural rejuvenation and the international communication of Chinese culture. While in today's social environment cultural confidence is still lacking, Chinese education in this regard needs to be further deepened.

1. The rejuvenation of Chinese excellent traditional culture has become a national strategy.

Since the 18th National Congress of the Communist Party of China, Chinese cultural undertakings and cultural industries have continued to flourish and achieved remarkable results such as the building of a modern public cultural service system and the cultural market system has advanced step by step. On the other hand, the pace of the "going global" strategy has accelerated. All these show the importance of culture in Chinese economic and social development. The era we are in now is an era of great development and transformation, where the trend of globalization is becoming increasingly pronounced. Establishing and maintaining Chinese unique national cultural identity has become an important basis for China to improve its right of discourse in the international arena. Therefore, the self-consciousness, inheritance and development of Chinese excellent traditional culture and the cultivation of a high degree of cultural confidence are of great significance to the great rejuvenation of the Chinese nation.

As the most basic and extensive part of the great rejuvenation of the Chinese nation, Chinese excellent traditional culture can be divided into three aspects: the core ideas, Chinese traditional virtues, and Chinese humanistic spirit. Chinese excellent traditional culture includes the core ideas such as being innovative, hard-working, seeking truth from facts and so on which are formed by the industrious and wise Chinese people for about 5,000 years during the process of improving themselves, running the country, keeping their position in accordance with the laws of time and day, understanding thoroughly the truth of all things on earth and then handling affairs successfully accordingly and making contributions to the world. There are also rich moral concepts and behavioral norms contained in the excellent Chinese traditional culture, such as sense of responsibility, faithfulness, patriotism, morality, filial piety, self-discipline and collectivism, all of which exert an influence on the Chinese way of thinking and behavior in a subtle manner. Chinese excellent traditional culture has accumulated a variety of precious spiritual treasures, such as the interacting philosophy of

seeking common ground while reserving differences and harmony, the educational philosophy of educating the common people with literature and culture in that they bear the function of inheriting Taoism, the aesthetic pursuit of both the external form and the internal spirit with the scenery depicted and the emotions expressed in perfect harmony, and the life philosophy of leading a diligent and integrated life. It is a condensed expression of the Chinese people's ideology, customs, lifestyles, and emotional styles that accelerates the development of a unique literature, science and technology, humanities and academics, and still have a profound impact in the modern society.

The 19th National Congress of the Communist Party of China has proposed the strategy of "building stronger cultural confidence and helping socialist culture to flourish." The purpose is to gradually change the increasingly westernized cultural thought pattern of the Chinese people, improve the recognition of their own cultural identity, and enhance the cultural confidence of the entire nation, to promote the healthy development of the socialist culture in the country. In 2017, the State Council promulgated the *Opinions on the Implementation of the Inheritance and Development Program for Excellent Chinese Traditional Culture* with the aims by 2025: A system of inheritance and development of excellent traditional Chinese culture will basically take shape and a significant progress can be achieved through the co-ordinational advance of research and development, education popularization, heritage protection, innovative development, communication and exchange, and other aspects; Cultural products with Chinese characteristics and Chinese style will be more abundant; Culture self-consciousness and cultural confidence will be enhanced; The foundation of the country's cultural soft power will become more solid, and the international influence of Chinese culture has significantly increased. At the same time, the cultural heritage protection project will be incorporated into the plan for economic and social development and will be included in the assessment system; The central and local levels of financial support will be increased to support Chinese outstanding traditional cultural development. In the same year, the state amended *the Cultural Relics Protection Law* to increase the protection of Chinese cultural heritage. All this policy guidance from the macro level has demonstrated the urgency and necessity of inheriting and developing Chinese excellent traditional culture. Therefore, how to inherit and develop Chinese excellent traditional culture has become a critical issue in the new era. General Secretary Xi Jinping proposed at the opening meeting of the International Academic Symposium and the Fifth Member Conference of the International Confucian Federation celebrating the 2565th anniversary of the birth of Confucius, "Creative transformation and innovative development' is an important policy to guide the inheritance and development of Chinese outstanding traditional culture."[1]. The priority is to respect traditions. Cultural traditions are the spiritual identity, cultural

heritage, and value system of a country or a nation. Only by drawing nutrition from traditional culture can we benefit the contemporary people and nourish future generations. Without this spiritual lifeline, there is no way to achieve the great prosperity of the country, let alone hold the hope for the rejuvenation of the country and the nation. Tradition and Talents go hand in hand. Secondly, it is necessary to revive cultural heritage into modern application. The ancient sages' books, inventions with wisdom and philosophy for generations consist of our cultural heritage. These are valuable spiritual and empirical wealth. Survive them and apply them in modern times so that they can actively and effectively serve modern development and lessen alienation. In the end, innovative and dialectic attitude to traditional culture is needed. In the face of many types of traditional culture, we cannot copy them without any changes. The vitality of culture lies in innovation. A culture meeting the needs of social development to solve new problems will survive. To inherit and develop traditional culture is to renew and rejuvenate it. General Secretary Xi Jinping also pointed out that "Only by not forgetting one's origin can one open up the future and only by being good at inheriting can one innovate better." Under the guidance of the "two innovations" principle, we are supposed to make development with the inheritance of our tradition and inherit our tradition in a developing view. We should uphold the principle of " taking the essence and discarding the dregs " and make new cultural innovations, so that the Chinese civilization will be more rejuvenated and make better achievements, and thus we can fulfill the historical responsibility of our generation.

June 9th, 2018 is the Cultural and Natural Heritage Day. In order to put the guiding principles from our 19th National Congress into action, to further improve the people's awareness of protecting and inheriting intangible cultural heritage, to promote the excellent traditional culture of China, and to establish cultural confidence, various cultural heritage promoting activities have been carried out all over the country. The theme of the Cultural and Natural Heritage Day in 2018 is "dissemination of cultural heritage and its inheritance". The 5th Fangcao intangible cultural heritage carnival was successfully held in Beijing Folk Museum for the sake of putting the guiding principles from the general secretary Xi Jinping 's instructions on "Make Culture Come Alive" and making more people obsessed with the opportunity of experiencing the charm of traditional culture from all aspects. The visitors who have experienced the activities all said that this activity was equipped with both novelty and splendor and could highlight the purpose of the event successfully after the two-day event. It not only demonstrated Chinese emphasis on the cultural heritage inheritance and cultural dissemination, but also practically integrated the charm of cultural heritage into the lives of the common people and played a great role in promoting the cultural confidence.

In addition, it is also an important task for us to effectively increase the validity of our cultural external communication in the new era while inheriting and developing excellent traditional culture

and improving cultural confidence. For more than a decade, China has been emphasizing the "going out" of Chinese culture. In 2000, for the first time, China explicitly put forward the "going out" strategy, which is "to integrate into the international community with a more open attitude and to further expand the cultural exchanges with other countries" in the cultural field.[2] In 2011, *the decision on deepening reform of cultural system to promote development and prosperity of socialist culture was issued,* a policy and proposal to promote Chinese culture to the world. It is necessary for us to carry out multi-channel, multi-form, and multi-level cultural exchanges other countries and to participate extensively in the dialogue of world civilizations. Only in this way can we promote the mutual learning between cultures and enhance the appeal and influence of Chinese culture in the world. In 2014, "tell Chinese stories" was proposed by Xi Jinping. He stressed that we should spread Chinese voices, elucidate the Chinese spirit, and show the Chinese appearance, and introduce the country's excellent culture to the world, so that foreign people can feel the charm in an aesthetic way, and thus deepen the understanding of the Chinese culture. One of the "Five Links" of the "Belt & Road Initiative" proposed in 2013 is Closer People-to-people Links with the purpose of strengthening cultural exchanges with countries along the B&R.

Cultural rejuvenation is imminent. The younger generation must realize the urgency of cultural self-consciousness and cultural confidence, proactively understand, inherit and develop Chinese excellent traditional culture, and continuously inject "fresh blood" into Chinese cultural undertakings for the aim of help bring the cultural rejuvenation about at an early date.

2. Cultural heritage, mainstay in revival and international communication of Chinese culture

As the carrier of Chinese cultural foundation, Chinese cultural heritage can be said to have a significant role in the rejuvenation of Chinese culture. China has a long history and many cultural heritages. At present, there are 52 world natural heritages or cultural heritages in China, of which 40 are World Cultural Heritage or World Nature and Culture Heritage, ranking top 2 in the world. From the perspective of the cultural carrier, "he physical relics in China are not the most important, whether it is made of stone or woody, the value lies in the expression of a kind of noble form—eternity" [3] However, The Cultural heritage has condensed the wisdom, civilization and contribution of the Chinese nation for 5000 years. Throughout the ages, cultural heritage carries noble and solemn functions or being an eternal spiritual support even during a turbulent period of history. The excellent civilization that comes along with it is also naturally and eternally contained in it. Therefore, the cultural rejuvenation stressed in the new era cannot be separated from cultural heritage.

First, cultural heritage builds up national cultural identity. Taking the Forbidden City as an example, the Forbidden City is the first batch of human cultural heritage to be incorporated in the World Heritage List. It has the largest ancient building group in the world, representing the highest level of ancient Chinese palace architecture, and is extremely unique in the history of world architecture. The Forbidden City was built in strict accordance with the principles of the construction of the imperial capital of "the court is in front of the royal palace and behind the north palace is the city; The temple is on the left side and the altar on the right side" as recorded in *the Kaogong ji* (考工记), translated as *the Record of Trades*. it is a classic work on science and technology in Ancient China and was compiled towards the end of the Spring and Autumn period. The entire Forbidden City has formed an integrated whole in its architectural layout by applying physical changes and up-down fluctuations and it was built functionally in accordance with the hierarchy of feudal society. At the same time, it achieves the artistic and aesthetic effect of left and right balance and physical changes. There are various types of roofs in Chinese architecture. In the Forbidden City, there are more than 10 different types of roofs. Taking the "three big halls" as an example, the roofs are all different. The roof of the Forbidden City is covered with colored glazed tiles. The dominated color of the major hall is yellow. The green one is used in the buildings of the residence of the prince. Other colors like blue, purple, black, emerald, and peacock green, sapphire and other colorful glazed tiles are mostly used in the garden or on the glazed wall. At the two ends of the principal ridge on the roof of the Hall of Supreme Harmony, there are glazed Wenzhou, a spinal animal of ancient Chinese architecture, at both ends, which swallow the big ridge firmly and forcefully. The Wenzhou has a beautiful shape, and it is both a component and a decoration. These rigorous and unique Chinese-style building methods show the world the great architectural wisdom and building culture of the Chinese nation. Similarly, the Great Wall, a world cultural heritage, is Chinese ancient military defense project with the longest constructional period and the maximum amount of work in the world. It has been continuously built for more than 2,000 years since the Western Zhou Dynasty, and is in the vast areas of northern and central China. The total length of the Great Wall is over 50,000 kilometers. As early as the Han Dynasty, the Great Wall played a great role in promoting cultural exchanges between China and the West. When Emperor Wu of the Han Dynasty sent Zhang Qian on a diplomatic mission to the western regions, he took the Great Wall fortress as the base and opened and maintained the trunk road stretching more than 20,000 miles from Chang'an to the Daqin, which was also known as the Silk Road. For thousands of years, Chinese and foreign cultures have merged and exchanged here, on this ancient road, and they still play a huge role today. Many foreigners know about China starting from the Great Wall. The Great Wall is a good entry point for people in other countries in the world to understand Chinese history, Chinese culture, and the Chinese nation. This magnificent building that

condensed the wisdom and strength of the Chinese nation for thousands of years is a precious legacy left by the Chinese nation to all mankind. Therefore, Chinese great cultural heritage has become an important business card for Chinese culture to enter the international arena, which has largely built up our national cultural identity and allowed Chinese culture to stand out in the world in the face of fierce global competition.

Second, cultural heritage is conducive to the improvement of cultural self-consciousness and cultural confidence. In recent years, with the rapid development of Chinese economy, Chinese culture has also received widespread attention from the world, and more and more people want to understand China. However, in the past 40 years since the reform and opening up, China has basically only played the role of a world's processing plant, namely a large manufacturing country. Compared with developed countries, there is still a big gap in the capacity of independent innovation. Although China is gradually enhancing its own cultural creativity for the purpose of making a change from exporting products to exporting ideas, creativity, and culture. Seeing that we have not paid enough attention to our history and culture for a long time, as a result, many young people in China are now lack of knowledge in this aspect, and their cultural quality is generally not high. A large part of them cannot even explain their own national culture clearly, let alone cultural self-consciousness cultural confidence.

So, first of all, it is necessary to guide them to fully understand and identify with their own culture, and then to increase their cultural confidence. And cultural heritage, as the concentrated carrier of Chinese outstanding traditional culture, has the function of cultural identity per se. "Under the influence of the World Heritage Movement, Chinese 'intangible cultural heritage' movement is also surging. Researchers in the heritage field have preliminarily figured out the relationship between cultural heritage and cultural identity and affirmed the cultural identity-developing function of cultural heritage. The function of cultural heritage should not be ignored in terms of the development of cultural identity whether it is for the country as whole or the individual person."[4]

Cultural heritage is one of the most important channels to learn and understand the excellent traditional culture of the Chinese nation. Scholars can experience the history and culture contained in these cultural heritages through their "true listening, real watching, and actual feelings" and thus can have a better understanding of the background of these cultural treasures, the pleasure and tolerance of Chinese culture. At the same time, they can choose to be the protector and successor of many intangible cultural heritages by their own to feel the charm of Chinese culture in the process of action, and Gradually to understand and identify with Chinese excellent traditional culture, and then improve cultural confidence.

Recently, "Classic Chant Spreads", a hit large-scale cultural program on CCTV's comprehensive channel. The program actively responds to and implements the spirit of "promoting the innovative transformation and innovative development of excellent traditional Chinese culture" proposed in the report of the 19th CPC national congress. It promotes Chinese intangible cultural heritage with poems and songs in the form of modern pop music, while deepening the connotation behind the poetry, illustrating cultural knowledge, humanistic value, the origin of the modern civilization to build cultural awareness of the youth. "It brings to the audience not only the historical presentation of revived cultural memories, but also the strong voice of the times with the development of national culture."[5] Once the program was broadcast, it was highly praised by most of the people and received rave reviews, which made the audience, including many younger generations, had fully realized and affirmed Chinese excellent traditional culture, and at the same time, promoted cultural self-consciousness and confidence to a large extent.

Third, cultural heritage is an important carrier for the spread of culture, which is also the most important role played by cultural heritage. Nowadays, the trend of globalization is continuously strengthened, and the international tourism market is gradually expanding. With the development of tourism, there are two main categories that attract international tourists: unique natural landscapes and attractions with deep historical and cultural meaning. As one of the four ancient civilizations, China has a long history of more than 5,000 years and numerous cultural heritages. Naturally, China has become a world tourism power. And the phenomenon that international tourists coming to China to visit Chinese cultural heritage per se is a process of cultural experience, a process of cultural absorption and internalization, and therefore essentially can be defined as a process of cultural international dissemination. In the whole process of international tourists coming to China, learning about Chinese cultural heritage, and understanding part of Chinese culture, the cultural heritage is the most important. It is the historical and cultural information carried by cultural heritage that enables them to absorb the contents of Chinese culture and realize the successful dissemination of culture. Therefore, Chinese cultural heritage can be said to be a bridge connecting China with the world. Many foreigners learn about China also started by hearing about some of Chinese cultural heritages, such as the Great Wall, the Forbidden City, Kung Fu, Tang poetry, Songs, and so on. In recent years, with the development of Internet technology, many cultural heritage sites have applied the latest technology and adopted digital interaction methods, which has revolutionized the way of cultural communication. The Palace Museum has made full use of digital technology and Internet technology to establish the Digital Experience Museum of the Palace Museum, presenting a digital historical and cultural heritage in the form of new media to inject the blood of modern technology into the traditional Palace Museum. In 2016, the Palace Museum and Tencent established a long-term partnership with the Internet platform to transform "Internet +

traditional culture" from idea to practice. Now the new methods of the spread of cultural heritage such as the audio-visual hall, the panoramic Forbidden City, the Forbidden City, the Forbidden City APP, and the Forbidden City games has effectively spread the Forbidden City culture. The "Digital Forbidden City" short film presents the extremely complex architectural culture and structure of the Forbidden City to tourists in a vivid three-dimensional way, and has a foreign language version, which makes overseas tourists marvel at the cultural connotation of the Forbidden City. The Han Xizai Night Banquet Map app won the best prize in the IPAD category for "Integrating Academic, Art, and Technology, providing the visual, auditory and tactile sense altogether, and reproducing the Beautiful Night Banquet in a dynamic manner". The "Yongzheng Xing Le Tu" motion picture became popular through WeChat and was reposted more than 800,000 times.

In general, all contents presented in distinct forms are based on the cultural heritage. Without the mainstay, cultural heritage as the carrier, it is difficult to achieve the external spread of culture.

3. Suggestions on Chinese cultural heritage protection and communication

China has formulated many related policies on the treatment and management of cultural heritage, took many reasonable and appropriate measures, and has also obtained good feedback. For example, on March 26, 2005, the State Council issued *Opinions on Strengthening the Protection of Intangible Cultural Heritage of China* to strengthen management, responsibilities and coordination, which emphasized the importance and urgency of the protection of Chinese intangible cultural heritage; established objectives and guidelines for the protection of intangible cultural heritage, established a list system, and gradually formed an intangible cultural heritage protection system with Chinese characteristics; strengthened leadership, implemented responsibility, and established a coordinated and effective working mechanism. In November of the same year, the "Mongolian Long Tune Folk Songs" were included in the   UNESCO representative list   of world intangible cultural heritage. By 2009, there were nearly 870,000 intangible cultural heritage resources nationwide. "By 2017, the state council had approved and published 1,372 state-level representative projects in four batches, 13,807 provincial-level representative projects, and the ministry of culture had named 1,986 state-level representative inheritors in four batches, while the provinces, autonomous regions and municipalities had named 14,928 provincial-level representative inheritors."[6] In addition, the state has established a national park system for the protection of Chinese cultural heritage and the efficient use of land space, which provides new ideas for the reform of the existing cultural heritage management system.

All these methods indicate that our country is moving towards the direction of procedural standardization and institutionalization of

cultural heritage protection and will certainly achieve satisfactory results in this regard in the future. Although China has made some satisfactory achievements in this regard, there are still some problems and deficiencies in general.

First, it is not enough to realize the value of cultural heritage in many places in China. Many places have over-commercialized the use of sites of cultural heritage to obtain a large amount of tourism revenue without concern for humanity. For example, after the Wenchuan earthquake in 2008, the Qiang culture in Beichuan and Wenchuan counties was hastily registered as a national and international intangible cultural heritage, and the aim of reconstructing of the Qiang village was turned into a building a heritage tourism destination, whereas the humanistic and emotional care for the injured people was totally neglected. "These initiatives tend to reshape Qiang culture elements into fetishized commodities…The disaster and Qiang culture heritage tourism not only failed to bring about sustainable economic development to the earthquake-stricken areas, but also ignored to a large extent the initial goal of 'post-disaster cultural recovery' and the virtues of cultural heritage in recovery processes."[7] Therefore, we must have a clear understanding of the value of cultural heritage. Our purpose is to protect, inherit and spread culture and the most significant one is the care for people. We can't sacrifice the cultural connotations for so-called short-term economic growth.

Second, the protection of cultural heritage is not enough in terms of maintaining and repairing. In the process of urbanization, some cities ignore the importance of cultural heritage, and take a negative or indifferent attitude to the destruction of many possible cultural heritage, or even wantonly demolish and rebuild, which are extremely wrong. "Cultural heritage is a vivid portrayal of historical development trajectory. It preserves immeasurable historical memories and useful information and has far-reaching historical, scientific, and artistic value, which can be preserved, inherited and developed. If urban cultural construction wants to excavating local context and culture, it should take cultural heritage as its core and soul, and take it as the general guide of the urban cultural integration system."[8] In terms of active recording and inheritance, our younger generation has not done enough. There are many techniques that can be regarded as intangible cultural heritage that are rarely known. If they are not discovered and inherited, it is likely that these ancient techniques will be broken into generations and the culture will undergo irreversible passage.

Third, the educational function of cultural heritage is not fully implemented. Cultural heritage is the most powerful teaching material to strengthen cultural self-consciousness and confidence, but it is not very convenient for our primary and middle school students and adolescents if they want to cultivate their own cultural literacy and cultural confidence by feeling the cultural heritage of

our country. For example, major cultural relics and venues require high-value tickets. The venues do not have separate periods for primary and secondary school students. There are numerous tourists in the venues, poor experience, lack of appreciation atmosphere and so on. Therefore, the educational role of cultural heritage should be given greater play, which is conducive to fostering the national self-confidence, cultural self-confidence, and patriotism of the younger generation.

Fourth, the effectiveness of spreading cultural heritage overseas is insufficient. Although China has a large land area and a rich natural heritage and cultural heritage, most of the information that is transmitted overseas is merely fragmented information, with which foreigners are only half acquainted. The extent they know about China may just stay in the primary level. For example, when mentioning certain cultural heritages, they can get the impression that they are from China while know little about the Chinese culture. The country has also worked hard on cultural international communication and has achieved certain results. However, to further improve the effectiveness of the dissemination of Chinese cultural heritage overseas, we still need to work harder to improve ourselves.

Regarding the problems mentioned above, the most important thing is to give full play to the educational role of cultural heritage and increase the effectiveness of cultural heritage overseas dissemination. As for the problem of insufficient understanding, the state and government should introduce more and more comprehensive protection policies, as well as paying attention to the allocation of funds. Relevant departments should conduct related work in publicity and education well to encourage more young people to participate in the protection and inheritance of cultural heritage. As for evaluate how much effort should be put for the protection of cultural heritage, the state can set up special institutions or groups to evaluate unclear sites and then decide whether to preserve or protect them based on the assessment results. As early as April 2012, four sections of the State set up a committee of experts from architecture, folklore, art, science, heritage, anthropology to assess "the Chinese traditional village List", then the traditional folk villages became the focus of state protection for their intangible cultural heritage. In this way, the traditional villages in various places can be effectively protected, and the intangible cultural heritage contained in them can be passed on.

However, as for the problem that the educational function of cultural heritage is not fully developed, our country's relevant departments must pay attention to it. This is the key to building cultural confidence and realizing cultural rejuvenation. The younger generation carries our country's hope for cultural rejuvenation and bears the important mission of great national rejuvenation. However, our younger generation's cultural awareness is very weak, and there is a serious deficiency in the cultural heritage education of the younger generation. Therefore, cultural heritage education is urgent. In this regard, it is possible to learn from Italy 's experience in this area. "Italy makes full use of its heritage advantages and raises people 's awareness of the heritage protection through education. In order to create an atmosphere where everyone appreciates the heritage and cherishes it, the Italian government has taken various measures to keep the tickets for heritage scenic spots at a relatively low price. Moreover, in Italy, an organized group of students from primary school, middle school and university can often be seen visiting ancient buildings, ancient relics, and taking notes seriously. The teacher gave the students a sound explanation, and stipulated that after the visit, the students would have to pass the examination. Through the visit and study, students will have a systematic understanding of historical knowledge and cultural heritage protection awareness can also be improved. Under this kind of imperceptible edification, the awareness of heritage protection is deeply rooted in students' hearts。"[9] It is necessary to make people feel the cultural charm of cultural heritage and raise their cultural confidence accordingly. The Frequent conduct colorful cultural heritage educational activities for the younger generations would have an imperceptible edification effect that they would realize, inherit and carry forward the excellent traditional culture naturally. In this way, the power of our country's cultural rejuvenation will be getting stronger, and the national rejuvenation just around the corner.

The second critical issue is the ineffectiveness of the dissemination of cultural heritage overseas. Our country has been emphasizing cultural international communication for more than ten years, but the effect is not obvious. The fragment-like information transmitted to foreigners can easily make them fail to understand it or even misunderstand and generate prejudice to our culture due to cultural differences, which is because the transmission of such information rarely combines with the specific context of each cultural heritage. Therefore, Chinese cultural heritage should make great efforts on its own, combining with the context of a specific era. Only in this way can the cultural information conveyed be complete, objective and true. Tourists can understand the complete culture knowledge instead of fragment-like information, which is an important basis for cultural communication.

The last suggestion is that we are supposed to improve the relevant service facilities, especially pay attention to the accuracy and nuances of foreign language translation. Each country and nation are endowed with different culture and language logic, so there must be a precise translation system for each country. Tourism translation is "a cross-language, cross-social, cross-temporal, cross-cultural, cross-psychological communication activity."[10] It is a necessary medium for foreign tourists to become acquainted with China. The translation quality of interpretation of cultural heritage plays an important role in promoting Chinese national image and conducting international cultural exchange. Therefore, only when the content, context, language logic, infrastructure services and other elements are fully improved, foreign tourists will proactively approach China.

They will have a greater interest in Chinese culture, and the validity of the spread of Chinese excellent culture abroad may be greatly improved.

In short, cultural heritage condenses Chinese culture and is the most typical and effective carrier of Chinese culture. Under the era of globalization, we must make full use of our own cultural heritage advantages while maintain the independence of our cultural identity and improve our own cultural confidence. Efforts should be made in the field of cultural heritage education. On the other hand, we also need to "Combine the context and generate a pertinent translation" to disseminate Chinese culture actively and effectively to every corner of the world. Only in this way can the great rejuvenation of the Chinese nation be realized at an early date.

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On the Generation Logic of College Students' Cultural Views through the Lens of Internationalization of Higher Education

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Abstract: Driven by globalization, the coexistence of several different cultures in the same geography space has turned into an objective reality. Cross-cultural communication between universities around the world has also become a norm state, and the internationalization of higher education has developed into an inevitable trend in the development of universities. In the context of the internationalization of higher education, the generation logic of college students' cultural outlook presents new characteristics of the times. The paper argues that college educators should not only make full use of the resources provided by cross-cultural communication, but also strengthen the scientific guidance for college students to form cultural views that meet the needs of the times and conforms to the interests of the national society.

Key words: Internationalization of higher education; cultural views; generation logic, college students

It is widely known that certain cultural concepts are always compatible with certain social mode of production and the environmental composition under their influence, and the globalization of production promotes the globalization of interpersonal communication. The generation of people's cultural concepts is no longer the result of the influence of a single cultural form, but the result of the multi-cultural interaction. Recognizing the process from adapting to cultural pluralism, and constructing cultural concepts driven by subjectivity, this paper aims to analyze the general logic of the generation of people's cultural views in the context of cross-cultural communication.

I. Cross-cultural communication: the general environment in which college students' cultural views are generated

When discussing the formation of new ideas, Engels (1) pointed out: "to develop a new idea, firstly it must proceed from the existing ideological materials, although its roots are deeply buried in the facts of the material economy." The creation of human's new ideas is the same, as is the establishment of individual ideas, including cultural views. The formation of a college student's cultural views is also bound to be influenced by the ideological materials exposed to a new reality. The general environment of cross-cultural communication is an important influencing factor that affects the formation of college students' cultural views. Its impact and path are mainly manifested in the following three aspects:

1. Cross-cultural communication in the era of globalization has resulted in a multicultural environment affecting college students' cultural views. In his speech at the Davos Forum in 2017, China President Xi Jinping (2) pointed out that under the general trend of globalization, "it is impossible to artificially cut off the capital flow, technology flow, product flow, industry flow and personnel flow of the economies of various countries, since the sea of the world economy will never return to isolated small lakes and rivers, since it is not in line with the historical trend."

Globalization objectively promotes the realization of cross-cultural communication. On the one hand, the global movement of capital, technology, products, industries, and people is bound to spread the cultures of various countries and nationalities around the world, thus changing the traditional culture in a certain region. The globalization makes each region objectively have multiculturalism, so that the people will inevitably live in a multicultural environment. Interpersonal communication objectively stimulates cross-cultural communication. In order to adapt to the need for global mobility of capital, technology, products, industries, and people, especially to promote local capital, technologies, products, industries, and people to the world, local people must inevitably adapt to the external cultural environment and actively cooperate with other cultural environments. Crowds communicate with each other, consciously integrate with others, and encourage cross-cultural communication. For universities, in addition to the cross-cultural communication environment created by globalization, the setting of university-related

courses, especially the courses about foreign ideas, culture, technology, rules, etc., has also realistically created environment of cross-cultural communication for college students. The environment makes college students inevitably live in a multicultural atmosphere. Even if there is no realistic cross-cultural communication, it is necessary to carry out virtual but practical cross-cultural communication in the field of ideas, and gradually form the students' cultural views.

2. The popularity of smart phones and other information technologies make college students to form cultural views realistically under the influence of cross-cultural communication Globalization puts the generation of college students' cultural perspectives objectively in an environment of cross-cultural communication, and the accelerated development of informatization, especially the popularization of smart terminals, has realistically involved college students in cross-cultural communication. The curiosity about the unknown that naturally exists in the minds of college students drives them to explore and understand various existences that are different from their familiar existences. Before the universalization of smartphones, the exploration of the unknown by college students was restricted by various conditions. The popularity of smartphones and the development of information technology have fully met the needs of college students' curiosity. With the huge amount of information on the Internet, college students can easily understand the production and survival methods of people in different cultural environments, and even rely on the continuous improvement of foreign language ability to directly interact with people in different cultural backgrounds. Communication is therefore realistic and immediate, and college students have learned from cross-cultural communication that people in other cultural environments have different views on specific events, as well as differences in people's ways of thinking, values, and beliefs in different cultural backgrounds etc., and they gradually understand and master the rules and methods of cross-cultural communication. The understanding of foreign cultures and ways of thinking makes college students' cultural views no longer simply constructed by taking ego as the main body but begins to combine subjective thinking with object-oriented thinking for construction. The formation of university students' cultural views increasingly has "dualistic" or even multiple characteristics.

The internationalization of higher education provides a realistic platform for college students to generate cultural views in the context of cross-cultural communication. The internationalization of higher education is an inevitable product of globalization. The global flow of funds, technology, products, and industries has been undertaken by people who are familiar with different languages, different national histories, and understand different cultures, religions, and living habits. To cultivate talents needed for global development, countries are stepping up the internationalization of higher education. Not only are students'

cross-border exchanges intensifying, but teachers' international exchanges are also increasing. At present, many colleges and universities in China have recruited foreign students for studying and employing foreign teachers for the course teaching. The study and work activities of these foreign students and foreign teachers have objectively transformed the campus into a space for cross-cultural communication of people with different behaviors and different living habits. The different thinking habits in teaching and learning have changed the single cultural environment in the real life of local college students, provided a cultural environment in which multiple cultures coexist, and presented a realistic space for college students to experience cross-cultural exchanges for themselves. For those college students who have the opportunity to communicate and study abroad, the exotic learning environment is even more "forcing" them to be in cross-cultural communication, making them have to respect cultural differences and revise their own cultural outlook in practice. In July 2010, the Chinese central government promulgated the "*Outline of the National Medium- and Long-Term Education Reform and Development Plan*" (2010-2020) (hereinafter referred to as the "*Outline*"), clearly proposing "to carry out multi-level and wide-ranging educational exchanges and cooperation to improve the level of education internationalization." Since the promulgation of the "*Outline*", China's education has been further opened to the outside world, and the number of students studying abroad and the number of foreign students coming to China have advanced by leaps and bounds. According to the statistics of "*China Education Yearbook* (2011)" (3), in 2010, the total number of Chinese students studying abroad was 284,700, and the total number of foreign students studying in China exceeded 260,000. "In 2017, the number of Chinese students studying abroad exceeded the 600,000 for the first time, continuing to maintain the status of the world's largest source of foreign students. In 2017, a total of 489,200 foreign students were studying in Chinese institutions of Higher Education." Taking Hunan University of Arts and Sciences as an example, in 2010, there were 13 university's staff going overseas and 4 foreign students studying at the university; in 2017, 89 staff went overseas and 52 international students, including 4 students studying for degrees, studied at the university.

II From adaptation to exploration, and from construction to practice

It is widely accepted that the formation of ideas is a reaction to social existence. Under the background of cross-cultural exchanges influenced by globalization, the formation of college students' cultural ideas need to reflect this existence, and on this basis, a certain logical formation should be followed to adapt to the cultural concept suitable for this era. From the perspective of generative logic, the establishment of college students' cultural concepts should follow the four stages including adaptation (reaction), exploration (cognition), construction, and practical testing. These four stages are not only a staged process for the generation of college students' cultural

concepts, but also a logical process that conforms to people's cognitive laws. From adaptation to exploration, and from construction to practice, it is not only the process of generating a college student's cultural views in the context of cross-cultural communication, but also the realistic logic of its cultural views. The formation of any individual cultural views is a gradual process. In the process, the individual's subjectivity will continue to strengthen the correlation between its own actual needs and external environmental constraints and find a suitable construction path.

1. Accepting and adapting to the existence of multiple cultures is the first step in the formation of college students' cultural views in the context of internationalization of higher education. The stage during university is not the starting point for the development of college students' individual cultural views. Many individuals have gradually made their cultural views through learning or practice as early as the stage of the high school and used this cultural view to guide their own practice. However, after entering university, the objective existence of   a multicultural environment and the need for cross-cultural communication will continuously revise the cultural views of college students and generate a new cultural outlook that is compatible with cross-cultural communication. In the realistic cross-cultural communication environment provided by universities and society, no matter whether it is actively or passively connected to other cultures, individuals will find that there are different cultural lifestyles, ways of thinking and values in this world. Since different cultures constitute the cultural diversity of the world, it provides a rich and colorful cultural heritage for the world. This objective existence will not die out because of anyone's refusal; and any simple refusal will not only hinder cross-cultural communication but will intensify cross-cultural exchanges. But conflict itself is also a way of cross-cultural communication. Judging from historical experience, any rejection of foreign cultures often leads to cultural conflicts. But even the most severe cultural conflicts cannot change the reality of cross-cultural exchanges, and only strengthen cross-cultural exchanges. Therefore, accepting the coexistence of multiple cultures and gradually adapting to the existence of different cultures is the only correct choice in the era of globalization, and is also the basic concept that should be included in the cultural views.

2. Exploring the actual impact of cross-cultural communication on one's own cultural views is the subjective response generated by college students' cultural views. In a multicultural environment, in the practice of cross-cultural communication, although   college students will   choose   to gradually accept and adapt to the existence of multiculturalism, the cultural   differences and the   resulting cultural conflicts will continue to enhance the subjective awareness of college students. They will inevitably explore the cultural differences and the causes,   so that they consciously and unconsciously   think about the generation of different cultures, the   coexistence between different cultures, the future trend of cultural exchanges; and on this basis, what   kind of cultural concept should be used to deal with   the   actual   and   potential   conflicts   in   cross-cultural

communication, how to create a good cross-cultural communication environment, especially how to absorb the experience and lessons of cross-cultural communication in history and prevent the occurrence of cultural conflicts. The result of the exploration will inevitably affect the cultural exchange practice of college students, and in practice, they will constantly revise their existing cultural views and adjust their own cultural communication methods. The strengthening of subject consciousness is an important part of the generation of college students' cultural views. Under the effect of subject consciousness, college students' cultural views are no longer simply carried out according to the design of the educator, nor is it passively reflecting the changes in the environment. It is constructed dynamically according to the actual needs of the subject.

3. The construction of cultural concept in the context of internationalization of higher education is the rational sublimation of college students' cultural concept. In the process of construction, the actual needs and restrictive forces are important conditions that affect the construction of college students' culture views, and influence and determine what kind of cultural views college students establish. From the perspective of needs, the formation of a cultural concept is based on the influence and role of certain values, and the subject, based on a certain methodology, compares, chooses and integrates the local   and   foreign   cultural   elements   that   affect   him,   and gradually generates his own cultural views. At the same time, in the process of construction, while strengthening the needs of its own subject, individuals must also consider the constraints of real conditions. Any culture will advocate a certain value and a lifestyle based on a specific value. This kind of advocacy is also a constraint, which excludes other ideas than those advocated. In the   practice of multicultural communication, the taboos of various cultures are also known to college students. To prevent cultural conflicts, the construction of the subject will try to avoid the cultural concepts and lifestyles that lead to conflicts, and deal with the differences between different cultures by seeking common ground while reserving differences   that can easily lead to conflict.

4. Examination in practice is the landing point of college students' cultural views under the background of higher education internationalization. The formation of cultural views is not just to create   an internal concept. The internalized concept must be externalized to the guide of action to show the value of the concept. The cultural outlook formed in the cross-cultural communication environment will simultaneously guide the cultural practice of college students. College students will use the revised cultural concepts to deal with cultural differences or cultural conflicts. If the cultural differences cannot be well coordinated, the cultural conflicts cannot be eliminated. It will force college students to reflect on the deficiencies of the cultural views that they have constructed and begin   the   construction   of   new   cultural   views   until   they design   a   set of cultural   views that suit   the needs of realistic cross-cultural communication. This step is not completed in one step in the formation of college students' cultural views, but constantly

revised in practice, and it needs to go through a continuous process.

III Guidance and Standardization

The multicultural influence brought by the internationalization of higher education impacts on the construction of college students' cultural views, that is, the enhancement of the formation of college students' cultural outlooks and helps the college students' cultural outlooks to be more connotative. But at the same time college students also faces some unhealthy cultural influences, which may cause the construction of college students' cultural views to deviate. This deviation is mainly manifested in the following three aspects: first, there is a phenomenon of incorrect value orientation during the formation of cultural concepts, such as a few Chinese college students who are psychological Japanese make unpatriotic speeches in public; second, there is historical nihilism. Some Chinese college students think that exotic culture is stronger than local culture and deny the value of Chinese traditional culture. Third, there is a phenomenon of lack of subjectivity, and some college students, whose idea formation is often controlled by others, do not have their own thinking, which leads to a phenomenon of following the trend. Therefore, while respecting the subjectivity of the construction of college students' cultural views, we need to strengthen the guidance and standardization of the formation of college students' cultural views.

In the context of the internationalization of higher education, there is a need to strengthen the guidance for the generation of college students' cultural views and prevent adverse cultural impacts on college students' cultural views. The "Jiejieliang" incident of Xiamen University and the unpatriotic remarks of freshmen from Hunan City University openly indicated that the current incorrect cultural concepts had a lot of negative effects on college students' thoughts. Universities should not loosen the guidance for the generation of college students' cultural outlook due to the respect of students' subjectivity and coexistence of multiple cultures and the objective need of cross-cultural exchanges. In view of the current situation in which college students are misled by wrong cultural ideas and generate wrong cultural views, we have to strengthen the education of cultural views and let students understand through various means what kind of cultural view is correct and what kind of cultural view is wrong. Through comparative education, we can point out the correct direction for the construction of students' cultural outlook. If necessary, we can demonstrate to the students through positive and negative cases to make them understand the practical necessity of establishing correct cultural views and the importance of personal development; However, we have to strengthen students' sense of responsibility, enhance students' sense of cultural responsibility, and make students understand the correctness of their cultural views, which not only affects the behavior of individuals, but also affects the development of the country and the nation, the inheritance of excellent national culture , the realization of the Chinese nation's great rejuvenation. The Chinese dream will be realized, and students will understand that individual ideas and behaviors are not only personal behaviors, but also affect the development of the country and the nation; The spirit of rational criticism enhances the ability of college students to treat foreign cultures dialectically. For negative foreign cultures and their lifestyles, it is necessary to respect the reality of their existence rationally and realize that "civilizations communicate because of diversity and learn from each other through exchange. It develops due to mutual learning." (4) We should also rationally criticize its unreality in China's real life and tell college students that they cannot use other people's reality to negate the unreality based on China's national conditions.

2. It is necessary to regulate the formation of college students' cultural views and their behavior under the influence of multiple cultures, so as to restrict the influence of negative factors in foreign culture on the formation of college students' cultural views. To scientifically regulate the construction of college students' cultural outlooks, first, it is necessary to draw a bottom line for the construction of college students' cultural outlooks. We must clearly tell college students the bottom line they should adhere to, and at the same time, we must deal with those words and actions that challenge the bottom line resolutely, so that college students understand that individual subjective thoughts and behaviors are not without boundaries, and any transboundary behaviors must pay a price. From this perspective, the handling of cross-border students by Xiamen University and Hunan City College is very timely, and it also plays a vigilant role in the construction of the current Chinese college students' cultural outlook. Second, it is to supervise the cultural activities of college students. Although cross-cultural exchange and multicultural display are inevitable and necessary in today's universities, it does not mean that universities can loosen the supervision of cultural activities. Activities. In addition to procedural supervision, it is also necessary to realistically monitor cross-cultural exchange activities. Once cross-cultural exchange activities appear to be contrary to the core values of socialism, there is content that harms the image of the Party and the country, it is necessary to stop and ban the corresponding cultural activities and deal with the corresponding responsible persons.

Although some events that we do not want to see may occur in cross-cultural exchanges, as President Xi Jinping pointed out that the trend of world development is irreversible, cross-cultural exchange is also an irreversible process. In this process, Chinese universities need to strengthen the responsibility of cultivating qualified socialist cause builders and successors, but also pragmatically aim at the reality of the development of cross-cultural communications, do a good job of guiding and supervising the construction of college students' cultural views, and make college students' conceptual construction moving in the right direction.

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An Empirical Research on Cross-cultural Competence Construction of Universities' Foreign Language Teachers: From the Perspective of the Third Space Theory

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Abstract: In view of the relatively weak cross-cultural communication ability of universities foreign language teachers and the shortage of cross-cultural knowledge of students at Chinese colleges and universities, the author has explored the approaches for cross-cultural competence construction of the university's teachers based on the Third Space Theory through studying and analyzing the existing problems in cross-cultural teaching, with colleges and universities in Jilin Province as the object of the empirical research and the approaches of cross-cultural competence construction of foreign language teachers as the objective.

Key words: Third Space Theory; the university foreign language teachers; cross-cultural competence construction; empirical study

I. Introduction

On October 18, 2017, Chinese President Xi Jinping pointed out in the report "Secure a Decisive Victory in Building a Moderately Prosperous Society in All Respects and Strive for the Great Success of Socialism with Chinese Characteristics for a New Era -- Report Delivered at the 19th National Congress of the Communist Party of China" that culture is the soul of a country and a nation. A flourishing culture signifies the flourishing fate of a country; a strong culture represents a strong nation. Without high level of cultural confidence and cultural prosperity, there would not be the great rejuvenation of the Chinese nation. It is a need to adhere to the socialist cultural development path with Chinese characteristics and stimulate the cultural creativity and innovative dynamism of the whole nation in building a strong socialist culture in China.

As one of the important bases for talent cultivation, foreign language teaching in Chinese colleges and universities is duty-bound to function as part of the bridge for cultural inheritance. It is stated in *College English Curriculum Requirements 2017* (China's Ministry of Education) that "Cross-cultural communication courses are designed for cross-cultural education, aiming to help students understand the differences between China and foreign countries in world outlook, values, way of thinking, etc., cultivate their cross-cultural awareness and promote their social skills and linguistic and cross-cultural communication competence. The courses embody the humanistic feature of college English

curriculum. In accordance with their needs, colleges and universities can set up cross-cultural communication courses of different levels or integrate the content of cross-cultural communication into English curriculum for general use."

At present, the level of cross-cultural communication course teachers is varied, leading to uneven realization of course objectives. How to realize the objectives more effectively and enhance students' cross-cultural communication competence has become one of the issues many experts, scholars and teachers have to face. As one of the key influential factors in cross-cultural education, cross-cultural communication competence construction of foreign language teachers in colleges and universities is the topic of the research reported in this paper.

II. Theoretical Foundation: Third Space Theory

The Third Space Theory was first proposed by Professor Kramsch of University of California, Berkeley (1992). Australian language education expert Professor Lo Bianco (2003) systematically expounded and promoted the Theory, and pointed out that through cross-cultural exploration and negotiation, learners creatively find out a middle ground between their native tongue and culture and the foreign language and culture. Both the mother tongue and the foreign culture are strengthened and deepened here and integrated as a new culture, so that communicators from different linguistic and cultural backgrounds will communicate successfully and freely. The Third Space is not a hodgepodge containing both cultures based on compromise between the two sides, but a cultural

innovation emerging from two-way interaction. When two cultures exchange and collide, the Third Space will naturally arise. The relative strength and weakness of the source language culture and the target language culture will maintain the dynamic balance of this space, but by no means would one side unconditionally get close to the other. Thus, the native and foreign languages and cultures can achieve a truly equal dialogue to form the cross-cultural composite personality of learners for them to adapt to the ever-increasing political, economic, and cultural exchange needs in today's world.

A considerable existing study have focused on the learner subjects in cross-cultural teaching and learning. For example, accurate and proper cross-cultural communication in different cultural contexts, the construction of Third Space classes in view of varied linguistic and cultural backgrounds and the needs and characteristics of learners, and the construction of learners' Third Space through contrastive literature and reading and writing training of the cross-context translations. However, teachers are the key to promoting foreign language teaching level in foreign language learning context, and their faith and professional quality directly influence their educational practice. Therefore, it is necessary to conduct research on teachers as the key subjects, yet the quantity of researches on linguistic competence transition of foreign language teachers in cross-cultural teaching is relatively small. The number of researches on how these teachers conduct cross-cultural teaching through the communicative approach of the "Third Space" is even smaller.

III. The Contradictions between Cross-cultural Competence of Foreign Language Teachers in Colleges and Universities and Their Teaching Effect

Taking cross-cultural competence construction of foreign language teachers in colleges and universities of Jilin Province as the research object, the author has explored the approaches for cross-cultural competence construction of the teachers based on the Third Space theory, through studying and analyzing the existing problems in their cross-cultural teaching. In this empirical research, the author finds that the cross-cultural competence and level of these teachers cannot fully meet the needs of cross-cultural teaching, which is shown in the following aspects:

1. Teaching objectives are not clear enough.

Though the objectives of cultural courses in colleges and universities have been put forward in state policies and policies of the relevant educational administration departments, the objectives stay at the macro level. The course teachers are not clear about the cultural details they teach, and the evaluation approaches for the realization of course objectives are not scientific enough. Besides, cross-cultural teaching at present lacks in relevant theoretical support; some teachers have not fully understood the importance of cultural teaching, leading to superficial teaching and unsatisfactory teaching results.

2. Teaching skills need to be improved.

First, most cultural course teachers in colleges and universities of Jilin Province graduate from English language, literature and translation and interpreting majors of different levels and categories, and their own cross-cultural level differs due to the emphasis placed on cultural teaching in the universities they graduated from. Next, the importance attached to cultural teaching in some universities is insufficient, and the training of and instruction on teachers' cultural teaching is lacking in systematic cross-cultural knowledge training and in-depth research. Even if some teachers have the opportunity to go abroad for further study, the proportion of such teachers is quite small and their study period is mostly short-term, e.g. three months or six months, unable to realize the goal of in-depth cross-cultural communication. Furthermore, to foreign language teachers, learning or further study related mainly to the cross-cultural knowledge of the foreign language they teach does not contribute to the integration of different cultures in the real sense. The cross-cultural knowledge of a teacher is limited to some specific language; it may also display the personal preferences of some teachers. It can be seen that the cross-cultural level of teachers cannot fully meet the needs of cultural teaching.

3. Teaching methods are not scientific enough.

Presently, the cross-cultural teaching mode in colleges and universities of Jilin Province is rather simple, with cramming being the mainstream. On the one hand, contrastive study between different cultures is limited despite the large number of textbooks on cross-cultural communication. The teachers can hardly go to depth in cultural teaching, leaving the students with only superficial understanding. On the other hand, the proportion distribution of language skills and cultural learning is unreasonable given the limited teaching hours. Most teachers allocate a big part to language skill learning and training and a small part to cross-cultural knowledge teaching. Moreover, some teachers do not have sufficient preparation for classes, thus unable to create a reasonable "Third Space" for students to learn and grasp various cross-cultural knowledge.

4. Teaching reflection is not deep enough.

The teaching reflection after cross-cultural course is not deep enough. The understanding of whether the course content can meet students' needs for cultural knowledge is inadequate. The cultural understanding of some teachers is one-sided, even with personal preferences. Some particular teachers fail to teach cross-cultural knowledge objectively due to their deeply rooted ideology of blind rejection of foreign things or worshipping everything foreign. Furthermore, some of the teachers have limited knowledge on Chinese culture and their local culture, thus unable to tell Chinese or local stories. This, to a great extent, has obstructed the transmission of Chinese culture. The number of cross-cultural teaching and learning research programs and research subjects is far fewer than those of other areas.

IV. Cross-cultural Competence Construction Approaches of Foreign Language Teachers in Colleges and Universities under the Guidance of the Third Space Theory

To solve the contradictions and problems in cross-cultural teaching and learning in colleges and universities of Jilin Province, the author proposes the following cross-cultural competence construction approaches based on the Third Space theory.

1. Renewing cultural education philosophy and clearly defining cultural education objectives

With the accelerated economic globalization, cross-border and cross-cultural exchange activities have been on the increase. The cross-border communication between people with different cultural backgrounds has become increasingly frequent, and the large number of transnational companies have made the diversification trend of cultural background of labor more evident. Cross-cultural communication has become increasingly important. Appropriately dealing with the relationship between home culture and foreign culture, local culture and foreign culture, language teaching and cultural teaching, and functionality and the humanistic nature of languages has become an urgent issue. Colleges and universities in the new era need to enhance the emphasis on cultural teaching in view of the trend of the times; the teachers also need to renew their cultural education philosophy, clearly define cultural education objectives, revise talent training programs and reasonably set the proportion of cultural curriculum module.

2. Enhancing teachers' cross-cultural teaching ability

Under the guidance and supervision of educational administration departments, colleges and universities need to formulate reasonable plans to provide teachers with opportunities to enhance their cross-cultural communication competence. For example, overseas exchange and study, cross-cultural communication between Chinese and foreign teachers, attending relevant domestic training programs, organizing cross-cultural research teams on and off campus, or holding cross-cultural knowledge contests for teachers or students, which can be planned and instructed by teachers to shape cultural atmosphere. At national, provincial, municipal or school levels, external publicity of local culture can be planned and implemented; and research on contrastive culture can be carried out. Through activities in the above forms, the cross-cultural knowledge of teachers will be enriched and broadened and their cross-cultural level enhanced.

3. Improving teaching methods

Most of the time, teachers have dictated the cross-cultural classes, with mechanical cultural knowledge introduction as the main form instead of cultural comparison and contrast. Moreover, limited by the foreign language the teacher majors in and the relative profundity of the cultural knowledge related to the language, it is common that the teacher tends to place focus on the cultural phenomena related to the language in teaching. Faced with these problems, creating an in-between "Third Space" environment and

context on and off campus for cross-cultural teaching can be a wise choice.

Firstly, the physical environment on campus for the creation of the "Third Space", including: setting up a special cultural classroom or activity room and enhancing cultural atmosphere with interior decoration and prop design; meeting students' needs for cultural reading with books from the school's library or the Book Corner in the classroom; designing cross-cultural topics into themed activities of class meetings, and organizing activities like cultural exchange programs between the home university and foreign universities.

Secondly, carefully designing cross-cultural teaching content. Cross-cultural course teachers need to comprehensively grasp the cultural knowledge related to textbooks, teach vividly with multiple approaches such as multimedia and the Internet, and make appropriate addition or deletion through reasonable use of supplementary materials to complete the teaching tasks of the course. The teachers also need to carefully design classroom activities and lead students to conduct contrast and communication of cross-cultural knowledge to shape their cross-cultural awareness.

With case study, the teachers can analyze relevant and suitable cross-cultural cases in teaching and implement the teaching design step by step. Learning cultural knowledge in the Third Space context will promote the enjoyment, enthusiasm, and initiative of students. The teachers can also design related extracurricular tasks for students, such as collecting, organizing, and contrasting materials. The focus of the process is to cultivate students' independent learning ability. While grasping foreign cultures, students will also enhance their love for the motherland and learn to tell Chinese stories in foreign languages. In mastering foreign languages, they have become patriotic Chinese.

Furthermore, enhancing dissemination of cross-cultural knowledge by making full use of off-campus space. For example, the foreign culture embodied in fast food restaurants like KFC and McDonald and the Chinese cultural factors in featured Chinese restaurants, and taking students to local cross-cultural exchange activities, museum visits of different kinds and cultural contrast activities, etc. Learning cultural knowledge in such cultural experiences, teachers and students will have more profound learning impressions.

4. Deepening teaching reflection

Teachers need to conduct teaching reflection after class teaching or leading students to learn and experience cross-cultural knowledge. Individual reflection can be carried out in forms of keeping reflective diaries, writing research papers, or applying for relevant teaching or research projects; course teams or university alliances can take part in collective course preparation and teaching reflection. Through reflection, mature experience will be shared and applied in future teaching; immature ideas will be reorganized and discussed for the exploration of more and better cross-cultural teaching methods.

V. Conclusion

The teaching objectives of cross-cultural courses guided by the Third Space theory are: to enhance the cross-cultural teaching ability of college and university foreign language teachers, so that they will lead students to express the things happening or will happen in China more effectively as Chinese, keep students' recognition and sense of achievement of Chinese culture and help foreigners better understand China; to cultivate high-level talents with Chinese souls and international vision, who cannot only grasp Chinese culture, but also well understand diversified cultural background, so that they will grasp opportunities in global competition and are able to independently accomplish international exchange activities. College and university teachers are expected to enhance their cross-cultural competence to make do contribution to the cultivation of cross-cultural talents in China.

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Research on Compound Talent Training System at Universities in Beijing: A Case Study on Dual Training Program

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Abstract: This paper reports a case study on Beijing International Studies University which actively responded to the call of the Beijing Municipal Education Commission and launched a Dual Training Program with universities such as Beijing Foreign Studies University, Communication University of China, Beijing Normal University and other universities since 2015. The paper clarifies the problems during the implementation of Dual Training Program, explores the application of blockchain technology in the teaching management, and promotes the construction of virtual teaching teams and course group construction, in order to further improve the training process and teaching quality.

Key words: Dual training program, compound talent training, blockchain, distributed ledger

Introduction

Beijing higher education is in the critical period of opportunities for comprehensively deepening reforms. It bears the major historical responsibility of providing the society with intellectual support for high-end talents and building Beijing into a national political, cultural, international communication center, as well as scientific and technological innovation center. In order to further innovate the training mechanism of high-level talents, effectively meet the needs of college students for high-quality education resources, stimulate the vitality of education and teaching reform in universities, especially municipal universities, comprehensively improve the level of university education, and promote the balanced development of education in Beijing, the "Cross-training Plan for High-level Talents in Beijing's Colleges and Universities" was initiated in 2015. This program comprises three parts of talent cultivation model, including dual training program, send students abroad for joint training program and practical training program for the purpose of improving students' practical practice and scientific research innovation ability. This paper will discuss from the perspective of dual training program.

Dual Training Program is a major talent training and innovation initiative for Beijing Municipal Universities and Universities under the Ministry of Education to jointly train outstanding undergraduates. Municipal universities will send about 2,000 outstanding students each year to study in Universities under the Ministry of Education for 2 to 3 years based on "3 + 1" (a three-year visit to the universities under the Ministry of Education, and returning to the municipal university in the final year to complete the study) or "1 + 2 + 1" (the first year studying in municipal universities, a three-year visit to the universities under the Ministry of Education, and returning to municipal universities in the senior year to complete the study) training model. In this program students can choose from about 110 prestigious majors. Meanwhile, still some other students are selected every year and sent to the universities under the Ministry of Education studying in one-year short-term visits in the urgently needed majors in Beijing society or minors, aiming at improving the professional level, innovation ability and comprehensive quality of college students in Beijing.

Since the introduction of "Cross-training Plan for High-level Talents in Beijing's Colleges and Universities", and the implementation of Dual Training Program, Beijing International Studies University (hereinafter referred to as the school) studies the document carefully and communicates with the universities under the Ministry of Education in Beijing actively to determine the majors and admission plans of college entrance examination, in response to the call of Beijing Education Commission. The school has attributed a certain number of enrollment quota in the college entrance examination plan each year. Those who joined in this Dual Training program can study in both the characteristic specialty in the school

and the key specialty in the universities under the Ministry of Education. The school has chosen a total of 390 students to participate in Dual Training Program by 2019, all in accordance with "3 + 1" training model.

1. Features and highlights of Dual Training Program

(1) Input of high-quality students

Since its implementation in 2015, Dual Training Program has attracted growing concern from candidates and their parents in various districts of Beijing. It has also become a hot topic in the college entrance examination consultation. The enrollment quota of Dual Training Program is evenly distributed to all districts and counties, and admission is made in the second batch during the college entrance enrollment. Even if students applying for this program fail in the enrollment, they can still be enrolled by universities in next batch of college entrance enrollment.

Although the final admission scores of the main urban area and suburban districts and counties are different, the average score of the students admitted are higher than the score line of each year regardless of liberal arts or science. The average score of the liberal arts over the past years is about 30 points high than that of the first batch of undergraduate schools while the average score of the science over the past years is about 40 points higher. The enrollment of high-quality students is a powerful guarantee for the successful implementation of Dual Training Program.

(2) Innovative talent training model

The school has carried out Dual Training Program with Tsinghua University, Beijing Normal University, Communication University of China, China University of Political Science and Law, China Foreign Affairs University, Beijing Foreign Studies University, Central University of Finance and Economics, etc. After in-depth discussion and research, the school decides to focus on developing three types of talent training models including the training model of highly talented professionals, "specialty + specialty" compound talent training models and "multilingual +" international talent training model. The school cooperates with Beijing Normal University to cultivate highly talented professional students, majoring in English specialty (municipal universities) and English (highly talented professional program in universities under the Ministry of Education). It also promotes the program with Communication University of China to cultivate students majoring in "English specialty + Internet TV specialty " and "English specialty + Internet News specialty ". Besides, the school is also attributed to cultivating students majoring in "International Politics specialty + Chinese Culture and Non-Language specialties in countries along the Belt and Road" with Beijing Foreign Studies University

(3) Output of valuable diploma

After students participating in Dual Training Program complete the relevant major studies in the universities under the Ministry of Education for the first three years, they return to the school and continue to complete their senior year studies and graduation thesis. Students participating in this program can enjoy the high-quality educational resources of the two universities, experience different campus cultures, attend high-level lectures, and appreciate styles of the masters. They can also learn the thinking methods while improving their ideological state. Students who finally meet the credit requirements required by the joint training program can obtain diploma and degree certificate issued by municipal universities, as well as a certificate of completion issued by the universities under the Ministry of Education. These high-level diplomas record the growth of Dual Training Program and reflect the students' learning effects.

2. Problems in the implementation of Dual Training Program

Firstly, the joint training plan of Dual Training Program needs to be implemented, and the details of credit recognition must be clarified. The guidance of "Cross-training Plan for High-level Talents in Beijing's Colleges and Universities" points out that teaching management department of the universities under the Ministry of Education should clarify the correlation between the courses and determine credits and teaching hours of all the courses in each semester according to the joint training plan. However, in the talent training process of Dual Training Program, some colleges and universities have not formed a unified training plan. The universities under the Ministry of Education and municipal universities still carry out talent training according to respective training plan. When conducting degree authorization review, universities under the Ministry of Education evaluate the students' learning for the first three years to decide whether they can meet the requirements of their training plan, while municipal universities assess students' senior year study and graduation thesis. The final assessment is performed based on the results of the degree review from both of two universities. In addition, when students graduate from universities, the transcript they get is not a reflection of complete academic transcripts for four academic years, but two independent transcripts from each of two universities with separate GPAs. It will cause inconvenience when students applying for further education in foreign institutions.

Secondly, in the process of cultivating compound talents in "specialty + specialty" model, there are fewer courses for the major of municipal universities. A large number of courses are related to the specialty in the universities under the Ministry of Education. The curriculum of two majors is uneven. Dual Training Program aims at cultivating compound talents, whose original intention is that students can acquire the knowledge of both specialties. After graduation, students not only have a good command of professional knowledge for one specialty, but also have a certain mastery of another specialty. Take Dual Training Program between the school and Communication University of China as an example, students participating in "English specialty + Internet News specialty " and "English specialty + Internet TV specialty" program mainly

complete most of the courses relevant to Internet news and Internet TV at Communication University of China in the first three years, among which only two compulsory courses are English-related. Students are worried that since there are too few language courses, they may have difficulty in passing the Test for English Majors Level 4 and Level 8 exams only through self-study.

Thirdly, the ideological mechanism and teaching management for students in Dual Training Program need to be strengthened. The school is equipped with a teaching management secretary for general undergraduate students at the department level, who is responsible for teaching management of the students. In addition to a full-time counselor in each grade, each class is also equipped with a class tutor. Class tutors are usually course teachers of that class. In this way, the school can keep abreast of the learning status and ideological dynamics of students. However, students participating in Dual Training Program have little contact with teaching management secretary and counselor although both universities have given some attention to them. Students' problems cannot be solved in time under the circumstances.

Lastly, some students participating in Dual Training Program feel confused about their future. During the first three years of study, students devoted most of their time to the specialty of the universities under the Ministry of Education. Heavy academic pressure makes students rarely have time to study the specialty of municipal universities on their own. Dual Training Program is intended to cultivate students whose specialty is urgently needed in the transformation of Beijing's economic structure and the realization of the "four centers" function positioning and strives to shape students into a "dual elite ". But some students cannot reach that level, so they feel relatively vague about their employment direction.

3. Practice and Exploration of Teaching Management in Dual Training Program

First, the school can apply blockchain technology to record students' learning files. On October 24, 2019, Political Bureau of the Central Committee of the CPC conducted the eighteenth intensive learning on the development status and trends of blockchain technology. The General Secretary of the CPC Central Committee Xi Jinping pointed out that it was necessary to explore the application of "blockchain +" in the field of people's livelihood, actively promote the application of blockchain technology in education and other fields, and thus provide smarter, more convenient and better public services. According to the free dictionary by Farlex, blockchain is defines as: "The underlying architecture of Bitcoin and other financial systems. The blockchain is a distributed ledger that provides verifiable proof of a transaction between two parties. There is no central repository. The blockchain is continuously updated and replicated on many nodes dedicated to that platform".

The blockchain bears the characteristics of decentralization, openness, and non-tampering, which makes it possible for multiple terminals to jointly maintain the student's learning file, and the data

logged by each terminal can be traced back to the source. Any terminal can query information after obtaining authorization. Based on this concept, since the students participating in Dual Training Program enter the university, universities under the Ministry of Education and municipal universities can use this technology to jointly manage their learning. Under the guidance of the jointly developed training plan, teachers of each course can use distributed ledger to record student's academic performance and learning feedback. Just like the logistics information in the supply chain industry, what is finally presented is a detailed transcript based on blockchain technology that shows the learning process and learning effect of learners at different time.

Second, the school should promote the construction of virtual teaching team of Dual Training Program. By strengthening inter-school cooperation of teaching team and building a virtual teaching team, the school can increase the expansion capacity of the faculty construction. The school should explore the operating rules and characteristics of virtual teaching teams, improve the teaching quality of collaborative teaching, and promote the output of high-level teaching achievements. It is also necessary to promote the integration of online and offline course resources and explore the integration between two specialties involved in this training program. The construction of the virtual teaching team will maximize the integration of high-quality teaching resources, thereby playing an active role in the cultivating of compound talents.

Third, the school should strengthen course group construction of Dual Training Program. In the process of jointly developing training plans, the two universities should insist on cultivating all-round talents and effectively implementing the integration of two specialties. A distinctive curriculum system should be constructed within the framework of general education course groups, knowledge-oriented course groups, skill-oriented course groups and practical course groups. The school ought to fully demonstrate the inner relationship of the courses within the course groups and the correlation between the course groups, reasonably arrange the semester order for all the courses, and determine credits and teaching hours for different courses. Besides, the construction content should also include formulating syllabus and teaching plans, deploying teachers, and carrying out the construction of supporting teaching materials.

Fourth, the school should strengthen humanistic care for students participating in Dual Training Program. Two universities should arrange a teacher as the liaison, who is familiar with this program and is responsible for the docking work between two universities, in order to get acquainted with students' real-time learning status and their difficulties encountered in the study. If students encounter a problem, they can report it to this liaison in time to find a quick and effective way of solving the problem. For example, at the end of the fall semester in 2016, a student reported to the school that he was not interested in the courses of the universities under the Ministry of Education, and tended to study in his original

specialty in municipal universities. The school attached great importance to the students' requests. After talking with the students and understanding the situation, they had gone through the procedures for changing student's status in a timely manner. Students quitted Dual Training Program and returned to municipal universities to continue his original major studies. The school needed to manage his learning according to the new training plan, and immediately discussed the plan to recognize his credits at universities under the Ministry of Education and gave the student's subsequent courses continuous attention.

Fifth, two universities should encourage students to participate in more social research and internship practices related to their specialties to improve the students' employability. In social practice, students can broaden their horizons, innovate their thinking model, learn more about the correlation between employment and their specialties, and feel the advantages of compound talent training cultivation. At the same time, the school can invite famous scholars at home and abroad and elites in the industry to provide cutting-edge courses and hold a series of lectures through the "Outstanding Teacher Lecture Program", so that students can spend more time with smart people and stand on the shoulders of giants to look at the world.

Overall, Dual Training Program is a new concept of talent training practice. The General Secretary Xi Jinping is committed to promoting the development of blockchain technology and related industry and puts forward clear requirements that the exploration and application of blockchain technology in the field of education play an active role in the cultivation of high-quality, compound talents who can meet the needs of society. It will produce sustainable and beneficial social and economic effects in the long run.

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Transformation Strategies of Spanish Translation Teaching under "the Belt and Road" Initiative

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Abstract: "The Belt and Road" Initiative requires considerable qualified translators. Based on the needs of Spanish translation talent market, the study reported in this paper investigated four universities with Spanish majors in Shanghai. The paper combines the talent training programs of these universities' undergraduate teaching, the status quo of their respective translation teaching, analyzes the shortcomings of the Spanish translation teaching, and puts forward the transformation strategies of translation teaching aiming at cultivating translation talents.

Key words: Talents cultivation; translation teaching; transformation strategies; the belt and road initiative; Shanghai

1. Introduction

The influence of the national "the Belt and Road" initiative has now spread far beyond the Eurasian continent to the rest of the world. Influenced by the initiative, multilingual talents cultivation in countries along "the Belt and Road" has attracted extensive attention in the field of foreign language education in China.

Spain, many Spanish-speaking Latin American countries and some African countries, as cooperative partners and countries of the mentioned initiative, have seen significant growth in cooperation with China in trade, culture, education, tourism, sports, finance, telecommunications, energy and other fields. In recent years, the author has worked as a training translator for many Chinese aid projects in Latin America and Africa, having real experiences of the shortage of Spanish translation talents in the market. The author believes that starting from the market demand, the transformation of Spanish translation teaching is a research topic that needs to be paid great attention to.

Focusing on this topic, the author conducts on-the-spot researches of translation teaching in universities in Shanghai that offer Spanish undergraduate major. On this basis, the author carries out relevant research on translation teaching transformation strategies, especially an empirical research, in order to optimize the translation teaching of Spanish undergraduate major and better serve the training of Spanish translation talents.

2. The shortcomings of the current translation teaching of Spanish undergraduate majors

By visiting four universities in Shanghai which offer Spanish language major: Shanghai International Studies University, Fudan University, East China Normal University and Shanda University, the author conducted on-the-spot researches on Spanish translation teaching.

On the grounds of the author's research and relevant literature data,

in the cultivation of translation talents, the current existing Spanish undergraduate translation teaching mainly has three deficiencies: 1. the insufficiency of the credit hours of translation courses; 2. the insufficiency of the effectiveness of translation textbooks; 3. the insufficiency of the qualified teachers engaged in translation teaching.

2.1 Insufficient credit hours of translation course

A prominent problem has been shown In the *undergraduate talents training program for Spanish major,* is that the proportion of Spanish translation courses and related practical courses is very low: "Spanish translation" is a professional compulsory course of total 72 credit hours , "Spanish interpretation" is a professional elective course of total 72 credit hours; " Autonomous translation training " is an extracurricular practical teaching activity, which lasts for one week each in the fifth and sixth semesters.

The author has investigated the training programs of the four universities, the results shows that the translation course of Shanda university, which targets of cultivating composite application-oriented talents, has the most credit hours totaling 288 hours. Two kinds of training programs for undergraduate Spanish major in Shanghai International Studies University can be found: one is universal program, the other is enterprise management program. The number of credit hours of universal translation course is 162, which is obviously higher than the 72 credit hours of enterprise management course, the reason is that the latter needs to offer the professional courses of management with enough credit hours. Fudan University and East China Normal University, both of which focus on cultivating research-oriented talents, have only a small number of translation classes, with 72 credit hours in the former and 108 in the latter.

On the basis of the data of *a study on the development of Spanish translation teaching in China* (Luo Yingzhen 2010:97), the Spanish-Chinese and Chinese-Spanish translation courses of Beijing Foreign Studies University and Beijing International Studies University

are one academic year respectively. While other universities such as Peking University, Nanjing University, Jilin University, Xi'an International Studies University, Sichuan International Studies University and so on, each have one semester of translation courses for the Spanish-Chinese and Chinese-Spanish. The interpretation courses last for one or one and a half years.

The above data shows that the average time of translation and interpretation courses is two semesters each (one academic year), differs from 1 semester to 4 semesters. That means, according to different universities, the total credit hours of translation courses differ from 72 to 288. In terms, it is quite limited of the total credit hours for the cultivation target of Spanish translation talents. Because of the current credit hours, the number of qualified translators through university cultivation is quite limited, which is far below the market demand.

2.2 Insufficient timeliness of translation textbooks

At present, most of the translation textbooks used in universities are the *Spanish- Chinese translation course* (the second edition in September 2011) compiled by Sheng Li and the *New Chinese-Spanish Translation Course* (the July 1999 edition) compiled by Zhao Shiyu; for the Spanish interpretation courses, two textbooks are widely used: the *Spanish interpretation* (the February 2007 Edition) and the A*dvanced Spanish interpretation course* (the January 2012 Edition) compiled by Chang Shiru; and the *Course of primary interpretation for Spanish Chinese* (April 2011) compiled by Chen Quan are used in some universities; moreover some university use their own textbooks adapted by themselves.

Generally speaking, the translation materials account for a large proportion of theoretical knowledge and translation skills and focus more on literature and grammar. Neither the translation materials nor the interpretation materials can follow the development of the society. Due to the limitation of the year of compilation, the book cannot include the themes and hot words such as "the Belt and Road", "smart city", "cloud computing", etc.; in addition to foreign trade industry, there is a lack of relevant terms of other industries (such as finance, law and new media industry, etc.). The textbooks are obviously inadequate in timeliness and diversity.

Some teachers will also supplement their own teaching materials, but most of them are online articles, and most of the topics are limited to news reports, which cannot achieve the coverage of several categories of departments, therefore, it is beneficial for improving students' reading ability but not for improving the practicability of translation ability.

2.3 Serious Shortage of Qualified Teachers

Compared with English, Spanish as "a small language", has a relatively short teaching history and suffers from the shortage of teachers. According to the survey data of 248 full-time teachers in 38 universities *A survey of professional faculty in universities in China* in 2014 by Professor Zheng Shujiu (hereinafter referred to as "the survey report"), except several universities established before 2000, which possess strong teacher resources, such as Beijing Foreign Studies University, Peking University, Shanghai International Studies University, etc., in the other universities, existing problems of professional teachers such as the

shortage of full-time teachers, the lack of excellent teachers, the middle and low professional titled teachers assume the main responsibility of teaching, while the high professional titled teachers focus on the research work.

Some problems mentioned in *The Survey Report* are also reflected in the universities in Shanghai visited by the author, such as the shortage of full-time teachers and the unsatisfactory structure of Professional Titles: the current composition of Spanish teachers in Fudan University: 1 professor, 2 associate professors, 3 lecturers, 6 full-time teachers in total; there are no teachers with associate professor or above titles in East China Normal University, 5 full-time teachers in total, all titles are lecturers. Among the 10 full-time teachers in Shanda University, only one is a professor (retired), one is an associate professor (enterprise) and three are lecturers.

According to the situation of the universities visited by the author and the existed data, the academic degree of the Spanish teachers has improved. For example, all the Spanish teachers of Fudan University and East China Normal University are doctoral degree. Many universities have introduced Dr. returnees to teach, but the professional title structure is still not ideal. At present, most of the teachers of translation course in universities are lecturers, aged from 25 to 35 years old.

Young teachers have the advantages of being familiar with the Internet, using multimedia methods and the new teaching mode. However, they lack teaching experience, their teaching level is limited, and academic ability needs to be improved. Translation teaching needs mature teachers: excellent language level and rich translation practical experiences, such faculty has obvious faults. The shortage of qualified teachers is also one of the reasons for the reduction of translation credit hours in many universities.

To sum up, there are problems in current translation teaching, such as the lack of credit hours, outdated teaching materials, and weak faculty. All of these have resulted in the poor quality of translation teaching in Spanish, which have led to the unsatisfactory quality of Spanish translation teaching, becoming the shortcomings in the cultivation of translation talents.

3. The transformation strategies of translation teaching
3.1 Transformation trend of theoretical research

In view of the above three deficiencies, based on the "Equivalence Theory" of translation, especially the "dynamic equivalence" principle put forward by Nida, an American translator, in his 1964 representative works of translation theory, it is necessary to transform some theoretical studies in translation teaching. In the past, the teaching of translation focused on the study of equivalence from the perspective of language, so the teaching focused on equivalence in pronunciation, word, phrase, sentence, sentence group, paragraph and so on; However, in the present translation teaching and research, more semiotics and pragmatics are used to achieve "semantic equivalence".

With the continuous advancement of translation studies, a consensus has been reached by scholars and teachers that equivalence in translation is a comprehensive relationship. The cultivation of translation

talents means not only the cultivation of cultural and linguistic literacy, but also the cultivation of comprehensive abilities required by qualified translators: such as logical thinking ability, professional skills and communication ability, besides linguistic and cultural abilities, which include but not limited to: information processing ability, problem-solving strategy, public speaking ability, note taking ability, document management ability, team work ability, emotion control ability, anti-interference ability, etc. At present, translation teaching should focus on how to cultivate these new translators' abilities and meet the new requirements of the times.

3.2 Transformation strategies of teaching practice

In recent years, based on the principles of translation theory and the transfer of the focus of translation teaching and research , in the practical field, the translation teaching of Spanish Undergraduate needs three transformations: the transformation of teaching methods, the transformation of teaching content and sites, and the transformation of teachers' role.

3.2.1 Transformation strategies of teaching methods

First of all, to realize the transformation from "teacher centered" to "student centered" is the essential need for the teaching method of translation teaching.

In the traditional teaching of "teacher centered", teachers teach translation theory and skills, grammar and syntax, and give examples of translation by textbooks. This traditional teaching method is not conducive to arouse students' interest in translation neither the enthusiasm for translation. In recent years, "student-centered" is a new teaching method that has reached consensus. It is a new teaching method in which teachers use "task-based" teaching method centered on students' interest orientation and individual differences.

The specific application of "student-centered" teaching method in translation teaching includes: in the classroom, teachers can design corresponding scenes and tasks according to the teaching objectives and students' actual language ability, so that students can complete the simulation translation task in class; outside the classroom, teachers can arrange tasks, which can be related online learning, MOOC, micro lesson or video learning; students can also be divided into different groups for group cooperative learning: each group chooses different topics and fields through their own interests to find materials for translation exercises, and the results of the exercises are displayed in the form of PPT in class or performed in the form of role-playing in the classroom. Teachers comment and summarize these displays and exercises. Teachers play the role of organizer, director, judge and promoter in the whole process.

The "student-centered" teaching method can encourage students to achieve autonomous learning and in-depth learning after class and make up for the lack of credit hours in the overall curriculum. Students can learn relevant online courses according to the tasks assigned by teachers; they can find interested materials after class, translate by themselves first, and then bring the problems encountered in translation back to the classroom. Through group discussion and teachers' assistance to solve the problems, students can explore and expand their study of the best

translation scheme, thus, forming a dynamic learning cycle system with interaction in students and between teachers and students.

"Student centered" also means to reform the student assessment and evaluation system. Giving students translation scores can break the traditional examination score system, and comprehensively scoring the examination scores, the completion of relevant online courses of the students before and after class, the completion of translation tasks by students in and out of class, and the practice of translation practice out of class. So as to further stimulate students' enthusiasm for autonomous learning, active search for translation tasks and participation in translation practice.

Using the new teaching method, students become the center of teaching and the leading role of translation activities. They can gain really experience tasting the hardships and joys of translation work, which can help to cultivate their ability of information search, of independent problem-solving, of language conversion in a short period of time, and thus promote the translation ability.

3.2.2 Transformation strategies of teaching content and site

In order to cultivate practical translators, the contents of translation courses should be diversified, covering literature, economy, trade, diplomacy, science and technology, tourism, medical and health care, judicial administration, film and television, etc. In translation teaching, various materials should be supplemented, such as cultural differences between China and the West, tourism materials, international trade practices, current news, exhibitions, technical talks, business negotiations, international bidding, industry conferences, advertisements, contracts, subtitle translation, etc. Translation materials from "theme" translation to "industry" translation of the transformation. Teachers can achieve a weekly industry in the teaching plan of the topic, so that the multi-industry knowledge system can be covered in one academic year.

If teachers do not supplement other materials to students in the teaching content, but only follow the outdated translation textbooks, it is impossible to meet the current market requirements, which also means that the teachers engaged in translation teaching need to practice translation themselves, apply the materials accumulated in translation practice to teaching, and ensure the authenticity, representativeness and authority of translation materials.

In the era of artificial intelligence (AI), teachers should also introduce machine-aided translation contents into teaching, guiding students to use professional dictionaries and related translation APPs, comparing the advantages and disadvantages of different translation APPs, and introducing the usage of machine translation method as translation aid.

In addition, it is necessary to cultivate students' ability for search information resources and consult relevant materials on the Internet, which is particularly important now. The latest developments of many science and technology industries can only be searched on the Internet. Therefore, teachers must keep up with the teaching requirements of the digital era, have the ability of data collection and data processing, and guide students to use Internet thinking and Internet resources to complete translation tasks.

At the same time, the teaching place of translation needs to be expanded to the field to achieve on-site teaching. On the one hand, teachers can lead students to visit science and technology-based enterprises on the spot to understand the impact of science and technology on translation (for example, they can lead students to visit technology company like iFLYTEK, so that students can have a perceptual understanding of advanced translation technology and equipment such as language recognition, guide translator, conference translator, etc., and have a better think about the difference between machine translation and human translation, etc.); On the other hand, translation training can be carried out in factories, enterprises and institutions, tourist attractions, exhibition sites, etc. At present, some universities have realized this problem, set up practice bases outside the school, a simulation practice in the classroom, so that students can increase the practical experience of translation in the real situation.

Translation is a kind of skill which is cultivated from a large amount of practice. Only practice can test translation results and cultivate translation ability. Therefore, teachers need to create more practice opportunities for students, stimulate their enthusiasm for translation work in practice, and improve their translation practical level.

3.2.3 Transformation strategies of teachers' role
3.2.3.1 Change from "leading role" to "supporting role"

In the transformation of translation teaching, it is mentioned that translation teaching needs to realize the transformation from "teacher-centered" to "student-centered", which enables teachers to break away from the traditional role of "educator" and act as "counselor" and "consultant", that is, to actor as the leader, promoter, coordinator, organizer, valuator, bystander and corrector of translation activities.

Role transformation means that teachers need to use new teaching modes such as MOOC, Micro Lesson and Flipped Classroom, and make good use of teaching resources of various social platforms to realize online and offline mix teaching and adapt to the needs of translation teaching in the era of "Internet +".

At present, a large gap is still clear in translation teaching in the field of MOOC. MOOCS (Massive Open Online Courses) is a mode of large-scale open online education courses. Taking MOOC, the largest MOOC network in China, as an example, the platform gathers the courses of 168 cooperative universities, but the proportion of foreign languages in these courses is very low, especially in the translation category, only the "consecutive translation" of Guangdong University of Foreign Studies and the "English-Chinese translation methods and skills" of Nanjing University. If further search other MOOC websites, you will find more Spanish basic courses , such as "basic Spanish vocabulary", "Introduction to Spanish", and most of them are courses offered in English by foreign universities; there are also cultural courses of "Chinese Traditional Festival Culture" taught in Spanish, but no Spanish translation course can be found. On the one hand, teachers engaged in translation teaching can strive to develop the MOOC of translation and fill the gap; on the other hand, they can make use of MOOC such as the cultural courses, to realize the cultivation of cross-cultural communication competence in translation ability, also take online courses

as the extension and supplement of offline classes, adopt the mix teaching mode of online and offline combination, and play the role of "a better leader" .

Micro Lesson is very necessary in translation teaching, because the core of this lesson is to compress the 45 minute course into a 10 minute video, which condenses the essence of the course, emphasizes interest, interaction and pays attention to scene practice, while the fragmented learning of short video conforms to the learning habits of modern people and can have a better learning effect. Teachers can upload a translation theme or simulated translation scene as a Micro lesson. Students can download videos from the Internet with mobile devices and watch them repeatedly at any time. Translation is an art that needs to be tempered and refined over and over again. Teachers need to guide students to strengthen thinking, constantly sum up and deepen in repeated views. In this teaching mode, teachers need to play the role of "a better promoter".

Flipped Classroom is not only a kind of combination of online and traditional teaching mode, but also a reform of the traditional mode of teaching first, learning later and teaching while learning. Its core significance lies in "learn first, teach later". Students prepare for self-study through video materials and so on and record questions; then in class, teachers summarize through questions and comments, emphasizing the key and difficult points of knowledge. Flipped classroom not only adjusts the time inside and outside the classroom, the order of time "learning" and "teaching", but also puts forward higher requirements for teachers. When using flipped classroom teaching mode, teachers should play the role of "a better coordinator", "organizer" and "valuator".

These new teaching models make students become the protagonist of the classroom, fully mobilize the subjective initiative of students, is an effective supplement to the traditional teaching mode, and offer solutions to the problem of insufficient credit hours in translation teaching. These new teaching models have been put into practice in the translation teaching of some universities and have achieved a lot. At the same time, these new teaching models put forward higher requirements for teachers' ability of preparing lessons, organizing classes and evaluating after class. Teachers need to realize the transformation of teaching role, carry out teaching from the perspective of "supporting role", the most important need to have higher ability of controlling lessons, so as to achieve better results in translation teaching.

In addition, in the era of "self-media", teachers can make full use of social media instruments, such as Wechat, QQ, Weibo, Zhihu, etc., and other social platforms to give full play to the leading role consciousness of each student. Starting from the popular small elements, such as the translation of hot songs and words, establish an online association and community for translation, encourage students to communicate and interact more on the online platform, in this online community, teachers work as bystanders, correctors and guides to help the community grow healthily and actively. The role of students in the online community is a virtual role compared with the real life. An ordinary person in the real life may have many fans on the Internet, a hot post may be commented by millions of people, and hot topics have strong communicability and sharing. A successful virtual character has a dazzling "protagonist halo",

which makes people have a sense of realization and achievement. Teachers can make good use of this feature of social platform to cultivate students' sense of realization and achievement, stimulate students to share translation experience, polish translation works in communication and sharing, so as to cultivate students' ability of independent learning and in-depth learning.

In a word, in the digital era of translation teaching, the role of a teacher needs to realize the transformation from "leading role" to "supporting role". The main function of a teacher is to stimulate students' interest in various fields of knowledge fields, to cultivate students' ability to search relevant information and understand cultural differences, to cultivate students' language conversion ability between languages, and finally to achieve the cultivation of students' translation ability.

3.2.3.2 Play the role of "bridge" between university and enterprise

As mentioned above, the teaching methods of translation need to mix online and traditional mode, and the teaching site should not be limited to the classroom, but be extended to enterprises, conference and exhibition centers and other translation practice places.

Practical teaching is the supplement and extension of classroom teaching, and it is also an important part of translation teaching. The practice base can provide students with good translation practice opportunities and is deeply loved by them. According to the paper *New Exploration of Chinese-Spanish Interpreting teaching in Undergraduate Courses ——Based on Surveys and Interviews of 6 Universities in Beijing* (Gaobo 2017:151), the most preferred teaching method for students is interpreting practice. Therefore, on the one hand, teachers need to contact with enterprises, actively establish and constantly expand the practical teaching base of translation; on the other hand, teachers need to find excellent students in teaching, recommend to send excellent senior students to the practice base in turn to do on-site translation practice, so that students can be familiar with the production process and foreign trade business process of enterprises, can also get effective translation exercise.

In addition to establishing translation practice teaching base, teachers also need to actively promote university-enterprise cooperation teaching mode: such as inviting senior managers of enterprises to enter the classroom, giving special lectures or cooperating with professional teachers to teach, explaining the practical skills and professional knowledge of translation in class. University-enterprise cooperation teaching mode can let students better understand the development of various industries, learn professional terms of various industries, complete their knowledge system, better realize the equivalence of translation.

Teachers should visit enterprises regularly. During the visits, understand the employment needs of enterprises, cultivate translation talents according to their needs, and avoid the hollowness, theorization and disconnection from reality of translation teaching.

Based on universities, teachers should also go out of them, actively promote the cooperation between universities and enterprises, play the role of "bridge", promote the resource sharing and complementary advantages between universities and enterprises, and cultivate practical translation talents for enterprises in the teaching process.

To sum up, under the background of the new era, teachers engaged in translation teaching should realize the role transformation in classroom teaching, and assume new roles outside the classroom, in order to continuously optimize translation teaching, which is conducive to the cultivation of translation talents.

4. Conclusion

Under "the Belt and Road" initiative, the demand for Spanish translators has increased significantly. The number of colleges with Spanish majors in China has increased from 12 in 1999 to nearly 100 now, showing an explosive development. How to effectively cultivate Spanish translation talents required by the market is a new problem faced by all these universities.

In the new era, translators need not only the ability of foreign language, but also the ability of critical thinking, innovation, cross-cultural and other comprehensive abilities. In order to cultivate translators in the new era, it is necessary to break the original single and standardized training mode of foreign language talents who only master language and realize the transformation of translation teaching with market-oriented and student-centered. Universities need to adapt to the changes of the times in the cultivation of translation talents, to better realize the function of talent cultivation.

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Exploring the Mode of Employees Assistance Program: A Case Study on Trade Union of Changsha Economic and Technological Development Zone

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Abstract: Employee Assistance Program (EAP) is a systematic and long-term welfare plan provided by enterprise organizations, and it is an important part of enterprise culture. The implementation mode of EAP includes in-house model, out-house model, consortium model, affiliate model, union-based member assistance programs and joint delegation mode. EAP organization founded by the Federation of trade unions of Changsha Economic and Technological Development Zone belongs to the mode of helping trade union members and explores many innovative measures. Including the District Federation of trade unions sending "spiritual tutors" to the enterprise, training EAP personnel for the enterprise, incorporating EAP management into the enterprise management system, establishing "Changsha Economic Development Zone employee volunteer service team" and "Internet + trade union" online and offline combined service mode.

Key words: Employee Assistance Program (EAP); union member assistance program ；Changsha Economic and Technological Development Zone; trade unions

1. Introduction: What is employee assistance program

(1) Meaning, origin, and development of employee assistance plan

Employee assistance program (EAP) is a systematic, long-term assistance and welfare plan set up by organizations such as enterprises, government departments, and military and so on. Through the analysis and suggestions of professionals to the organization and the professional guidance, training and consultation to the members and their families, it helps to solve the psychological and behavioral problems of the members and their families, so as to maintain the mental health of the members of the organization, improve the work performance and improve the organization management.

The employee assistance program can be traced back to the employee consultation system established by Macy's department store in New York in 1917. At that time, American business operators faced a lot of labor problems, such as high turnover, slow work, pretending to be ill, etc. In order to help employees and their families solve these problems, Macy's department store initiated the social service department, which is the origin of the employee assistance program.

In addition to Macy's company, at the same time, other companies in the United States also noticed that the problems of employees' alcohol and drug abuse that affected the performance of the company. So they hired relevant experts to promote the production of the occupational alcohol cessation plan. By the 1960s and 1970s, due to the dramatic changes in American society, drug abuse, domestic violence, work pressure, divorce, disease, legal disputes, family casualties and other issues had also become important factors affecting employees' emotions and performance, forming a broader range of health problems, all of which made enterprises begin to expand the scope of solving employees' personal problems and implement employee assistance programs. In this period, enterprises mainly use some systematic intervention methods to analyze the behavior and causes of problem employees, and actively provide family, legal, medical and financial assistance. Common intervention methods include evaluation, consultation, counseling, treatment, etc.

In 1974, James Wrich published the book Employee Assistance Program, using the term "Employee Assistance Program" for the first time. In 1982, Walsh put forward the concept of "Employee Assistance Plan" for the first time. He believed that the purpose of employee assistance plan is to use company policies and related procedures to help employees solve some personal or emotional problems that directly or indirectly affect work efficiency.

From the above points of view, we can see that with the deepening of people's understanding of the problems of employees, the content and extension of employee assistance plan are constantly expanding and changing, but the core is to develop help measures for the relevant events that will cause pressure and psychological problems to employees, which can be understood from the following three levels.

a. EAP is a set of systematic and long-term welfare and support project set for employees. b. Employee assistance programs

are the integration of multiple strategies that help employees to solve problems that may affect their performance and health. c. Employee assistance plan is different from general welfare measures. It is a mechanism. It can be seen that the essence of employee help plan is to improve their work performance through deep care for employees, so as to realize the common and harmonious development of enterprises and employees.

(2) Core technology of employee assistance program

The "core technology" of the employee assistance program is the transformation brought about by EAP in its interaction with employees, work organizations and other service providers. In the special technology structure necessary for the effective implementation of EAP, core technology plays the role of boundary maintenance, so that EAP can be independent of human resource management or other departments and avoid being assimilated. The core technology of the employee assistance program mainly includes the following contents: providing consultation, training and assistance to the leaders of the organization, helping them to manage problem employees, improve the working environment and performance of employees, and expanding the understanding of EAP of employees and their family members. Provide confidential and timely problem identification and evaluation services for staff visitors with personal problems (which may affect work performance). Use constructive quality, motivation and short-term intervention to help employees and visitors deal with problems that affect their work performance, diagnose, treat and help referred employees and visitors, and carry out case monitoring and tracking services. Provide consulting services to work organizations, help them establish and maintain contact with organizations that can provide other treatments and services, and help them manage contracts with service providers. Provide advice to the work organization and encourage the organization to provide health benefits to employees, which cover medical and behavioral problems, including alcoholism, drug abuse and psychological and emotional disorders, but not limited to these aspects.

2. Implementation mode of employee assistance plan

There are two common views on the implementation mode of employee assistance plan, which are proposed by Masi and Cunningham, etc.

(1). Execution mode of Masi et al

Masi et al. Believe that the execution mode of employee assistance plan can be divided into four types: in-house model, out-house model, consortium model and affiliate model

a. The in-house model refers to the organization setting up its own full-time department to help the implementation of the plan, and hiring professionals with social work, psychology, consultation, counseling and other professionals to plan and implement the project. b. The out-house mode is also called contract mode. The enterprise needs to sign a contract with the service organization. The external professionals or organizations with social work, psychology,

consultation, counseling and so on provide employee assistance plan services, and arrange the internal personnel to contact and cooperate with the professional employee assistance plan service organization. c. The consortium mode refers to the professional services that several enterprises jointly entrust external professional service personnel or institutions with social work experience and professional abilities such as psychology, consultation and counseling to provide employee assistance programs. d. The affiliate mode refers to the combination of internal employee assistance plan implementation department and external professional organizations to aid projects for enterprise employees.

(2). Cunningham's execution mode

Cunningham believes that in addition to the above four modes, there are also union-based member assistance programs and joint delegation mode.

The "union member assistance plan" is that the trade union provides help to employees directly through the establishment of institutions and employment of full-time personnel, or indirectly provides assistance services to employees through the network platform through the release of information. The national alcohol abstinence Agency in the United States (NIAAA) is the example.

"Joint delegation mode" refers to that several enterprises jointly entrust professional employees to help personnel and institutions to help services for employees. The mode of joint delegation is one of the better ways for enterprises to share resources and reduce costs.

3. New changes in the work of the Federation of trade unions in Changsha Economic and Technological Development Zone

Changsha Economic and Technological Development Zone was founded in August 1992 and approved as a national economic and Technological Development Zone by the State Council in February 2000. With a planned area of 100 square kilometers, the park has three industrial parks, namely Xingsha, Langli and Huanghua, forming an industrial development pattern dominated by construction machinery, automobile and parts, electronic information, supplemented by new materials, food and beverage, light printing and packaging, and becoming an important growth pole and core driving force for industrial development in Changsha and even Hunan.

Changsha Economic and Technological Development Zone Federation of trade unions (hereinafter referred to as the Federation of trade unions) were established on December 28, 2010. There are 420 basic level trade union organizations in the area, covering 540 legal entity units. There are 150000 members and 40000 female employees in the district. The Federation of trade unions has always adhered to the four "unswervingly" work outlines: unswervingly following the party, unswervingly maintaining the ideals and beliefs; unswervingly grasping the establishment, establishing the characteristic "family of workers"; unswervingly strengthening

management, strengthening self-image construction; unswervingly seeking development, and safeguarding the legitimate rights and interests of workers.

On November 9, 2015, the eighteenth meeting of the leading group of the central comprehensive deepening reform, chaired by general secretary Xi Jinping, examined and approved the "National Federation of trade unions reform pilot scheme". General Secretary Xi Jinping repeatedly stressed that we should consciously use the spirit of reform to plan and promote trade union work, innovate the organizational system, operation mechanism, mode of activity and working methods, and push the trade union work to a new level.

Over the years, every work of the Federation of trade unions has been in accordance with the guiding spirit of General Secretary Xi Jinping on the reform of trade unions, and it is also in line with the overall consideration of the National Federation of trade unions to highlight issues, focus on innovation and promote the pilot reform of the Federation of trade unions. All work has been in the forefront of the pilot reform of trade unions.

In order to cooperate with the emergence of employee assistance plan, reflect the EAP tenet of maintaining the mental health of organization members, improving work performance and improving organization management. The Federation of trade unions has done a lot of specific work:

Audition of model workers to stimulate creativity. "As long as you have made outstanding contributions in your work, you will be eligible for the first district model worker." Changsha Economic and Technological Development Zone carried out the selection of model workers, guided by the spirit of model workers, to stimulate the labor creation power of employees in the park. This has become a problem-solving move for the District Federation of trade unions to improve the quality of employees in the park.

Labor competition to improve the skills and quality of employees: about 60% of the 150000 industrial workers in the economic development zone are migrant workers. To this end, in addition to carrying out various knowledge lectures and trainings from time to time, every year, the District Federation of trade unions also takes the lead in holding various skill competitions. Many migrant workers have been promoted to technicians and senior technicians through this track and become "outstanding stocks" of enterprise innovation and development.

Lectures and training to improve the knowledge level of employees: Changsha Economic Development Zone, known as the "capital of China's power", is now striving to build a 100 billion industrial park. The "post-80s and post-90s" laborers are important forces to promote the rapid development of economic development zone. The new generations of migrant workers need more and more materials and culture and have a stronger sense of protecting their legitimate rights. Trade union organizations should spare no effort to build platforms to meet the needs of workers.

Sports Association, enriching the spare time life of employees: in addition to providing services in education and training, poverty alleviation, sports activities and other fields for employees, trade union organizations also actively innovate the forms of activities and form various associations, such as badminton, basketball, table tennis, Photography Association, etc. The establishment of each association needs to register with the Civil Affairs Bureau. Through the appointment of the preparatory group of the association, the president and vice president of the association are elected, and the president is taken as the unit to carry out the operation of the work of the association and the activities of the association.

Provide professional services, and to build a friendship platform for employees. On March 28, 2012, Ding Wenwen, a member representative of Changsha Wahaha Co., Ltd., put forward at the investigation meeting of the District Federation of trade unions: "there are more than 2000 female employees in the unit, mainly of the" post-80s "and" post-90s ". In addition to the working circle, the time of contact with the outside world is noticeably short, and it is more difficult to find objects. It is suggested that the unit's trade union and the Federation of trade unions should hold more friendship activities, providing a platform for older single men and women to make friends." Through the organization and planning of EAP under the Federation of trade unions, this proposal has become a daily work and has been effectively implemented.

4. The Federation of trade unions implements the employee assistance plan with Chinese characteristics

(1) Factors affecting the implementation of employee assistance plan

Now EAP has entered into our country, and has been implemented in some enterprises, organs and troops, and has achieved certain results. However, due to the differences in cultural background and concepts, it is only to follow the practice of foreign EAP, and the introduction of EAP module cannot meet the needs of domestic enterprises, so it is very important to develop enterprise employee assistance plan with Chinese characteristics

The following factors affect the implementation of employee assistance plan: the strength of the enterprise, the scale of the enterprise, trade union organization, enterprise characteristics, industry differences and employee characteristics.

In short, the stronger the enterprise's strength, the larger the scale, the higher the education level of employees, the more sophisticated the industry's technology content, and the better the implementation of employee assistance plan. In particular, the trade union plays an important role in the enterprise. The trade union can unite the strength of employees to exert pressure on the enterprise, make the enterprise treat all employees equally, and pay attention to the needs of employees. The study found that the number of enterprises with labor union implementing employee assistance plan is more than that without labor union. Trade union work is a major feature of enterprise management under the socialist system of our country, so the participation of trade union is a breakthrough point in the development of enterprise employee assistance plan with

Chinese characteristics. According to the above description, the Federation of trade unions of Changsha Economic and Technological Development Zone has obviously adopted the mode of "trade union members assistance plan", but it has greatly enriched the connotation and extension of this mode.

(2) The Federation of trade unions innovates the mode of "trade union members' assistance plan"

In 2012, 30 thousand employees of Lansi technology settled in the economic development zone. Facing the labor-intensive enterprises like Foxconn, how to intervene in advance to reduce the regret for the lack of member protection? The Federation of trade unions of the economic development zone has made bold innovations, introduced the "EAP" to meet the needs of enterprise members from spiritual, cultural, psychological and other aspects, changed the administrative ideological education of the former human resources directors of the enterprise into the Humanistic Psychological care of the trade union organization, softened the "ideological transformation" into "inner communication", and helped the members reduce the psychological pressure and work pressure with psychological professional knowledge To make the work of the trade union closer to reality, work and members.

In April 2015, EAP support center of the District Federation of trade unions was officially launched to provide systematic and long-term psychological assistance and spiritual care for all employees in the park, cultivate healthy psychology and improve psychological stress resistance; provide professional guidance, training and consultation for enterprises in the park, and help employees and their family members assuage psychological "stress" in time. The specific innovative measures of the "Employee Assistance Plan" model are as follows:

a. District Federation of trade unions sends "spiritual tutors" to enterprises

There are 150000 industrial workers in the Federation of trade unions of Changsha Economic and Technological Development Zone. Many companies are labor-intensive enterprises. Employees repeat the same work on the assembly line every day. The work of the assembly line is in urgent need of "emotional guidance". "It's easy to be upset by repetitive things, and sometimes you can't control your temper." Deng Jiao, an employee of Lansi technology's silk screen printing department, said what everyone thought, and adjusting emotions became a necessity. On May 29, 2015, a lively and practical "stress and emotion management" lecture was held in the plant area of Lansi Technology (Changsha) Co., Ltd., which has more than 30000 employees. Through this lecture, the employees know the crux of the problem, learn the skills of adjusting emotions and pressures, and make the union work have a greater play space.

This is one of the many lectures held by EAP center of the Federation of trade unions of the economic development zone. For such psychological lectures, the District Federation of trade unions sent them to the enterprises from time to time. For example, as an enterprise that started the employee assistance program earlier, GAC

FIAT CHRYSLER Automobiles Co., Ltd. (hereinafter referred to as "GAC FCA") has held eight lectures for more than two years, involving thousands of people in total, and carried out activities on related topics.

Mei Na from the product technology department of GAC FCA took her daughter to the parent-child lecture salon. Mei Na is usually busy with her work and has little time with her daughter. So when GAC FCA organized the parent-child salon, she immediately signed up for it. On the day of the activity, they first attended a parent-child lecture, and then participated in parent-child games, parent-child color painting and other activities. After completing a series of activities together, Mei Na feels closer to her daughter, which makes her incredibly happy. When she returns to work, she can also be more engaged and more efficient.

In order to make the expert's guidance more targeted, GAC FCA also carried out group guidance for different groups of people, so that students can feel the support and strength of the group, and accept the differences in the group, so as to improve the communication mode and enhance the team cohesion. At present, it has carried out 6 group counseling sessions with 167 participants in total.

b. Training EAP personnel for the enterprise

Zhou Xiaohan, chairman of Lansi technology trade union, said that the company is a labor-intensive enterprise, with more than 100 types of work and tens of thousands of employees, who are engaged in repeated labor every day. Although the company has "intimate elder brother" and "intimate elder sister" in its branches, the number is still too small, far from enough. However, when the trade union and the staff talk about each other, they are lack of methods and strategies. They do not know how to grasp professional principles such as "respect, sincerity and empathy". In view of the shortage of talents and skills, 80 trade union chairmen of the enterprises in the Economic Development Zone received training from the staff assistance center, including psychological consultation, career planning, team building, etc. After 386 hours of training, they received a certificate - the first corporate culture (employee assistance program) practical training instructor certificate issued by the vocational skills appraisal center of the Ministry of human resources and social security and China employment training technical guidance center. This certificate has a high technical content, which can conduct professional psychological counseling for employees, improve and enhance the mental health level of industrial workers in the park.

After learning the practical training and guiding knowledge of enterprise culture, the work of trade union is carried out more smoothly. Wang Ying, Vice Minister of basic organization construction Department of all-China Federation of trade unions, said: "corporate culture training refers to mentoring certificate, which is the first honor led by the trade union to take the initiative to obtain qualification." This marks the innovation of the joint point of trade union work and enterprise management and the development

direction of trade union work in the future.

c. Bringing EAP management into enterprise management system

Many enterprises in the economic development zone have incorporated EAP management into the enterprise management system and regard the physical and mental health of employees as the most important element of enterprise development. Lansi attaches great importance to the construction of corporate culture. To improve employee satisfaction, it has carried out two employee symposiums every week for three consecutive years, with about 30 participants selected each time, basically everyone can participate.

For this twice-a-week forum, blue's employees are always full of expectations. For ordinary employees, it's their turn to get an opportunity to put forward advice. They can make suggestions to reflect the difficulties, ranging from labor disputes between employees and enterprises to living environment in the park. After the problems reflected by employees are recorded anonymously by trade union personnel, they are classified and handed over to each Department to solve one by one within a time limit. "This is a way for the trade union to understand, pay attention to and timely feedback the vital interests of the employees, to solve their doubts, difficulties and help them." Song Jianbing, vice chairman of Lansi technology trade union, said.

Lansi technology is a labor-intensive enterprise. Employees repeat the same work on the assembly line every day, which is extremely easy to generate boredom and depression. The symposium also helped the employees to adjust their emotions. The "intimate elder brother" and "intimate elder sister" of each branch will come to the scene and be especially responsible for solving the "knot" of the employees.

The company organizes the symposium to become a part of the enterprise management. First, by building a bridge between the enterprise and the employees, the enterprise managers can better understand the employees' voices. Secondly, it can help enterprise managers to better find the advantages and disadvantages of company management, so as to constantly improve the company management. Moreover, it creates the corporate culture atmosphere of the company and enhances the cohesion and centripetal force of the company's employees.

d. Establish "Changsha Economic Development Zone staff volunteer service team"

In addition to paying attention to the mental health of employees within eight hours, eight hours should not be ignored. For this reason, the EAP organization of the Federation of trade unions extends the service tentacles to the living quarters of employees. In order to give full play to the role of the volunteers in the concentrated residential area of Changsha Economic Development Zone, standardize the construction and management of the volunteer team, carry forward the volunteer spirit of "dedication, friendship, mutual assistance and progress", and further promote the in-depth development of the volunteer activities in the concentrated residential area. Changsha Economic and Technological Development Zone Social Business Bureau staff assistance plan management center and Hunan Red Cross volunteer psychological assistance center jointly set up a "Changsha Economic and Technological Development Zone staff volunteer service team", which consists of eight Red Cross volunteer service teams, including Banqiao public rental, Langli public rental, Ganshan public rental, blue industrial Park, Venture Park, Sany Heavy Industry, Guangqi Mitsubishi, xiangxiuyuan, etc.

On September 13, 2017, Banqiao public rental house and Ganshan public rental house, as the first station, started to establish the first Red Cross volunteer team in the employee community, which was led by Yongkang Property Management Committee of Changsha Economic and Technological Development Zone. A total of 28 volunteers from Lansi technology and other enterprises participated in the launching ceremony. They will volunteer to play an important role in their own posts, and use their professional knowledge to help and care for the people around them. With their love, knowledge and skills to support and promote the development of public welfare volunteer service in the economic development zone, a warm "Changsha Economic Development Zone employee volunteer service team" has become the highlight of the economic development zone, continuously delivering the positive energy.

The establishment of the volunteer service team of the EAP organization in Changsha Economic Development Zone marks that the volunteer service is more standardized and reasonable. On the basis of the unified management, training and logo of the staff assistance center in Changsha Economic Development Zone, the strength of the EAP organization in eight communities is gathered to provide better services for the staff. More than 300 staff volunteers have been recruited, 37 of whom have become a glorious Red Cross volunteer. The staff assistance center regularly organizes volunteers to carry out a series of public welfare activities, such as psychological knowledge training, disaster prevention and mitigation training, first aid and rescue training, social support, etc., actively mobilizes the volunteer service teams of each community to play their due role in the community, joins hands with the volunteer service teams of 8 communities, and actively organizes and guides the staff to join the volunteer service ranks, so as to serve the economic development zone Active, sustainable and healthy development provides a steady stream of core power.

e. "Internet + labor union" online and offline integrated services

In order to make employees work better and live a happy life, the "Changsha open industrial workers' home" media platform was formally launched, covering the WeChat public number, the mobile micro official website and the PC end website of 150 thousand employees in the region. Therefore, the service platform of employees is known as the Trinity and has become a new platform for the interaction between trade unions and employees. From labor disputes to supporting living environment in the park,

representatives of trade unions from enterprises can speak through the special platform of trade unions to fight for rights and interests.

For example, GAC Feike actively promotes the application of psychology in the work and life of employees through the combination of online and offline, so as to help employees establish a healthy psychological defense line. At the same time, through sampling survey, the occupational psychological status of employees was evaluated to understand the current level of stress and influencing factors and provide data support and management suggestions for the management of psychological capital of employees. According to the research results, EAP project puts forward a series of improvement plans according to the idea of "prevention in advance - active regulation - timely intervention".

In addition, GAC FCA has also opened 7 * 24-hour happiness hotline, QQ and wechat online consultation and on-site consultation, providing one-to-one individual consultation and guidance for employees in need. Over the past two years, GAC FCA has accumulated 185 hours of individual consultation and served 185 people.

"The functions of trade union training, assistance, rights protection and assistance are transferred from the Internet to the Internet, so as to realize the immediate service for the majority of workers and create a" smart trade union "in a real sense." Ding Renyi, chairman of the Changsha Federation of trade unions, said: "in the era of" Internet + ", the use of all media platforms to broaden channels of publicity and innovative service is one of the important objectives of the regional Federation of trade unions. The operation of the micro trade union in the economic development zone will connect the trade union with the employees, connect the organizations and institutions at all levels within the trade union, make the service of the trade union truly close to the needs of the employees, enhance the vitality of the grass-roots trade union, and become the real trust of the employees.

5. Summary:

Since its establishment, Changsha Economic and Technological Development Zone employee assistance center has taken "humanistic care and caring for employees" as its service concept, and taken improving the quality of cadres and paying attention to the physical and mental health of employees as its starting point. Through carrying out a series of activities beneficial to the physical and mental health of employees, relieving the work pressure of employees, improving the working mood of employees, improving the psychological quality of employees, and providing guidance, consultation and service for the personal psychological and behavioral health of cadres and employees. On September 25, 2015, at the 28th trade union work Seminar (Weihai Forum) of national new area and Development Zone, the summary report

entitled "Changsha Economic and Technological Development Zone: EAP (employee assistance plan) construction practice and thinking" won the first prize of the paper issued by all-China Federation of trade unions. Taking advantage of the good momentum, under the leadership of the Federation of trade unions, the work of EAP institutions has been speeded up in various enterprises in the economic and Technological Development Zone to be more and more perfect, and a new way with the characteristics of Chinese trade unions has been found.

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Growing from Doing and Thinking: Exploration and Practices of Career Planning Vocational Experience Education in Huiwen Middle School

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Abstract: Vocational experience education, as the main part of career planning education, has profound significance for guiding the student's individual development. Under the background of social development and the reform of the college entrance examination, Tianjin Huiwen Middle School explores new forms of vocational education in combination with the school's self-improvement value. The school considers the development and implementation of vocational education from four aspects including education background, purpose, approaches, and management. They pay attention to students' individual development, focus on future needs of the society, help students grow from doing and thinking, and in the end prepare to live a happy life.

Key words: Career planning, vocational experience education, self-practice, self-planning

As the development of society requires more and more from education, under the background of the new college entrance examination, Tianjin Huiwen Middle School holding the school value of self-improvement education starts to implement career planning education in the senior high school with full consideration and active exploration. It gradually forms a "cognition-experience-regulation-development" career planning education paradigm and system according to the spiral development structure of self-awareness and self-assessment, self-practice and self-experience, self-exploration and self-planning, and self-adjustment and self-achievement. Vocational education, as one part of career planning education, is based on students' comprehensive understanding of themselves and social careers. It is a type of education that aims to stimulate potentials in individual development, cultivate future career decision-making and action capabilities through the experiences and activities of various social practices.

1. Background and basis of vocational education

The implement of vocational education is based on the development of people. The fundamental question of it is to cultivate what kind of people and how to cultivate them. It helps students examine themselves and try various career roles in practices, which is for the purpose to better serve students and prepare them for all the uncertainties in the future society. The career planning education has become a trend in adapting to the development of world education.

(1) Policy basis

In 2003, it is first proposed in General Senior High School Curriculum Program (Experimental) that students need to have basic knowledge of "career planning ability". In 2013, National Outline for Medium- and Long-term Education Reform and Development Planning (2010-2020) clearly stated that at the senior high school stage "students' comprehensive quality must be improved", "the guidance system for students' development must be established and strengthened regarding to students' goals, psychology and academics" as well as "the laws of education and the rules of students' physical and mental development must be respected in order to provide suitable education for each student". These appear that China will furtherly implement individualized education policies and it requires a renewal of education concepts and approaches. The career planning education is right aligned with the national principles of implementing individualized education.

In 2014, China issued Implementation Opinions on Deepening the Reform of the Examination and Enrollment System, which enables students to "enroll into higher education with their wisdom and earn their living by the wisdom" and raise students' career planning edcuation to a new level. According to the "Tianjin Examination Enrollment System Reform Implementation Plan", it is said that the reform of the examination enrollment system will be launched in 2017. By 2020, it will establish a system with is reasonable, aligned with education principles and development

requirements. This system will be classified and comprehensively evaluated as a multi-enrollment examination and enrollment model, aiming to promote fairness, scientific selection and strict supervision into the system. It will expand students' choices when abolishing seience-humanities division and adopting the "3 + 3" unified examination plus independent selection admission mechanism. The system of multiple college entrance methods enables students to "enroll into higher education with their wisdom and earn their living by the wisdom". The "professional-oriented" test mode will force schools to guide students to understand more about themselves and society, plan their academic life, career and their own happy life. Therefore, it is imperative of career planning education for senior high school students.

In 2017, the "Outline of Comprehensive Practice Activity Curriculum Guidelines for Primary and Secondary Schools" clearly required for the specific goals of activities in senior high schools. The first key point is "value recognition", which is to improve the ability of career planning and career selecting according to students' own interest and talents by participating class activities and visiting model people, attending study tours,   experiencing career activities, organizing group activities, experiencing society, deepening national identity and cultural confidence, understanding the relationship between personal growth and the career world as well as the relationship among the society progress, nation development and the destiny of human-beings. Therefore, it is urgent to conduct career planning education for middle school students.

(2) Theory basis

The first theory basis is Super's Career Development Theory. Donald E. Super is a representative career management scientist in the United States. He synthesized the research of many schools and proposed a systematic career planning development model. He believes that the development of personal career can be matched with the age stages in human's lifespan. Each age stage has its specific development tasks. Super divides a person's career planning into five stages: growth, exploration, establishment, maintenance, and disengagement. A person's different career stages will affect his knowledge level and his preference for various occupations. The middle school stage is at the late stage of the growth and early stage of the exploration in a person's career development. Among them, young people in the exploration stage (15 to 24 years old) explore self-abilities, roles and occupations through school, community and leisure activities. It has a great flexibility in choosing a career. The aim of development at this stage is to gradually modify, specialize and achieve the career preferences,. It plays a vital role in establishing their careers.

The second theory basis is Holland's Theory of Career Choice. American psychologist John Holland is a well-known career guidance expert. The Career Choice Theory he proposed is to match personalities with career choices. He believes that a person's personality and interest are closely related to their occupation. Interest is a huge driving power for people's activities. Doing work with career interest can increase people's enthusiasm and make them active and happy when doing the work. There is a high correlation between career interest and personality. When the same type of people and occupation are matched,   people tend to reach their full potentials as well as get the stability in the work and a sense of achievement. In people's life, there are many times facing with choices of occupations and positions, even the choice of specific projects. It is an important factor that whether these choices can match people's personality types, which will affect their success. Holland's theory provides an important career counseling concept: combining people' personalities with work. Career counseling emphasizes career exploration and exploration in self-ability, interest, values and the work world. Holland has cleverly bring the work world close to people, hoping that a person is able to fully present himself on an appropriate career stage and gain the achievement.

(3) Practice basis

Practice basis is needed to resolve the need of future talents and the contradiction among current middle school students. As the society's needs on education are continuous updating, the task of senior high school education in China has evolved from the traditional dual task of "prepare for further studies and prepare for employment" to "five tasks" which are in the order of preparing for being adults (personality education), preparing for future citizens (civic education), preparing for lifelong development, preparing for further studies, preparing for employment. Facing the fierce competition of the future society and the requirement of high-quality talents, the purpose of career planning is to meet the individual development and individual needs of students, maximize the individual values, meet the needs of the era and be in line with the future society. It is needed to prepare for the uncertainty in the future. Middle school students are in the growth period of their career development, which is an early stage and an important period. Students in adolescence are becoming more mature and their needs for socialization and personality development are becoming stronger. Career education will encourage students to discover their uniqueness and play a good role in the future life. It can enlighten students to better understand themselves and develop themselves. However, in reality, some middle school students lack the motivation in study and forge ahead. Many students do not have a good plan for the majors and occupations that they will choose in the future. Their goals are unclear and their career awareness is not comprehensive. From the current situations of "what is learned is what cannot be used" and "graduation means unemployment" appearing among the undergraduate groups, it can be inferred that career planning education for high school students is quite blank. Therefore, carrying out career planning education research has a strong practical significance for middle school students. It may help with their current study plan, choose majors after the college entrance examination and explore their future careers.

Huiwen Middle School, as one of the first schools among Tianjin primary schools and secondary schools to conduct career

counseling, combines career planning education with the school value of self-improving, follows the psychology rules of the students' growth and assist students to gradually complete the spiraling process of self-cognition, self-experience, self-planning and self-achievement. It aims to reach the education goal of guiding students in self-education and self-development.

2. Significance and purpose of vocational education in career planning

There are never enough experiences if only from reading. In a multi-valued social environment and in the context of the college entrance examination reform that aims to meet individual needs, the biggest meaning of vocational education is to lead students come out of textbooks and classroom and stress importance on self-practice and personalized experiences. It is needed to combine career theory with practical experiences in order to solve problems. It is also important to stimulate students' interest in self-exploration, improve their ability to solve problems, enable students to understand their own personalities and career characteristics as early as possible. Students will be guided to make career decisions and make career plans based on career goals, resources and conditions. It can improve students' career competitiveness from the aspects of knowledge, skills and qualities and maximize their individual values. Students' abilities to analyze and solve problems will be improved through vocational education, where they can experience things, try innovations, gain a sense of success, solve problems, master methods and know more about all walks of life. It lays the foundation for their future colleges and universities choices and career planning.

(1) Improve students' career qualities

According to The Guide Book for Moral Education in Primary and Middle Schools, it is required that integrated activitiy courses need to strengthen students' life skills, habits, hands practicing and communication and cooperation abilities. Tianjin Education Board issued No.35 Document (2015), which is Opinions on Activity Courses for Primary and Middle School Students in Tianjin. It guides the construction for activity courses. It emphasizes to keep the vocational education as a basic method for internalizing the requirements on students' moral qualities as students' conscious behaviors and make students unify their knowing and doing; It underlines the combination of theory and practices, stresses importance on learning inside and outside the school for the sake of enriching students' growth experiences. Huiwen Middle School proposed the leading education method of self-improving education and goals for career planning education. The school aims to cultivate an overall developed person. In vocational education practices, it is important to focus on students' emotional needs and non-intellectual factors. The purpose is to implement the requirements of improving students' mental confidence, learning autonomy, self-reliance and self-improvement.

(2) Improve students' career core competence

Vocational education needs to improve students' core ability to adapt to social life and career changes. It cultivates students' ability to continuously learn new knowledge and new skills, make new decisions and be flexible, such as the ability to innovate, communicate across cultures, adapt to life and respond to careers. There are at least three aspects of life planning ability with selection ability as the core. The first aspect is academic planning ability, which is being able to correctly evaluate learning interests and expertise, choose appropriate learning subjects according to students' own personalities and plan academic development and period goals reasonably. The second aspect is career planning capabilities. It includes the ability to follow, understand and collect information on social career development. Students need to learn to think about their career aspirations and goals and be able to make reasonable plans for their career paths. The third one is career decision-making capabilities, including establishing personal development goals, assessing the conditions and factors which are needed to achieve the goals, making personal development plans and the ability to make decisions in specific situations.

(3) Establish career mission

Vocational education should be guided by the core values of socialism and inherit the outstanding Chinese traditional virtues. It inspires students to remember the qualities of patriotism, dedication, honest and friendliness. It cultivates students' strong sense of responsibility for the family, society and the nation. Vocational education, as a new form that breaks the traditional education model, fully reflects the dynamic process of students' initiative learning and creativity. It can help students form a stable psychological state. It encourages students to step out of the classroom and go to experience careers in the society for the purpose to train students to actively participate in society, where they learn to observe, share, respect and cooperate. In this way, students can improve their interpersonal communication ability and coordination ability. They will have the awareness of independent analysis to solve problems and obtain the opportunities to participate in research and get skills for social practices. It will enhance students' awareness of serving the society and increase their attention on responsibility and mission of the society.

3. Contents and approaches of vocational education

Vocational education for senior high school students mainly includes two aspects. The first aspect is students' knowledge and exploration of the career environment in order to start know about the career information, such as industry characteristics, required abilities, employment channels, job content, work environment, development prospects, salary and so on. The second is how to master and explore education environment, mainly about university departments and majors' knowledge. It requires students to collect career information through multiple ways, conduct reasonable analysis and make scientific plans.

Our school has conducted various career practice courses, especially different career experiencing activities both inside and outside the school. It enables students to expand their horizons and deepened their knowledge and understanding of the career environment. Students have stepped out of the classroom and go into the society. They learn to observe, share, respect and cooperate. It improves their ability of interpersonal communication and coordination. It raises their awareness of independent analysis and problem solving and gave their chances to participate in research and innovative practices. It increases their awareness of participating in society and serving the society, which enhanced their sense of social responsibility and mission. Most importantly, in the process of vocational education, students begin to consider their future career choices and career plans and how to prepare themselves with corresponding abilities and conditions for future development.

(1) Implement vocational activities in schools to stimulate students' interest

Our school helps students explore their potentials and experience vocational education through different ways such as theme class meetings, club activities, campus festivals and career role experience. It provides students with a platform to show themselves and achieve their self-values.

a. Theme class meeting

There are many theme class meetings among all grades, such as "go out of campus and talk to the society", "explore yourself, plan life and perform wonderfully", "career awareness and initial planning", "show out characteristics and dance with youth", "talk about dedication" and so on. These theme class meetings focus on "self-discovery and self-identify" as well as "thinking at the end point and plan for the future". It inspires students through different methods, for example, career group introductions, live Q & A, career game interaction, conversation with future workplace and personal ideals communication. In this way, it enhances students' sense of ownership in being responsible for their own future as well as the sense of being a responsive civic in the society. It inspires students the importance of career planning and lays the foundation for the concept that "my life is in my own hand".

b. Club activities

The school has established various clubs such as subjects, academic, technical and practical activity clubs. There are more than 60 club activities. Some of them are organized by teachers and some are by students. They are colorful and diverse, such as 3D printing, laser engraving, DI smart robots, radio technology, Chinese architecture, chemical cubes, t-shirt producing, debating, speech and eloquence, reading and performing, wisdom meditation, etc. These activities combine knowledge with social applications in the process of operating and doing. They guide students to understand what they learn is what they can use. It improves students' ability to practice and innovate as well as the ability to communicate in a group and collaborate to explore in a group. They also lay the foundation for students' knowledge and abilities in the future.

c. Campus festivals

There are four major festivals in the school: Reading Festival, Technology Festival, Sports Festival and Art Festival. These festivals offer a variety of activities for students. For example, in Reading Festival, there are activities such as role play performances, movie dubbing, reading and hosting, visit libraries and museums and so on. In Technology Festival, there are paper bridge making, model design, gravity cart competition, etc. In the Sports Festival, there are event organization and mascot design. In the Art Festival, there are class singing, art performances, artists on campus and so on. Participating in these activities gives students chances to know about and experience social career characteristics in advance. It also promotes students' self-awareness while improving their abilities.

d. Career role experience

The school tries to start the career experience platform in order to provide various career practicing opportunities on campus. For example, the campus radio group Yue Ting Huiwen encourages students to set up radio stations, which are divided into planning group, editing group, technical group, broadcasting group, etc. Each show is completed by students with teachers guidance. Students hold regular meetings, share the workload and cooperate in conducting the tasks. In 2018, Yue Ting Huiwen focused on programs such as traditional festival culture, English broadcasts, campus news and so on. Students were so excited in making program plans, drafting, video editing, hosting broadcasts, typography and landscaping. They finally made it and released it on the school official account and smart campus platform. Through this activity, students got to be familiar with the simple radio working process as well as understood the nature and characteristics of media work and required abilities. At the same time, they had a better understanding of their own characteristics and abilities. It cultivated students' comprehensive qualities and abilities.

e. Career Simulation

It is one of the forms of vocational education to choose or design career situations for simulation. It allows students to play some social roles in specific situations and students can experience the career characteristics and know about required abilities. Our school organized students representative in grade 10 to field visit the Youth Hall of the Peace Court. On the basis of understanding relevant legal knowledge, students launched the moot court. Through role simulation, students were guided to establish a legislative concept as well as grow a certain understanding of law related work. Grade 11 students in our school performed a role simulation "I Master My Career". In the form of the psychology drama, it inspired people the importance of career planning to a person's life. It was also performed in the city exhibitions.

(2) Establish off-campus vocational bases and expand students' horizons

It is clearly stated in Guideline for Mental Health Education for Primary and Secondary Schools Students that high school should mainly focus on experience and adjustment, while at the same time

promote the combination of intra-curricular and extra-curricular, education and guidance as well as counseling and services. Therefore, practice and experience have become an important approach for students to explore unknown fields. In the process of implementing career planning education, other than offering career awareness courses and on-campus experience activities, our school also develops various vocational bases outside the school, which allows students to have hands-on career experience.

a. Visiting experiences

There are mainly three types of visiting experiences in off-campus vocational practices. The first is visiting university, which takes students to go to universities, collect information on majors and explore related careers. The second is experiencing workplace, in which students experience in the workplace, feel the working environment and know about the characteristics of the career. The third is visiting the exhibitions, which allows students to enter the venue and educational base for the purpose to collect and expand information resources.

University visits is an important approach in guiding students set learning goals, understand university majors and make career development plan. It. Is an effective step for students to adjust themselves into university study life from high school. It benefits students in understanding themselves, make reasonable study plans, choose majors accordingly and focus on future careers. Huiwen Middle School has organized high school students to visit several universities in Beijing and Tianjin area, such as the School of Life Sciences of Nankai University, Tianjin Sino-German Vocational and Technical University, Beijing Institute of Disaster Prevention, etc. With the explanation from university teachers and the communication with university students, students learned about the characteristics of university education, the learning content of different majors and the required abilities. This activity not only provided references for senior high school students in choosing subjects and exams, but also provided relevant information about selecting majors after the college entrance examinations.

Workplace experience is one of the main approaches in our school's vocational education. The school looks for social resources in order to form a school-family-society trinity education linkage model and encourages high school students to take an active part in the society. It combines practice, experience and reflection for the purpose to promote students' growth. Huiwen Middle School organized students to do practical activities by visiting Tianjin Airbus A320 aircraft assembly factory, Hedong District Baixin Hospital, Tianjin Procuratorate, Fire Safety Squadron and other workplaces. The school took students to participate in the filming of Tianjin TV series Changed the World and experience the abilities required as actors and actress. The school also recorded and broadcasted 100 Stories of Five Avenues for the National Athletics Meeting. It allowed students to experience the characteristics of radio broadcasting job. At the same time, the school encouraged students to explore their parents or relatives or friends' workplaces in their holidays and write a notebook of Career Activity Experiences. These activities have enabled students to expand their horizons and enhanced their knowledge and understanding of the workplace environment.

In February 2019, the school organized senior high school students to visit Biomedical Engineering Institute of Beijing Xiehe Medical Department of Tsinghua University Medical School of Chinese Academy Institute of Medical Sciences. With the explanation from the researchers, students visited the laboratories for instrument analysis and testing, electromagnetic compatibility testing, brain-controlled robots, 3D printing, etc. Students also learned about basic medical research and its characteristics in biomedical engineering, medicine and pharmacy through physical operation and interactive experiences. They started to know about the future medical development trends and abilities required in this field. It helped students to think about their future career choices and direction of the career development and planning.

The exhibition visiting is a quick way for students to understand social information. Our school organized students to visit various off-campus exhibitions such as Tianjin Science and Technology Museum, Planning Museum, Library, Military Museum, Yuanming Queen Qing's Palace Site Museum, Art Museum, Patriotism Education Base, Tianjin Youth Nuclear Science Education Base, etc. According to the requirements of juveniles' ideological and moral education and the needs of students' career development intentions, it guided students to raise their career awareness through physical experiences.

b. Voluntary activities

According to Ministry of Education Interim Measures for Management of Student Volunteer Services, schools should encourage students to help those in need, go to nuring houses, social assistance agencies, communities, campus and other public places and social organizations to carry out unpaid services based on the principles of voluntariness, integrity, appropriateness and appropriateness. Students should attend activities which are aligned with their own characteristics, civilization promotion, environment protection and support for the elder and the disabled. In this way, students can experience dedication in services, spread the concept of civilization and strengthen the sense of society responsibility.

Huiwen Middle School has built a great platform for students' career development education. It conducts various meaningful public service activities and social practices, such as placing OFO bicycles nicely in Tianjin city, volunteer services for the city's children library, establishing Tianjin Metro Station Volunteer Service Team, charity auction for children with autism, visiting nursing homes, orphan families and Tianjin children Welfare homes, join the community and set up a security patrol team, establish funds groups, participating in the public service activity "clothing and warming the heart" and so on. These activities provide students with the opportunities to experience dedication in service and enhance their society participation and responsibility. At the same time, students

are able to understand the career characteristics of social workers, collect experiences for future social works and prepare the abilities for the related career in the future.

c. Study tours

It is pointed out in Opinions on Promoting Study Tour for Primary and Middle School Students which was issued by the Ministry of Education that conducting study tours is conducive in promoting education for all-round development, establishing innovative talent training system, guiding students to adapt to the society and promoting the combination of textbook knowledge and life experiences. In order to broaden students' international perspectives and enhance students' independent life skills and ability to communicate with others, Huiwen Middle School has organized students to go out of the campus, learning from the trips and touring in the knowledge in the form of study tours where teachers and students are traveling together. The main purpose of these study tours is to research and study while traveling. It encourages students to take tasks into the real social environment and solve problems through feeling, learning, researching, exploring. It develops students' ability of discovering the problems and solving the problems. It cultivates teamwork awareness and students' ability to communicate in teams as well as the independent thinking and surviving skills in the society.

Our school once organized high school students representatives who are interested in geography and history to travel to Jixian County of Tianjin. They conducted a study tour on Jizhou geological features and historical and cultural studies. In this process, students improved their science research ability and culture exploration skills while they were enjoying the nature and cultivating their sentiment. Jixian County is rich in history, culture, geological relics resources and has beautiful ecological environment. It is a great education base and cultural site to conduct history education for young people. The school planned activities carefully and prepared a series of ssecurity arrangement. With the leadership of school cadres and subject teachers, students were well organized when visiting Jixian Geological Museum and National Geopark. The school students learned in the field the ornamental value and science value of geological relics and geological landscapes such as Middle-Upper Proterozoic strata and paleontological fossils. Visits to famous places in Jixian, such as Dule Temple, Huangyaguan Great Wall enabled students to learn about Jixian's long history and conduct in-depth research and exploration of its profound cultural heritage.

At the same time, Huiwen Middle School also organizes junior and senior high school students to voluntarily participate in international cultural and educational exchange programs, such as travel to the United States, Britain, Japan, France, Greece and other countries to participate in "culture bridge summer (winter) camp" study tours. Students go abroad and experience foreign cultures and their education theories. They visit universities, high schools and visit college, learning about courses, listening to lectures and exchanging different cultures. While experiencing different education systems and theories between China and the West, many students have begun to make new plans for their future academic development.

There are never enough experiences if only from reading. Practice and experience are the two main forms of vocational education in our school. In the process of self-exploration, students gain not only an experience, but also a great opportunity for self-education.

4. Organization and management of vocational education

It is clearly pointed in Municipal Education Commission Advice on Construction of Practice Lessons for Tianjin Primary and Middle School Students that education bureaus of district and county as well as primary and middle schools should strengthen the organization and management of "practice lessons". It is required to work closely with resource units of "practice lessons" in order to adapt to local conditions and fully reach the educational function of "practice lessons".

Therefore, every time when our school organizes students for vocational activities, we would seriously conduct "four implementations". We carry out activities that suit the needs of students' individual development and pay attention to the summarization and continuity of the effective activities. We hope to guide students to in-depth exploration, summarize and refine their own experiences. We also try to strengthen advertising and discussing as well as stress importance on action and application.

(1) Implement activity plans

The school includes the management of career planning education into the school teaching and learning plan. Before all vocational activities, there will be a plan for the activity and a record before the tour and plans for emergencies. The activity plan is prepared in advance and reported to the education administration department for records according to management department's responsibility. The school curriculum is planned according to the career education. Suitable and effective vocational activities and practices are organized based on different grade students' needs. The school plans it overall in order to ensure the implementation of activity plans in order.

(2) Implement activity content

The "practice lessons" of vocational education is different from the traditional education courses. These lessons should have richness and selectivity of the activity content. They need to integrate with students' self-cognition as well as conduct research on students' career interests and development intentions, and then make activity implementation plans which are suitable for students from different grades. These lessons are required to meet the individual needs of students, ensure to communicate well with resource units, carefully plan every link and every step and improve the effectiveness of the activity.

(3) Implement safety responsibility

The school has carefully made the activity safety plan, clarified the responsible persons, safety measures and disposal procedures. The plan strengthens the safety education for students, and enhances students' self-protection awareness and ability. The school need to communicate with practice units in advance to ensure the safety of activities, inform parents in advance of safety responsibilities and call for cooperation regarding to related safety education. Also, it is important to strengthen the whole management of the activity process, from the team leader, work process, activity discipline and management, in order to ensure students' safety during activities.

(4) Implement activity feedback

In terms of our school's vocational activities, before tours, students are organized to imagine the experiences and draw up outlines of the activity. After tours, students should be organized to write in the Career Experience Recording Notebook, which includes several parts like "observation", "experience", "summary", "interaction" and "share". It is important to focus on personal reflection and summary as well as experience exchange and publicity. Students adjust and improve personal development direction through self-investigation, group communication, multi-evaluation and other forms. The school organizes students to design a "personal growth planning manual", including self-cognition, career awareness and decision, long-term goals and plans, short-term goals and steps to achieve, etc. In this way, the school help to promote students to cultivate a good habit of "goal → strategy → action" as well as make reasonable career plans.

In conclusion, the "cognition-experience-regulation development" career planning education system established by Huiwen Middle School aims to guide students to understand themselves while exploring themselves, develop themselves in practices, regulate themselves while facing changes and improve themselves in making plans. Implementing vocational education is also to cultivate students' ability to join the society and adapt themselves to the future environment. It helps to reach students' full potentials with the help of the society, which is a big classroom itself. It lays a good foundation for students to adapt to the society and lifelong development in the future. It hopes to help students grow their personality and meet the future needs of society by doing and thinking.

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Year Ten Students' Self-awareness Exploration and Practices in Career Planning Education

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Abstract: China is at the stage of rapidly developing fundamental education and implementing new curriculum reforms. However, it still causes problems such as low satisfaction in career choices, careers irrelevant to university majors and so on. Driven by the reform of Tianjin's examination and enrollment system, high school students urgently need career planning education. They are in the exploration period of their career development, which is critical for their future career development. Helping students be aware of themselves may make a big difference in students' future academic planning and even in their career choices. Our school is one of the schools which first started to explore career education. We have been trying to help students improve their self-awareness, discover their career interests, and identify their development direction.

Key words: High school students, career planning, self-awareness

1. Background and current status of career planning education

According to surveys by authoritative departments, 30-70% students regret their choices in university majors every year. According to Zhilian Recruitment Network survey, 52% interviewees said, "If I could have another opportunity, I would choose other majors." A famous American business school professor found from surveys that 30% of the college students would choose careers that have nothing to do with their majors in the colleges, which makes them quite suffer in work. When thinking why it is the case, the process of choosing the majors can be the answer. Students are required to choose university majors right after the college entrance examination. The decisions made in such short period are actually guiding students' future career development. However, most of the high school students' misunderstanding is that as long as they study hard, get high scores in the exam and enroll into a good university, they can surely get a good job. It is because many students failed to realize the importance of career planning and less thoughtful in choosing cause the regrets in the future study and career.

In recent years, in China, with the rapid development in fundamental education and the implementation in the curriculum reforms, career planning education for high school students is still at the beginning stage. As the concept of career planning education becomes more and more familiar, the theoretical and practical research of career planning education has gradually changed topics from the necessity of implementing career planning education, current situation investigation and theoretical reference of career planning education to in-depth and meticulous research in practical exploration and implementation strategies.

With the strong promotion in reforming Tianjin school admissions system, based on the actual situation of education and teaching, our school has explored a systematic and operable strategy for high school students' career planning education. We hope to provide samples and references for other schools in career planning curriculum construction for high school students.

2. Significance of self-awareness exploration in career planning education

Career planning refers that individuals and organizations together determine the best career goals and make effective plans, which is based on the measurement, analysis, and summary of career conditions as well as the comprehensive analysis of people's interests, hobbies, abilities in the interested careers in the era. Career planning is a dynamic process and in order to get the best result, people need to adjust and correct the position in life with a comprehensive self-understanding. High school students' career planning is good for determining academic choices and selecting majors after the college entrance examination. It is helpful to stimulate students' internal learning motivation and cultivate their ability of self-management. It allows students to experience initial contacts with universities and society and then seek for a suitable personal development path.

There is a famous golden triangle graphic for career planning which is created by Professor Swain from the University of Illinois in the United States. He believes that when planning careers, people

should consider personal, information and environmental factors. Likewise, American career planning master Donald Super proposed a career development arch model, which summarizes how physical, mental and socioeconomic factors can affect people's career development. From these career theories, we can find that self-awareness is the most important part in influencing career decisions.

Self-awareness is the self-perception and self-evaluation in both subjective and objective measurement. Self-awareness is the cognitive component of self-consciousness. It includes knowing about physical self-conditions, such as height, weight, body shape, etc.; mental characteristics, such as interest, ability, quality, personality, etc.; and the relationship with others, such as relationship with people who are around, and the role and position in groups, etc. Therefore, students should explore three aspects of self-awareness. First, students should be able to recognize their physical characteristics and conditions. Second, recognize the psychological activities and characteristics. Third, recognize their position and role playing in the groups and society.

The self-development theory mentioned by American psychologist Eric Erickson divides the formation and development of individual's self-consciousness into eight stages. Adolescent students at the age of eleven or twelve to age of seventeen or eighteen are facing the core problem, which is "the determination of self-awareness and the formation of self-role". Adolescents start to have new observations and reflections on the world around them, and begin to understand the relationship between their present and future in the social life. This is called "identity". Therefore, it has become the core of education in the self-awareness stage to help young people get the feeling of identity, overcome the confusion of their roles and solve their psychological confusion of "Who I am and what kind of person I want to be".

High school students are at an important period of forming their views on life and values. It is very important to be able to form correct self-awareness. If people do not know themselves properly and cannot see the strengths of themselves, they tend to feel inferior than others, which cause use to have low self-esteem, lose confidence and act intimidated. On the contrary, if people estimate themselves too high, they would become proud and blind in optimism, which leads mistakes in the work. Therefore, it is an important prerequisite for self-regulation and personality perfection to know yourself properly and evaluate yourself realistically. We need to help students learn to how to analyze themselves, affirm themselves and deny themselves. In the process of continuously self-improving, form correct self-awareness and valuation system.

3. Exploration and practices of self-awareness in career planning education

Our school conducted a questionnaire survey on high school students 'career planning guidance for all students in grade ten during the time of their enrollment. It also included a statistical analysis of students' self-awareness. The content of the self-awareness survey includes: hobbies, personality, abilities, specialties, pursuing values, advantages and disadvantages. In terms of hobbies, about 38% of students know very well about their hobbies, about 50% know well, about 11% don't know well, and 0.58% don't know at all. In terms of personalities, about 41% of students very well understand themselves, 52% understand well, 3% do not well understand, and 1% are completely unknown about it. In terms of capabilities, about 30% students very well know about their capabilities, 46% know well, 22% do not know much and 2% are completely unaware of it. In terms of pursuing values, about 35% of the students know very well about, 47% know well, 17% do not know much and 0.6% are completely unknown. In terms of their own advantages and disadvantages, about 22% know about it very well-known, about 40% know well, about 34% do not know much and 3.1% are completely unknown about it.

Senior high school students have basic self-awareness since they have been through a leaning period of study life in primary and junior high school. However, it is still necessary to continue to conduct a comprehensive, objective and correct self-awareness exploration. In addition, high school students need to improve their self-awareness, establish their life goals, carry out reasonable academic planning, identify their career interests and find their development direction. Therefore, for grade ten students in the senior high school, it is importation for them to explore self-awareness in their education planning.

(1) Curriculum-based self-exploration

In conducting the career planning education in our school, the self-awareness exploration part has designed into the following aspects: My Life Curve, Career Interest Exploration, Personality and Career Exploration, Multiple Intelligence Exploration, Value Perspective and Interest Scale Test.

In the "My Life Curve" lesson, students were guided to draw their life curve, which is for the purpose to review their past life and understand how they become who they are in the present life. This lesson helps students understand the limits of life and consider the impact and gains from the past achievements and frustrating experiences on their own growth. It encouraged them to consider and plan for future life development based on the current situation.

This lesson of "Career Interest Exploration" first guides students to understand the importance of interest in their career development. Through "my interest island" activities, students were led to explore their career interests, major interests and subject interests. Teachers explain the Holland's theory of career interest types to help students understand the relationship between career interests and future career choices in order to help students find suitable future development direction and start to make plans for cultivating interests.

The "Personality and Career Exploration" lesson is mainly designed to help students explore their personality. Through the "Personality Apple Tree" activity, it helps students understand their

personality. Also, it guides students to understand themselves from the perspectives of others from the "Johari Window" activity, through which to help students understand themselves in a more comprehensive and objective way. Through the case analysis of how bosses select assistants, it leads students to think the relationship between personality and career planning. This course enables students to realize that different people have different personalities. Only when combining personality with career characteristics, can they find a suitable development for themselves.

In the "Multiple Intelligence Exploration" lesson, teachers mainly lead students to explore their own advantages. First, teachers drew students' attention on their own abilities and advantages through the "Master Gathering" activity and guided them to understand their abilities correctly. According to the theory of multiple intelligences proposed by Gardner, everyone has eight main intelligences which should meet these criteria: linguistic, logical-mathematical, visual-spatial bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Also, by asking students to draw "My Smartness Map", teachers guided students to understand their abilities comprehensively and objectively from their own and others' perspectives, which helps students understand their own advantages. In the end, it is important to lead students to explore the relationship between ability and career planning. It is helpful for students to find career directions and living spaces that are more suitable for self-development if they are able to identify the combination of their intelligence and ability early and target training and cultivation it. It will also help students gain more outstanding achievements in the related fields.

In the lesson of "Values and Aspects", through the life value auction and my five activities, in the situation of competition and dilemma, students could discover their values and life attitudes, which helps to fully understand their pursuing values. This lesson guides students to identify their own values and potentials while conducting self-exploration. It taught students to think about their future life plans based on their own pursuing values, as mid- and short-term goals and make action plans.

Career assessment is able to provide a systematic cognitive structure to encourage people to explore, confirm and discover themselves. It is simple and fast. Other than class teaching, our school uses the life planning education network platform to carry out potential tests and career interest tests for grade ten students. It forms a personal career report to help students improve their self-awareness, identify career interests and find development direction. Career assessment is not only a standardized process. When interpreting the assessment results, we need to pay attention to dig valuable information from it, help individuals to observe and reflect on themselves and help them in choosing college entrance exam subjects and career planning counseling.

(2) Build a platform for self-assertion and potential-exploration

Our school values "self-improvement education" and in teaching and learning practices, we focus on the students' emotional needs and cultivate non-intelligent factors for the purpose to promote students' psychological confidence, learning autonomy, independence and self-improvement. We hope to cultivate students' ability of self-education and independent development as well as help to improve students' comprehensive capability and promote their healthy growth. We guide students in self-development and help them go beyond themselves and become better. The school will launch a variety of theme educational activities every semester. They are Sports Festival, Art Festival, Reading Festival and Science and Technology Festival. With the help of these platforms provided by the school, students are able to learn about themselves in the process of participating in activities as well as from the feedback of the results. The activities can help students improve their skills and abilities, form a positive self-knowledge, dig into the unknown self, develop new areas of self-knowledge and even cultivate new hobbies. For example, students can learn to analyze their communication abilities through cooperation with others in the activities, their management abilities through organizing activities as well as their activities performance and results through specific activities. More importantly, they can understand themselves in a more objective way. The rewards and honors gained from the activities will make students have more confidence and improve their self-efficiency continuedly.

The content mentioned above are some methods trying to help students explore self-awareness. Helping students explore their self-awareness needs continuous improvement and development. It should run through the entire high school stage. Various types of activities need to help students improve their self-awareness according to students' grades in the high school and students' different personality. Grade ten students are at the starting point of high school study. These students are facing many challenges from physical, mental and study changes. Faced with these new challenges, students often cannot adjust well. In this key "transition period", teachers should constantly help students know about themselves objectively from different angles in terms of psychology, physiology or abilities. Only when they fully understand their abilities and personalities, can they make the correct choices, guide themselves to learn and to develop their abilities correctly.   In this way, they can build their own goals in life.

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How Do Chinese Primary Schools Ensure the Quality of Mathematics Education: A Case Study of Beijing Chaoyang Experiment Primary School

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Abstract: The international comparative studies on students' achievements in mathematics discovered that students from China consistently outperform their Western counterparts. This paper is a part of a series of four reports, which trace the origin of mathematics achievement from practice of mathematics education in Chinese primary schools by taking Beijing Chaoyang Experimental Primary School as a case to explore the factors affecting students' mathematics achievement. The study reported in this paper investigated how the Chinese primary school ensure the quality of mathematics education, which provides a rich description about teaching management activities at Beijing Chaoyang Experiment Primary School in terms of teaching and researching activity, routine inspection of teaching, stage monitoring, and mathematics assessment and evaluation.

Key words: Quality of mathematics education, Chaoyang Experimental Primary School, case study, teaching management, teaching and research activity, mathematics assessment and evaluation

I. Introduction

Researchers in the field of comparative study of mathematics education are interested in how Chinese schools ensure the quality of mathematics education (Stigler & Hiebert, 1999; Zhao, 2016). This paper reports a case study of Beijing Chaoyang Experimental Primary School to provide a rich description about mathematics teaching management activities relating to quality assurance operating procedures in the school.

At Beijing Chaoyang Experimental Primary School, the quality of mathematics education has always been regarded as the focus of schoolwork, which is one of the main responsibilities of the school's teaching management staff. In fact, the teaching management staff's accountabilities including course setting and arrangement, course implementation, course quality monitoring, students' assessment, and teaching evaluation. The teaching management personnel at the school should monitor the whole process of teaching and be able to find problems and confusions in teachers' work, and guide, track and solve problems and confusions.

II. Mathematics teaching and research activities

Teaching and research activities at Beijing Chaoyang Experimental School are aimed at promoting the overall development of students and the professional progress of teachers. These activities take the specific education and teaching problems faced by teachers in the process of curriculum implementation and teaching as research objects, and teachers as researchers, who undertake school-based practical research activities, where staff are partners. The main purpose of the teaching and research activities is to effectively improve the professional quality of all teachers and enhance the teachers' practical ability in the curriculum. Therefore, the basic point must be placed on the practical problems encountered by teachers in the implementation of classroom teaching and curriculum reform. The growth point must be placed on the promotion of the student development and the teacher self-improvement, and based on comprehensive implementation, in-depth advancement of basic education curriculum reform.

The teaching and research activities that teachers at Chaoyang Experiment Primary School participate in can be divided into three categories according to the organizers: teaching and research activities organized by Chaoyang District and Beijing city, school-based teaching and research activities, and teaching and research activities arranged by the school mathematics teaching and research group.

City and district level's teaching and research activities refer to a large range of teaching and research activities organized by the full-time teaching and research leaders of the Beijing Basic Education Teaching and Research Center or the Chaoyang District Teaching and Research Center. Such teaching and research activities have considerable participants, so the selected teaching and research theme is universal. Content such as: "Textbook Analysis and Teaching Strategy", "Graphic Teaching Research", etc. The purpose of such teaching and research activities is to solve the basic problems of teaching and help teachers to grasp the teaching content wholly.

School-based teaching and research activities are the teaching and research activities organized by the school's teaching management personnel or discipline leaders. The participants are all mathematics teachers in the school. The selected topics are mainly the current mathematics teachers' confusion of teaching or key teaching content. For example: "Important Problems in Computing Teaching", "How to Conduct Concept Teaching", etc. The purpose of such teaching and research activities is to solve the main problems in teachers' teaching practice and help teachers grasp the key points and difficulties of the teaching content.

The teaching and research activities of the mathematics teaching and research group refer to the teaching and research activities organized by the head of mathematics teaching and research group. The participants are teachers of the current grade of the mathematics teachers. Topics such as: "Division is the teaching of two-digit division", "How to distinguish the multiplication distribution law and multiplication combination law" and so on are always presented for the activities. The purpose of this kind of teaching and research activities is to solve practical problems in teachers' daily teaching. It is a teaching and research activity that must be carried out every day to help teachers grasp the method of solving small problems at Chaoyang Experiment Primary School.

The school distributes a "Teacher Growth Manual" to each teacher to record the school-based teaching and research activities in the school and guide the teachers to participate in the teaching and research activities and keep records. The teaching management staff will organize the communication and summary activities of listening to the mathematics class and make evaluations of teachers' mathematics teaching to guide teachers to achieve more gains through the teaching and research activities.

The school has clear requirements and monitoring measures for teaching and research activities, and the teaching management personnel are responsible for implementation. The details are as follows:

1. Basic requirements

Frist, the teaching and research team chooses two topics each semester, and the team innovates the form of activities, and organizes thematic activities. Second, teachers actively participate in lectures and appraisal activities of teaching and research groups and especially mathematics groups. Third, mathematics teachers participate in City and District mathematics study and training as required.

2. Monitoring measures

First, strictly record the "Teacher Growth Handbook" (the handbook contains teaching records, training records, etc.), with strengthen reflection, and summary of experience. Second, teachers go out to study and training, need to obtain approval from relevant departments, and make good learning records. Third, mathematics

teachers Share the relevant information about out-of-school learning and training within the teaching and research group.

III. Routine inspection of mathematics teaching

The school attaches great importance to the teaching and the improvement of teaching quality. The following are the basic requirements of the school's teaching routine and quality assurance system:

1. Mathematics teachers' preparing lessons

Lesson preparation is one of the important tasks of teachers. It is the teacher 's instructional design for the classroom and the most important basic skill of teachers. In the teaching design, we must clarify the teaching objectives of each lesson in accordance with the basic requirements of teaching, and design strategies to break through the difficulties and key points, plan the teaching process, and design the exercises. The head of the teaching and research team will check the teacher's lesson preparation at the beginning of each month, and the teaching supervisors will conduct inspections or spot checks, make inspection records, and provide timely feedback on the results of the inspections.

The school has clear requirements and monitoring measures for teachers to prepare lessons, and the teaching and research team leader and teaching management personnel are responsible for implementation. The details are as follows:

a. Basic requirements: Frist, there are four preparations must be prepared including course standard, teaching materials (preparing the entire volume of teaching materials, preparing unit teaching materials, and teaching materials during the lesson), students, and teaching methods. Second, there is a need to formulate teaching objectives, which should be clear and specific, with a high degree of achievement, and strive to decompose in place to avoid excessive goals and excessive requirements. Third, Strategic design to break through the difficult points is needed, and there must be a method design at the key teaching points to avoid the moving of teaching materials and the listing of exercises. There also should be research on students in the difficult points of teaching, to avoid "take it for granted" design and blind teaching. Fourth, there is a need to design the teaching process including the learning situation according to different learning contents, reflecting the process of leading students to experience, exploring and participating in learning autonomously, and the process of unfolding the teaching materials should be consistent with the process of students' psychological construction. Fifth, mathematics exercises should also be designed including highly targeted and flexible topics to gradually develop students' ability to adapt to changes in the topic.

b. Monitoring measures: First, mathematics teachers collect lesson collectively and strengthen communication; during the vacation, teachers are organized to carry out collective lesson

preparation and lecture research activities, and timely modify the teaching plan. Second, school management team strengthen the inspection of the lesson plan; centralized inspections and random inspections at any time, combined with school inspections and teaching and research team inspections, ensure timely and sufficient preparation, and continuously improve the quality of lesson preparation. Third, school management team also strengthen classroom teaching monitoring.; after listening to the class, check the lesson plans to improve the effectiveness of classroom teaching.

2. Classroom Mathematics Teaching

The classroom is a front for teachers to carry out teaching work, and the implementation of classroom teaching will directly determine the efficiency and effectiveness of teaching. Classroom teaching is the most important thing for teaching management staff, and the most needed ability for teachers is also the most difficult one. Therefore, attending lectures has become one of the important tasks of teaching management personnel.

Each teacher at the school must listen to each other for 20 lessons every semester, and the teaching management staff should listen to mathematics teaching no less than 60 lessons every semester. During the classroom observation, the basic process of the teacher's classroom teaching should be recorded, and the advantages and disadvantages of the teacher's classroom teaching should be discovered. After listening to the class, the management staff should evaluate the class, communicate with the mathematics classroom teacher about their thinking in the classroom, and put forward corresponding teaching suggestions.

The school has clear requirements and monitoring measures for classroom teaching, and the teaching and research team leader and teaching management personnel are responsible for implementation. The details are as follows:

a. Basic requirements: First, mathematics teachers should improve four abilities including the ability to design effective teaching links, the ability to regulate and dynamically generate problems, the ability to implement scientific training, and the ability to cultivate moral educate in the classroom. Second, teachers should pay attention to creating a relaxed and harmonious classroom atmosphere to improve students' attitude, breadth, and depth of participation in learning. Third, teachers should cultivate students' good study habits, such as writing habits and question review habits.

b. Monitoring measures: First, the teaching and research group should strengthen teaching research, encourage mathematics teachers to undertake mutual listening and evaluation, to exchange teaching information in a timely manner, to improve teaching methods, and to promote teaching experience. Mathematics teachers should carry out listening and appraisal activities in the teaching and research group, and the backbone teachers should teacher 2 lessons,

other teachers should teacher 1-2 sessions. Second, staff at the office of teaching affairs should listen to the "three lessons". That is, consultation class, follow-up class, and group research class, to keep abreast of classroom teaching, and guide teachers to carry out teaching research. The office needs to organize a good display of observation classes, evaluation courses at all levels, and create a display platform for teachers. Third, the school has basic requirements for the classroom, and administrators should pay attention to the specific situation of teachers during inspecting, and they should provide timely feedback to teachers. The following are the basic classroom requirements: classroom is an important place for students to acquire knowledge, develop ability, cultivate good thinking quality and moral sentiment. The quality of teachers 'classroom teaching directly affects and determines the quality of students' learning. As teachers must implement classroom teaching with a serious, rigorous, and responsible working attitude, to ensure the quality of classroom teaching.

c. Classroom teaching system: First, teachers should enter the classroom 2 minutes in advance, prepare before the class (board writing, teaching aids), etc., and should not arbitrarily assign students to the office to pick up things. Second, teachers should observe the regular requirements of classroom teaching and start and end classes on time. Teachers and students should stand up and greet each other start and end class. The following courtesy expressions should be used in classroom: "Hello classmates", "Hello teacher", "Goodbye classmates", "Teacher goodbye, thank you teacher". Third, teachers should stand and give lectures in the class, full of energy, sincere emotions, friendly manners. Their dress, appearance, words and deeds should conform to the teachers' code of conduct. Fourth, teacher's language should be standardized, refined, logical and enlightening, and organized. Fifth, the teaching content should be substantial, the teaching structure should be rigorous, and teachers should be good at grasping the key points and breaking through the difficulties. Teachers should put thinking training at the core of teaching, teaching questions should have thinking value, teaching training need to arrange gradients and levels, pay attention to information feedback, and give full play to the leading role of teachers. Pay attention to the organization of teaching, create a harmonious, democratic, and cooperative classroom atmosphere, fully mobilize the enthusiasm and initiative of students, teach students according to their aptitude, classify guidance, and improve classroom teaching efficiency. Sixth, rational use of modern teaching techniques to optimize classroom teaching, proper use, and proficient operation. Seventh, the blackboard design is reasonable, the context is clear, and the writing standards are neat. Eighth, focus on cultivating students' good learning habits, for example: good habits of loving books and standardizing writing; good habits of pre-class preview, collecting information, reading excerpts; good habits of listening carefully, thinking positively, speaking actively, etc. The poor writing posture promotes the healthy development of students' body and mind. Ninth, teachers are not allowed to stop lectures at will. It is strictly forbidden

to ridicule and reprimand students, to punish students, to corporal punishment and corporal punishment of students in disguised form, to focus on ideological education and to pursue teaching art. Tenth, teachers must not leave the classroom for no reason, teachers must turn off the mobile phone during class time, and they must not deal with matters not related to the class.

3. Students' Work

Correcting students' work is also an important job for teachers, and an important way for teachers to understand students' mastery of mathematics knowledge and skills. At the school, the teaching and research team leader checks the student's homework every month, the teaching supervisor leads the inspection or spot check, makes inspection records, and provides timely feedback on the inspection results to mathematics teachers.

The school has clear requirements and monitoring measures for students' work, and the teaching and research team leader and teaching management personnel are responsible for implementation. The details are as follows:

a. Basic requirements: First, teachers should grasp the characteristics of the subject, carefully arrange the assignments at different levels, enter data according to the hours of the course, and the amount of students' work is appropriate, in accordance with the relevant regulations. Teachers also need to add specific examples of how to design assignments Second, the review of homework should be timely, serious and standardized. Teachers should correct students' assignments with error-free approvals and no omissions; student assignments required to be neatness and high accuracy. Third, teachers should use students' correction book to find problems at any time, be aware of the students' problems, do timely research and targeted training on the students' problems.

b. Mathematics teaching group monitoring measures: First, whole mathematics teaching group uses a unified workbook, the teaching and research team checks, feedback the results and deficiencies, and make a record. Second, the mathematics teaching department checks the grades of students' work and teachers' marked work.

IV Stage monitoring, assessment and evaluation

The teaching management department should understand the formation and mastery of students 'basic knowledge and basic skills, understand the development level of students' mathematical ability, and arrange special exercises, unit exercises and comprehensive exercises, and arrange an assessment every semester. After the practice and exams, teachers will be organized to analyze the progress, and teaching and research activities will be organized to analyze and feedback the results to promote the development of students and teachers. The following is a brief description of the students' work and assessment.

Special exercises refer to single exercises for important basic skills or important abilities, such as oral calculation, calculation, problem analysis, and practical problem solving. The practice time for basic skills is generally 5 to 10 minutes, and the practice for solving practical problems is generally 20 to 30 minutes, the purpose is to help students to master individual mathematics skills. The oral calculation is different according to the different requirements of the content of different grades. Generally, the speed is required to reach 8 questions per minute, and the accuracy rate is 98%. The correct rate of calculation should reach 95%. Problem-solving analysis refers to a problem-solving idea that can verbally analyze an actual problem. The idea should be clear, and the expression must be smooth. The practice of solving practical problems is to understand the ability of students to solve problems. This content poses a great challenge to students and requires long-term attention and training.

Unit work refers to the practice of the content of the mathematics unit after learning the content of each unit. The unit practice time is generally 30 to 40 minutes, the purpose is to understand the students' basic knowledge, basic skills, and comprehensive problem-solving ability. According to the actual situation, two units can also be arranged for unit practice. It is required to arrange unit tests according to the progress, rotate the supervision examination within the teaching and research group, rotate the examination papers, enter the score into the digital campus within one week after the test, analyze the three questions with the students' losing most points and submit them to the supervisor.

The final assessment refers to the comprehensive exam for the entire textbook at the end of each semester. The content of the investigation should be comprehensive and reflect the balance of content in different fields. It generally includes selections, fill in the blanks, calculations, and problem solving. The purpose is to understand students' knowledge, skills, and ability development in one semester. It is generally required that the ratio of double base to ability in the test paper is 6: 4, the difficulty of the subject is easy, medium and difficult is 6: 3: 1, the difficulty coefficient is about 0.9 in the lower grade and about 0.85 in the upper grade. After the test, the test results should be entered into the digital campus platform and analyzed by the mathematics teacher one by one to form a "quality analysis report." The examination is arranged by the teaching supervisor. The teaching and research team leader organizes the teachers to take part in the students' assessment and related examination work. The teaching supervisor's evaluation quality summary and feedback are included in the teacher performance evaluation.

The school has clear requirements and monitoring measures for stage monitoring, and the teaching and research team leader and teaching management personnel are responsible for implementation. The details are as follows:

a. Basic requirements: First, strengthen the examination

research and prepare for special exercises and unit exercises. Second, after special exercises, unit exercises, and final exams, teachers should analyze the test papers and promptly check for gaps in mathematics teaching. Third, teachers should do a good quality analysis and know all their students' knowledge, learning habits and learning methods. Forth, teachers should Formulate a mathematics review plan and take a review class, training class, homework class, and lecture class.

b. Monitoring measures: First, the school establish a subject bank for mathematics teaching and research group. Second, at school level, teachers should strengthen their research and practice in the areas of students' assessment. Third, the school should quantify and assess the results of special exercises, unit exercises, and final exams. One pass per month (4 total items for 4 months), 4-unit exercises and 1 final exam for a semester.

The school has a teaching quality monitoring team, with the principal as the group leader, the deputy principal as the associate group leader, and the teaching leaders of various subjects are the group members. The teaching quality monitoring team analyzes and discusses the results of the stage monitoring. Then hold a quality analysis meeting, analyze the problems reflected by the monitoring with teachers, and work out solutions and measures to solve the problems. In the follow-up work, the teaching department should enter the classroom to pay attention to the problem-solving situation and arrange follow-up according to the situation. The team guides teachers to help students reach the standards of the course.

At Chaoyang Experiment Primary School, mathematics classes are generally arranged in the first two classes in the morning. The director of teaching knows the teaching situation of each mathematics class. After listening to the class, the director communicates with the mathematics teachers to give feedback to them. In the afternoon, the director learns about the students' homework and provides counseling to the teachers. The director also presents corresponding guidance to the teaching and research activities of the mathematics teaching and research group.

In summary, this paper reports how Chaoyang Experiment Primary School ensure the quality of mathematics education in terms of its mathematics teaching and researching activities, school routine inspection of mathematics teaching, stage monitoring, and students' mathematics assessment, and evaluation of mathematics teaching.

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Practice and Innovation of Nightingale Public Health Theory in Wuhan Epidemic

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Abstract: Both theory and practice are reciprocal as methods generate from practice and return to training for testing. Nursing is a distinct health care discipline, different nursing theories live health and disease uniquely, indicating a different model of assistance during the illness considering the continuous interaction of people with the environment in which they find themselves. The legacy of Florence Nightingale's theory is a practical guide for nursing professionals to provide optimal health care services for patients. This paper aims to summarize the historical experience, discuss the practical application and scientific significance of nightingale's theory to the care of Wuhan epidemic situation, and demonstrate the importance of nursing theory as the basis of public health practice.

Key words: Public health theory, Wuhan epidemic, Nursing, Nightingale

1. Introduction

Florence Nightingale, a founder of nursing and founder of modern nursing education, is pictured on the back of the 10-pound note. In Chinese and foreign history, there have never been many figures, primarily female characters, who have overcome all difficulties and established extraordinary achievements by persisting faith. Florence Nightingale is known as "the goddess of the lamp," "the pioneer of nursing," and "the mother of modern nursing." Her name has also become synonymous with the spirit of nursing. Throughout history, all civilizations have known the value of education. In human history, Florence Nightingale created a splendid culture, made significant contributions to social development, set an example of humanity, courage, and professionalism, and at the same time left us a lot of experience worth thinking and studying. Her image and spirit have become legendary cultural narratives in Britain[1] 。 Dedication and innovation are the essences of Nightingale's mind [2]. As generations of caregivers have explored how her legacy has affected care and health care around the world 。and continues to this day, what do her life and work mean to us today?

The history of nursing is closely related to the history of medicine, but it also has its unique development path. Florence Nightingale was committed not only to nursing but also to statistics, epidemiology, public health, and social sciences, and was a visionary leader in global health and health care [6]. Her ideas influence and encourage us all to work together to realize our vision and fight for a patient-driven healthcare system [4].Dr. Lynn McDonald [3] in the United States in September of 2003 nursing history and Canadian nursing history association, 2006 CSAA (Oceania culture research association) conference that We should remember Florence Nightingale's goal of quality health care for all, As a leading architect of the outdoor policy, Nightingale is the source of the earliest vision of a comprehensive public health care system. Florence Nightingale broke new ground for an automatic and automatic public health care law. She consistently stressed health promotion and disease prevention and life extension. The foundations for good health were: decent housing，clean water and air，good nutrition，safe childbirth，good child care [3]。

The material for this paper has been taken from sources gathered for the Collected Works of Florence Nightingale, of which the first eight volumes have now been published. Volume 5, Society and Politics, and volume 6, Public Health Care, are the primary sources for the points made here. Her diaries, letters, monographs, and books are part of her legacy. Her idealism runs through her books, and from these materials, her thoughts, values, and beliefs on a variety of topical issues, including health and environmental health reform, partnerships, data-driven policy development, and advocacy for public health can be truly reflected[6]，and all the elements of philosophical assumptions and beliefs that she finds in the metaphysical paradigm of nursing. These can form a conceptual model that is very practical in practice and provides a framework for the study of a conceptualization [9].In addition to the proposed reform model, the implementation of public health reform in the early stages, Florence Nightingale did much practical work. For example, theoretical framework form target, achieve the goal of the action, and her understanding of public management, in particular,

the role of social statistics monitoring results, proved that Florence Nightingale was one of the great sociologists.

Florence Nightingale was a systematic thinker. Her "radical approach" to public health reflected her faith-based philosophy, understanding of God as the God of law, her social actions as a way for her to respect the "laws of nature," and Florence Nightingale's example as a source of past strength. Through it, we can find the belief and power to hold on to ourselves in tough times in history [4-5], and we can discover the laws of her transformation of the world through scientific research. The concept of "One Health" was first put forward by Hippocrates in his Treatise on Air, Water, and Land in 400 BC. The Philosophy of "Global health" is dedicated to promoting harmony among people, animals, and the environment, exploring and analyzing the primary purpose of holistic care, and rehabilitation is of vital importance. What is the nurse's leadership role in the health care system? How nurses work with people to advocate for these goals on a global scale.

According to Florence Nightingale's correspondence, she pioneered the use of assessment statistics and achieved reform through advocacy in the historical context of British colonial India [4]. The application of statistics is manifested in three key aspects: the revision of Quetelet's methodological basis, the use of statistics to monitor the public health system, and her pioneering research on maternal mortality [7]. Statistics are an essential part of her holistic approach to the health care system. They can both indicate serious problems and help formulate policies, and then monitor the effects of new strategies. Epidemiological investigation shows that paying attention to environmental cleanliness is an essential factor in preventing disease transmission. The findings of Florence Nightingale are used to support hospital reform and train and educate nurses on how to manage the hospital environment better [8]. Nightingale's work recorded environmental theory and practical experience. To raise public awareness, she mobilized collaborators, corrected unjust social policies that endangered human health, and supported those who suffered as a result of unfair policies, proposing the creation of an environment where people's expectations of health were realistic [10].

Florence Nightingale led and commanded female nurses in the military hospital of Scutari, Turkey, during her epic Crimean War mission (1854-1856), making the world aware of this as a spiritual beacon of hope and compassion for all victims。Her historic breakthrough -- pioneering the role of the nurse in modern nursing management, achieving measurable results backed by accurate data, and being so calm and poised in the face of incredible adversity. These themes are illustrated through her letters to and testimony about Dr. Thomas Gillham Hewlett in her vivid descriptions of health education and promotion, data-driven policy documents, public health, and sanitation advice, and collaboration with citizens, medicine, policymakers, and governments to improve the health and welfare of the people of India[6]。

The ancients said: take copper as a mirror; you can dress adequately; Learn from others and see the gains and losses. Learning from history, we can know the rise and fall of power. Review the history; it is more important, to sum up, historical experience and lessons, grasp the laws of history and strengthen the courage and strength to forge ahead. Based on the present, the positive and open value orientation is more in line with the current era. Only by staying true to our original aspiration can we create the future. Nightingale was a brilliant intellectual genius, and it is surprising that current trends coincide with and resonate strongly with the nursing trends she constructed. Clinical nursing practice is the only real platform to test this theory. Practice without integrating nursing theory is blind. The wisdom of theory guides nursing practice and research correctly, and the clinical nursing practice is enlightened from a theoretical basis.

In 2019, the WHO published 10 threats to global health (air pollution and climate change, non-communicable diseases, global influenza pandemic, antibiotic resistance, viruses, pathogens, the environment, HIV, dengue fever, weak primary health care, so on.)The world faces multiple health challenges, and more economical, environmental, and social factors are affecting health. Rising health-care costs, tight policies, and chronic global care shortages threaten the future of medical services. The disease puts the health of all humanity at risk. Whether in the traditional sense of the infectious diseases, chronic non-communicable diseases related to lifestyle, or of the significant sudden event caused by natural and human factors which cause health problems, or is involved in the global issue in many countries, such as climate change, urbanization, population growth, environmental pollution, food safety, so on, they are both the major problems affecting the current national strategy, is also one of the critical research content in the field of global health. It challenges nurses worldwide to think and act locally and globally, raise their voices and contribute to a worldwide community of Shared future for health -- Florence Nightingale's Vision for health and Rehabilitation [4].

How do nurses respond to these "global" challenges? What does the solution do to solve it?? Today's global [12] health problems seem insurmountable and require a new global vision and the participation of committed citizens who play an active role in promoting human health, both locally and globally. Who? What? Whom? Why? Finally, he became a global change agent to safeguard human health [13]. How useful is Nightingale's work for solving today's public health problems? How valuable is Nightingale's work for addressing the public health problems of today? Nursing theory and its relevance to clinical practice have always been a controversial topic. Theory and practice interact because argument arises from exercise and returns to practice for testing.

The application and innovation of Nightingale's environmental theory

The year 2020 will be the 200th anniversary of Florence

Nightingale's birth. The CIVID-19 outbreak in Wuhan, China, has put the lives and health of the Chinese people at risk. Critical moments are the touchstone for nurses to carry forward Nightingale's spirit[6].In the face of an unknown new virus, China has taken flexible and proactive measures to prevent and control it. At this critical moment, the vast number of nursing workers braved life and death and fought day and night in the front line of the fight against the epidemic, demonstrating Nightingale's lofty professional spirit and social responsibility with their practical actions.

In the future which I shall not see, for I am old, may a better way be opened! May the methods by which every infant, every human being will have the best chance at health — the methods by which every sick person will have the best chance at recovery, be learned and practiced. Hospitals are only an intermediate stage of civilization, never intended, at all events, to take in the whole sick population . . . May we hope that, when we are all dead and gone, leaders will arise who have been personally experienced in the hard, practical work, the difficulties, and the joys of organizing nursing reforms, and who will lead far beyond anything we have done! May we hope that every nurse will be an atom in the hierarchy of ministers of the Highest! But she [or he] must be in her [or his] place in the hierarchy, not alone, not an atom in the indistinguishable mass of thousands of nurses. High hopes, which shall not be deceived!
—Florence Nightingale (1893/2005)

As stated in the letter, Florence Nightingale's environmental theory defines nursing as "the use of the patient's environment to help the patient recover. "She advocates health promotion over treatment, better nutrition and housing, and clean air and water. She believes that in caring for patients, the nurse's task is to create conditions that best promote recovery. Hospitals are the last resort [15]。

Novel Coronavirus pneumonia can be said to affect the hearts of hundreds of millions of people. During the Wuhan epidemic outbreak, when no specific drug was available, daily life nursing would relieve the suffering of patients and improve the therapeutic effect and purpose of clinical diseases to a certain extent. Therefore, we can better understand the profound connotation of the sentence "three points of treatment, seven points of nursing. "Doctors are not all-powerful, and it is impossible to treat every patient successfully. Drugs and surgeries are powerless except for removing obstructions because diet can ensure health. The "recovery process" in nature is "fresh air, light, warmth, quietness, cleanliness, and dietary health care" [5]. The disease is a natural process of repair in the context of human needs, and care must provide a healthy environment for the sick, helping those who are ill to recover and those who are fit to maintain disease prevention and health promotion. Your health ultimately depends on you. Many diseases can be prevented, especially the transmissible diseases caused by the 2019-NCOV virus. When the virus enters the human body, it usually passes through the three gateways. As long as the difficulty of the three portals is strengthened, the virus will naturally go away.

The first pass is to invade the human body. The intact skin of the human body is a powerful and indestructible barrier; the virus can only enter the body through exposed mucous membranes in the respiratory tract, eyes and other places。There is mucus on the surface of the respiratory tract, so people get rid of the virus by spitting, coughing, sneezing and sometimes infecting others. So when there's an outbreak in the city or the region, isolation, masks, and goggles are essential to care measures. Another useful test is to wash your hands frequently and not touch your eyes. Hand hygiene is considered a necessary step in the prevention and treatment of infection [11]. The second pass is to invade a cell. If the virus gets into the body by chance, it will be recognized by the body's immune system. If the body's immune system is in good condition, we can destroy the virus by ourselves. Drink more water, do not stay up late, do not catch cold, ensure balanced nutrition can maintain the normal operation of the immune system, increase resistance, prevent disease。The third barrier is the invading nucleus. In microscopic environments, lysozymes, immune proteins and other substances inside cells wrap and kill the invading virus and then enter the cell's interior. A virus must enter a cell in sufficient Numbers to cause infection. Therefore, the care should keep the environment clean, open the window for ventilation, avoid crowd density, avoid going to high-risk places, and avoid cross infection by reducing the concentration of virus in the air; This requires a scientific attitude, rational face, eliminate panic, do a good job of personal protection, to avoid their infection, is the most important. The Chinese government is encouraging people to make changes such as washing their hands more often, wearing masks and maintaining a social distance. China has gradually shifted from a relatively uniform approach adopted at the beginning to a science-based and risk-oriented management approach that takes more into account the actual situation and capabilities of each place, as well as the characteristics of virus transmission [18].

The Joint Prevention and Control Mechanism of the State Council

Join hands and work together to stop the transmission of the virus and fight the first hurdle of workplace protection. How can the Chinese people be useful and productive? Behind every line of the epidemiological curve is a remarkable policy decision. For example, to ensure grain and outstanding non-staple food, traffic control measures, home quarantine measures, and internal non-proliferation and external export prevention with Wuhan and Hubei as the center. Centralized admission hospitals and makeshift hospitals like Vulcan and Raytheon. China's guidelines for coVID-19 treatment, deployment of delayed school starts, flexible return to work, off-peak travel, health monitoring, personnel management, emergency coverage for medical supplies and necessities, phasing out restrictions to restore social and economic order, and more.

The National Nursing popularization Education Base plays a vital role in health science communication. National nursing science

communication experts give full play to their professional skills and utilize the network platform to carry out scientific, rigorous, professional, and operable prevention and control knowledge communication. To play a decisive role in "scientific guidance, prevention, and control by the whole people, joint contribution and sharing, and halting the epidemic. "While improving public literacy and disseminating scientific epidemic prevention knowledge to the public, we should also convey confidence in overcoming it. We have made epidemic prevention and control experience widely available, guided the people to view the epidemic correctly and rationally, and enhanced their awareness of and capacity for self-prevention. We have improved and strengthened external publicity, used various forms to speak out promptly in the field of international public opinion, told the story of China's fight against the epidemic, and exposed immediately the words and deeds of people with ulterior motives who slander, spread rumors and cause mischief, thus creating a favorable public opinion atmosphere for the prevention and control of the epidemic.

The nursing industry, healthcare decision-makers, and society increasingly recognize the need to analyze the contribution and cost of care to healthcare; the Florence Nightingale legacy is a practical guide for nursing professionals to provide the best health care for their patients. Controlling the source of infection and cutting off the transmission route should be the critical focus of epidemic prevention control, with unified leadership, command, and action. Early detection, early reporting, early diagnosis, initial isolation, and first treatment are the most effective measures. The confirmed cases need to get an effective isolation treatment to decrease transmission. Patients, experts, resources, and treatment should be concentrated on improving the admission and cure rates and reducing the infection and mortality rates. The application of bio-information big data and mobile Internet technology has brought about significant changes in the medical security system [14]. In light of regional characteristics and the epidemic situation, we have made Wuhan and Hubei the country's main battlefields. We have strengthened guidance to other provinces according to different categories, strictly adhered to the "four lines of defense," and worked step by step to form a strategic pattern of comprehensive mobilization, comprehensive deployment and global strengthening of epidemic prevention and control.

The international community has highly praised the Chinese people for their strength, spirit, efficiency, and image as a major responsible country. At the same time, China is actively seeking the support of the international community. We have actively sought assistance from the international community, actively conducted cooperation and information exchange with the WHO and the international community, rapidly Shared the whole genome sequence of some strains of the virus, developed rapid detection kits and worked hard to prevent the spread of the epidemic around the world. It is not only responsible for the safety and health of the Chinese people but also contributes to the world's public health. His outstanding leadership, response, organization and mobilization, and

implementation have set an example for the world in epidemic prevention.

There is no doubt that China's strategy has been effective in averting and preventing many cases, changing the curve of a rising number of potentially deadly diseases. What makes this point is simple and straightforward data. Because when we face a dangerous respiratory disease, pure Chinese altruism has many utopian strategies beyond imagination, different from those elsewhere. China has improved its capacity in public health, responding to a new unknown virus through traditional public health interventions, and showing remarkable success on the epidemiological curve, which is due to the advantages of the Chinese system under the leadership of the Communist Party of China.

Every epidemic and every crisis is an opportunity for us to learn. What we have learned is that we can get early warning faster, we have learned to optimize the protection of medical workers, we have learned to strengthen communication with each other to fill the existing knowledge gap, and we have learned to make such conversation more honest. Novel Coronavirus had a significant impact on health, economy, and society. But the national spirit of the Chinese people and the selfless dedication of all medical and health workers made China win the battle against the epidemic.

Statistical monitoring in public administration

In 1858, Florence Nightingale produced this chart for public servants who did not know how to make traditional statistics. Because it looks like a blooming rose, the Nightingale Rose diagram is also known as a Coxcomb Chart or Polar area diagram. It shows the number of deaths from illness versus injury. This picture attracted the attention of the army and Queen Victoria, and the medical reform bill was implemented, which improved the sanitary condition of hospitals and the nutritional status of patients, and effectively reduced the death toll in war hospitals.
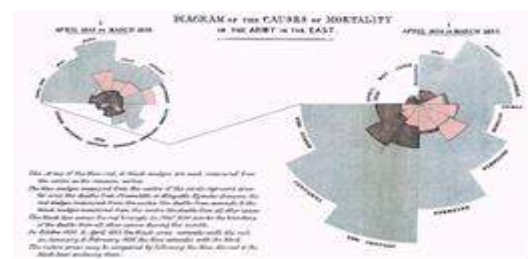
Figure 1Diagram or the causes or mortality in the army in the east

Figure 1:This picture appears in the document in which Nightingale lobbied the British government to strengthen the public health construction and related investment。 A chronology of the monthly death toll of British troops from April 1854~ March 1856； 12 months of the year represented by 12 sectors of the same angle； the sector area in different colors represented the number of deaths

due to different causes .The areas of the blue ,red ,& black wedges are each measured from the centre as the common vertex; The blue wedges measured from the centre of the circle represent area for area the deaths from Preventable or Mitigable Zymotic diseases; the red wedges measured from the centre the deaths from wounds, & the black wedges measured from the centre the deaths from all other causes. The black line across the red triangle in NOOT 1854 marks the boundary of the deaths from all other causes During the month. In October 1854, & April 1855；the blue coincides with the black; The entire areas may be compared by following the blue, the red& the black lines enclosing them.

Nightingale became a pioneer advocate of what would later be called "evidence-based health care," and did some of the pioneering work in data collection with "uniform classification of disease" so that comparisons in outcomes could be made. Statistics can save lives, and Nightingale's methods are still of considerable significance to modern social and health sciences, as she mentioned in her Nursing Notes. The high death rate of the Crimean War (1854-1856) must never be seen again. This is an early example of evidence-based care and health care. Nightingale was a pioneer of "evidence-based health care", developing both possible approaches and the urgent need to adopt them. During the Crimean War, more soldiers were dying from infections than from battle injuries. Nightingale and a team of nurses significantly improved the unsanitary conditions at a British hospital, working night and day to reduce the death count by two thirds. This is our nursing history and will always be referred to in the nursing theories applicable to practice and research in modern nursing science.

In 2020, the "People's Daily" reported the situation of the epidemic in the form of charts every day. The rose diagram is efficient, with definite results and sharp contrast, providing a scientific basis for the prevention and control of the epidemic. The solidarity and efforts of the Chinese government and people in fighting the epidemic are commendable and have accumulated valuable experience for other countries in fighting the epidemic. China has been paying close attention to the global COVID 19 epidemic situation and has always adhered to the vision of building a community of shared future for humanity and strengthened international cooperation in epidemic prevention in an open, transparent, and responsible manner.

Gap between theory and reality

2020 could be a turning point for the nursing industry, which in many countries has experienced severe shortages for centuries。As of 24:00 on February 11, there were 1,716 confirmed cases among medical personnel, accounting for 3.8% of the total. Hubei province reported 1,502 confirmed cases. Hubei province reported 1,502 confirmed cases. Hubei province reported 1,502 confirmed cases. Six medical personnel died, accounting for 0.4 percent of all deaths in the country 。In fact they were lower than rates in some Continental European hospitals. Tuesday, April 21, 2020，Nurses in

the UK lack the crucial training they need to tackle Covid-19, according to a survey also paints a picture of a nursing workforce under dominant psychological strain[20]. The study seeks to find out how nurses are coping with pandemic。

Commenting on the key implications for the nursing and midwifery workforce from Survey 1 (before the peak), Dr. Holly Blake, Associate Professor of Behavioral Science at the University of Nottingham said: "These early findings demonstrate the impact of COVID-19 on nurses and midwives, with many feeling unprepared due to lack of access to training or essential equipment. Stress, anxiety, and depression are common, with around one-third reporting these mental health impacts to be severe. There is a clear need to provide ongoing training and psychological support during and after the outbreak."

During the crisis of the COVID-19 pandemic, patterns of care changed, and in the face of COVID-19, the invisible enemy, everyone should follow the ground rules championed by Florence Nightingale。That is， clean environment and hand washing, which remain at the heart of our practice in combating infection, regardless of what technology or other advances we adopt. People worldwide should realize that the primary role of care is to promote a clean environment and save lives through basic sanitation such as hand washing. But we must not be complacent about hygiene and hand hygiene, the basic requirements of infection control measures.

2020 is the crossroads between technology/AI and primary care. Countries around the world place a great deal of emphasis on innovation and advanced nursing skills, and this may happen to be the test of our generation of nurses, midwives, and nurses in Florence. We value advanced technology in all aspects of our practice. The year 2020 is a new era of advanced healthcare, focusing on digital transformation, artificial intelligence (AI), genomics, 3D printing, machine learning, deep learning, and robotics [21].

Proper equipment and means to improve fundamental nursing skills will drive the nursing work into the era of precision. Basic nursing, specialized nursing, and nursing psychology are the "applied disciplines" and "practical disciplines" of nursing, which are the foundation and core of nursing [14]. Precision medicine plan, or focuses on research and development, focuses on the integration and sharing of clinical data and information and emphasizes multi-stage accurate operation such as prevention, diagnosis, and treatment.[14,17] the healthcare significant data initiative will benefit from greater integration of nursing science and nursing practice; In turn, nursing science and nursing practice can benefit from data science activities. Data science is emerging to ensure that this data is used to improve patient care.

Discuss

The history of ideas may contribute to an awareness and an opening up of deep-seated currents of thought that have shaped the inner core of the caring culture and an ethical value base – the ethos

of serving in nursing leadership. It is part of the precious heritage of human history and culture.

Looking at the development of nursing at home and abroad, we can easily see that the development of nursing is nothing more than the history of human social progress and civilization, the history of human health needs and development of science, and the evolution of human philosophy and growth in the fight with nature. Nursing plays an indispensable role in human life experience. Nurses are the only profession with an exclusive right to welcome life and to send it away. Life is the most precious, so the nurse is also the most sacred! However, for a long time, neither the evolutionary history of nursing nor the work experience record of contemporary nursing history has received enough attention.

Every industry has its history, which significantly influences its development. In today's world, in the era of humanistic medical crisis and the disappearance of authority, the nursing industry is also an increasingly severe crisis. Without leadership, authority and example, and historical analysis of the nursing industry, nursing's particularity and development conditions cannot be understood. The profession, culture, and spirit inherited from Nightingale's deeds, and her life dedication still needs to be further studied and understood by every generation of caregivers, to improve their self-cultivation and connotation. To explore nursing work as an ordinary and noble career, how to rigorous, severe, and generous personality and love for life, leaving moving warmth, to relieve the suffering of patients to make a selfless dedication. The younger generation of nurses deeply studies the spirit of Nightingale, because understanding their knowledge roots will bring nurses a sense of belonging, respect, professional identity, motivation, and enhance the strength of career development. It is urgent to attach importance to the research and teaching of nursing history. We should take account as a mirror, strategically, grasp the objective law of the development of human nursing history, let nursing make a more significant contribution to human health.

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A Study on the Approaches to Overcoming the Difficulties in Understanding Indian Variants of English Pronunciation for Chinese College Students

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Abstract: This paper aims to identify the major phonetic difficulties of Chinese college students in understanding spoken Indian English (IE) based on the difference between IE and RP (Received Pronunciation), and to analyze their causes from both a subjective and objective perspective of students' English learning, which helps to further explore our proper attitude towards outer circle Englishes. The paper also seeks to explore some effective teaching methods to overcome those difficulties, and discovers that both extensive exposure to Indian English variants and an intensive training in specific phonemes under the multi-modal teaching method are effective approaches to enhancing students' recognition capabilities. The research also reveals a significant change in students' attitude towards learning Outer Circle English Variant (OCEV) using various teaching methods, with multi-modal class being more positive. The paper maintains that purposeful phonetic training on OCEV serves as an effective cultivation of intercultural communication ability of Chinese English learners.

Key words: Indian English; phonetic features, teaching method, listening comprehension; outer circle English variant

1. Introduction

As an important concept within the theory of "World Englishes, (WE)" （Kachru，1992）, the Outer Circle English Variant (OCEV) refers to variants of English as a second language used in such countries as Indian, the Philippines, Bangladesh, Kenya, Nigeria, etc., most of which were the former colonies of Britain or America. After gaining their independence, they continued to use English as their official language, while possessing significant differences from standard use of British or American English, with pronunciation being the most obvious distinction. Indian English (IE), with its characteristic features in pronunciation, is a relatively phonetically challenging variant among the outer circle Englishes worldwide.

Meanwhile, India happens to be situated along the "21st Century Maritime Silk Road." Therefore, it acts as an essential premise of the strategic deployment for the "Belt and Road Initiative" to conduct smooth communication with such outer circle English countries as India, which also serves as a basic indicator of national linguistic competence (Wen, Su, & Jian, 2011) and national foreign language competence (Lu, 2016). College students form the talent pool for the implementation of such a strategy. Though some foreign language universities have already begun to establish language majors for the "Belt and Road" countries, it still takes a long period to bring those talents to maturity, and in the near future, there's still an unfulfilled demand for language talents of outer circle English nations. Besides, in many of those countries, English is used as an official language or

second language, which necessitates the need to use English as a working language on the part of Chinese college students even for their communication with those countries. However, the lack of knowledge regarding English phonetic variants, as exemplified by the difficulty in understanding their oral speech, greatly hinders the effectiveness of communication in English with those nations.

Based on the aforementioned situation, this paper aims to identify the difficulties in recognizing oral IE variants, analyze the causes with an experimental phonetic measures, and adopts a multi-modal teaching method, in hopes of enhancing their recognition ability and thus promoting the effectiveness of oral English communication.

1.1   Literature Review

The academic theories and approaches related to this project fall into three categories: World Englishes Theory, acoustic phonetics and experimental phonetics, and multi-modal teaching and learning theories.

1.1.1 World Englishes Theory

The "OCEV" is a technical term within the framework of WE, which was first proposed by Kachru (1992), who divided English variants worldwide into "Inner Circle"---such native English variants as British English, American English, and Canadian English; "Outer Circle"---the second language variants as inter-language in its traditional sense, such as IE, Philippine English, and Kenyan English; and "Expanding Circle"---the foreign language variants as inter-language in its traditional sense, including Japanese English,

German English, Chinese English, etc. Kachru argues that all variants enjoy equal status, with systematic standards in themselves. As a revolutionary theory, it overthrew the binary opposition power structure of "Standard English vs. Non-Standard English", and "Native vs. Non-Native Speakers," establishing a whole new WE framework, where English becomes a language for users of various nationalities and ethnics to express their distinctive cultural characteristics (Gao, Xu, 2015).

So far, this theory has yielded abundant fruits, most of which are limited to the studies of vocabulary and syntax. The phonetic descriptions have only been intuitive feelings and summaries of personal experiences. Compared with in-depth studies conducted by foreign scholars（Evans，2010；Bobda，2010）, there exist few researches focusing on OCEV, including IE（Chen，2012）, and no research has been done regarding a comprehensive study of the phonetic characteristics of OCEV. Such a lack of theoretical framework has also resulted in a lack of phonetic description of Indian English, and a discussion based on solid theoretical framework （Dai，2000；Li, Yang, 2011；Ma，2014）.

From the perspective of research method, corpus has become a mainstream approach to WE. Since Sidney Greenbaum (UCL) proposed the idea of establishing International Corpus of English (ICE) in the late 1980, the electronic texts of his national varieties of English worldwide（Greenbaum，1988）has included 27 English variants for researchers to download and use (http://ice-corpora.net/ice), functioning as the most important database for WE studies. However, this database fails to provide a systematic phonetic description of those English variants. Some Chinese scholars have built corpus and database for Chinese English (Li, 2012), mostly focusing on grammar and vocabulary. Studies of phonetic features of Indian English or Chinese English are few (Chen, Wen, Li, 2010).

1.1.2 Acoustic Phonetics Theory

Acoustic phonetics employs acoustic approaches to analyze and describe pronunciations. Experimental phonetics, also known as instrumental phonetics, uses equipment and devices to analyze pronunciation. With the rapid development of computer sciences, this method can analyze phonetic features on a large scale using software and conduct in-depth research on pronunciation using experimental instruments. London-Lund Corpus of Spoken English has already marked features like intonation, stress, pauses based on spoken English texts, functioning as a corpus for phonetic research （Svartvik，1990）. China's researches usually target on Chinese dialects and minority ethnics' speeches (Lin, 2005), with its main figures being Chen Ye and her team (Chen, Bi, 2013). Till now, there has been no corpus or database which can be used to analyze the phonetic features of Indian English.

1.1.3 The Multi-Modal Teaching Method

Along with the rapid development of modern educational techniques, multi-modal approaches are being implemented into the teaching of listening comprehension in China. Multi-modes refer to the interaction between the outside world and multi-senses of humans, such as sight and hearing (Gu, 2007). Many researches have revealed that compared with single-modal methods, the combination of multi-modes and multi-media is beneficial to the improvement of listening comprehension ability(Wang, Yang, 2014). Presently, the treatment of multi-modes in listening comprehension is merely to combine visual and audio materials, without an systematic and in-depth interpretation of the materials, resulting in a comparatively low efficiency in their usage and improvement of listening ability. This paper thinks teachers can present students with both visual-audio materials while leading them into an analysis of phonetic features, conducting effective and purposeful training, so as to enhance their listening comprehension ability of IE pronunciation.

1.1.4 Phonetic Descriptions of Indian English

A series of studies based on the comparison between Received Pronunciation (RP) and IE pronunciation have been conducted so far (Kachru, 2006). A number of striking differences between "Pan-Indian" features, a.k.a. "Standard Indian English Pronunciation (SIEP)" and RP have been listed ranging from vowel, consonants, to some super-segmental phonemes (Sailaja, 2009). Vowels are described based on the criteria of the part of tongue for articulation, the height of tongue, and the degree of lip rounding, with obvious distinctions in the sounds / ɑ i/ and /e/. Consonants are described by the criteria of place of articulation, manner of articulation and voicing, highlighting such consonants as /r/, /v/ and /w/, /t/, /d/ and /θ/, etc, with the apparent tendency of the simplification of consonant clusters. super-segmental differences focus on stress, intonation, reduction of consonant clusters, etc.   However, as Pingali Sailaja himself pointed out, "due to regional variants, the variation in Indian English phonology is widespread, " making it a very complicated issue to apply the phonetic distinctions described above to all circumstances. Some Chinese scholars have also attempted to identify the phonetic features of SIEP to the Chinese ear (Dai, 2000), but haven't identified the difficulties in recognizing SIEP of Chinese students, whose speech habits are mainly based on Mandarin Chinese. Therefore, given the complexity of Indian English dialects and limited research, this paper will try to fill the gap in the present study and make a comparative study on the effects of teaching methods.

1.2 Academic Values and Application Significance

The above literature has shown that despite a certain amount of studies on a phonological description of Indian English and a number of works comparing the difference between Indian English pronunciation and RP, few researches have been conducted concerning the identification of difficulties in recognizing Indian English pronunciation on the part of Chinese students. Therefore, compared with existing researches, the academic values of this research lie in two aspects: first, the focus on Indian English in listening comprehension course can, to a certain extent, shift the sole attention away from British and American variants, enriching the focuses of foreign language teaching in China, which can also

contribute to the introduction of other focuses on variants of WE into classroom teaching; secondly, it is also a breakthrough in methodology to apply the combination of acoustic phonetics and experimental phonetics to the teaching of listening comprehension as a counter-active force of phonetic research to listening comprehension teaching.

In addition, based on multimodal listening teaching method, it is possible to provide reference for interpreters' listening training. And the training strategies for improving the listening ability of Indian English variants can also be used for reference in the cultivation of intercultural communication ability and the guidance of language attitude. Last but not least, the improvement of the listening ability of the outer English varieties like Indian English is also the embodiment of the improvement of the national foreign language competence.

2. Research Focus and Methodology

2.1 Research Objectives and Significance

Based on the aforementioned literature, the following three questions will be addressed:

A.   What are the major difficulties of college students in recognizing Indian English variant?

B.   What are the causes for these difficulties?

C.   What are effective teaching methods to overcome these difficulties?

The results of the research tasks will render teachers a deeper understanding of the difficulties in recognizing Indian English pronunciation. Besides, a systematic description of Indian English can help with the analysis of the cause of difficulties, and it also serves as a resource material for WE theory and English phonetic studies. Thirdly, it is possible that the solutions discovered can provide enlightenment for the teaching of College English listening and the training of interpreters.

2.2 Methodology

2.2.1 Participants and Teaching Hours

This research took three parallel classes of 2nd grade non-English majors in two universities in Beijing as participants, with a different teaching methods applied to each class. Altogether 66 students were recruited and their demographic information is as follows:

Table I   Demographic Information of Participants

	Beginning of Term (Valid number/Total number)	End of Term (Valid number/Total number)
Class A Control Group	21/22	20/22
Mono-modal	22/23	20/23
Class C Multi-modal	21/21	20/21

This research employed a Pre and Post Test system at beginning and end of one semester of 18 weeks for all three classes. To ensure the correspondence of data, students involved left their names on test papers. Because of students' class attendance, there was some attrition of participants. Therefore, there were a total of 60 valid pieces of data for the total statistics.

In the control class, apart from the pre-test and post-test, neither in-class instructions nor after-class assignment on IE was given to the students. In the mono-modal class, only audio-based materials were provided, with a total of 36 hours committed to IE training in and after class. In multi-modal class, students were provided with a comprehensive package of materials ranging from recordings, video clips, movie clips, and songs in IE, with a total length of 36 hours.

2.2.2 Instruments

Since this research involves both qualitative and quantitative methods, two self-developed instruments were applied. One is the researcher himself, interviewing, observing and recording students' difficulties in phonetic recognition. The other instrument is a self-designed listening test in the form of sentence blank filling to test students' ability to recognize IE vowels, consonants, as wells as some super-segmental phonemes. The same test, conducted both at the beginning, and at the end of the semester, consists of 15 questions that fall into three dimensions: 5 target on students' ability to recognize consonants in Indian English, 5 about vowels, and the other 5 about super-segmental phonemes. All the items were designed according to the related literature. Reliability test indicated a good index for the scale in both the pre-test and the post-test.

Table II Reliability of the Test（Cronbach α）

Dimensions	Items	Beginning of Term	End of Term
Consonants	1,3, 5,7, 9	0.923	0.892
Vowels	2,4,6,8,10	0.921	0.909
Super-segmental Phonemes	11,12,13,14,15	0.917	0.913

2.3 Procedure

2.3.1 Establishing IE Pronunciation Bank

The audio clips recorded as the second instrument and given to mono-modal and multi-modal classes, were conducted by 5 Indian native speakers aged from 25 to 36, who come from different parts of India but with similar educational background, all of whom received diploma above master's degree in Indian and use English daily as an official language. The recordings were designed to contain 10 dialogues, each around 100 words in length, with no more than 15 words in each sentence. All recordings were made in a studio to reduce noise level. Based on previous literature research, the phonetic features in these dialogues highlighted such basic phonetic qualities as vowels, consonants, and consonant clusters, as wells as some super-segmental phonemes like liaison, reductions, pause,

incomplete plosives, stress, rhythm, and intonation. Besides, a package of 36 hours in total length concerning listening materials pronounced by native IE speakers was also required as a task to fulfill in class and after class, which was formerly used as testing materials for English teaching in India.

For the multi-modal class, in addition to audio clips such as were given to mono-modal class, supplementary materials like video clips, movies, songs in IE and other resources were also included, but were only given to multi-modal students as both in-class tasks and after-class assignments, which, as with mono-modal class, require them to hand in homework both on a bi-weekly basis and at the end of semester.

2.3.2   Conducting Tests, Collecting Data on Students' Attitude and Identifying Students' Difficulties

The second instrument was implemented both at the beginning and end of semester, but the sequence of item questions were rearranged to avoid memory effects. After the pre-test, which was given to all three classes, students in all three classes were asked to check the answers and identify the words and sounds they failed to recognize. In the mono-modal and multi-modal classes, the same procedure was also repeated along with the instruction on SIEP. The results were then collected and summarized toward the end of semester.

Throughout the semester, the author remained constant interactions with students in mono-modal and multi-modal classes and conducted interviews on a monthly basis, to collect information on their feedback to different teaching methods, as well as newly arisen phonetic difficulties they have identified by themselves, adding to and comparing with the previous collection listed at the beginning of semester based on literature. Such a measure left out the control class, which, apart from a single test at the beginning of semester, were not given any training or instructions on SIEP.

2.3.3   Analyzing Causes of Difficulties

Having identified students' difficulties, the researcher attempts to analyze their causes from two aspects. The first analysis centers on the objective reasons of those difficulties, including limited contacts to OCEV and lack of instructions and emphasis on the part of instructors themselves; next, the researcher also delves into students' learning strategy and habit in listening and pronunciation, trying to discover the psychological factor behind Chinese students' limited recognition ability.

2.3.4   A Comparison of the Effects of Mono-modal and Multi-modal Methods on Improving Students' Sensitivity to SIEP

Along with the collection of feedback from students, the researcher conducted different teaching strategies in three classes and did post-test at the end of the semester. The statistical analysis shows a significant difference in students' improvement in three classes.

3. Results and Discussion

3.1 Identification of Chinese Students' Major Difficulties

After summarizing all the feedback from students and categorizing mistakes students made during the first half of the semester, we have successfully confirmed most of the striking differences as identified so far in previous literature, with additional ones newly identified by the students. Of the more than 20 often discussed traditional difficulties, we have identified altogether 11 phonemes where a significant number of students in the three classes have difficulty recognizing in the pre-test. Similar to the traditional difficulties, the ones that students face also fall into 3 categories: vowels, consonants, and super-segmental phonemes.

As for short vowels, students generally had no difficulty recognizing them, as indicated by a very low overall rate of mistakes of only 3.8%. Long vowels and diphthongs prove to be more difficult and complicated: despite a context, 51.3% of them failed to recognize /ei/ in IE, which is often pronounced as /e:/ in words like *day, name play*. Many students reported that they mistook the sound for /ai/, as in kite. The diphthong /əu/ is another common problem (mistake rate 50.8%), which is pronounced as /o:/ as in words like *grow, boat, go*. The third vowel difficulty is the diphthong /ɒI/ (mistake rate 65.7%), in which case most students thought it was /a:i/, and failed to recognized words like soil, spoil, toy. In general, compared with other traditionally predictable vowel difficulties, these three particular ones suggest that Chinese students either fail to recognize SIEP vowels out of a similarity of pronunciation in Mandarin Chinese (as in /ai/ for /ei/ and /o:/ for /əu/), or due to total strangeness in sounds they are not familiar with in their own mother tongue (as in /a:i/).

As for consonants, 4 difficulties with a mistake rate of over 40% in pretest were identified as common mistakes (/t/, /p/, /k/, and /θ/) (as in "She is talking to a boy." "A happy prince". "He has two cars." And "Her brother already there."), while the other traditionally recognized consonant ones didn't prove to be common, such as /r/ into a vibrato, which only less than 6 % failed to recognize. This may indicate that with the deepening of cross-cultural communication, some formerly challenging variants to Chinese ears have gradually gained acceptance among Chinese English learners, while others remain difficult to deal with.

Of the traditional super-segmental phonemes in SIEP, students exhibited significant difficulties in stress and reduction (mistake rate 33.7% and 29.8% respectively in pretest). The other super-segmental phonemes didn't prove to be especially challenging enough for them to commit mistakes, with a rate of 7.9% in stress (either syllable stress or word stress in sentences), rising or falling intonation alone (5.1%), rhythm (3.2%), liaison(2.2%), reduction(1.8%), and incomplete plosives(1.8%).

Besides the 8 traditional phonemes recognized by previous literature based on the contrast between RP and SIEP, where students in three classes exhibited major difficulties, 2 additional ones were identified only later in the semester, through repeated testing and interviews with students. They include the vowel /au/ and the super-segmental phoneme "continuous tense", whose

unexpectedness affected students accuracy and accounted for 81.6% of students committing such a mistake. The phoneme /au/ in SIEP is often pronounced with a variation in intonation of fall-rise, which proves to be especially challenging for the students. Even the teacher constantly pointing them out during the semester, in the post-test, 39.6% of them still failed to recognize words containing this sound. The "continuous tense", which in the recordings appeared 6 times where it should be the simple present tense as in "She is knowing his name," is grammatically different from standard British and American English use. In the above example "She is knowing his name", the combination of /o:/ for /əu/ and the unexpected use of continuous tense worked together to leave 39.6% students totally confused by the meaning of the sentence.

These two new difficulties have proved that Chinese students may have their unique difficulties to cope with in contrast to the commonly recognized ones due to the difference between RP and SIEP.

3.2　An Analysis of Causes and Implications

Through interviews and statistical analysis, the author attributes Chinese students' difficulties to both objective causes and subjective, psychological factors.

First, inadequate and unsystematic knowledge of OCEV, including SIEP, is an immediate cause for such difficulties. As phonemes can have variant representations that differ from individual to individual, they can also be different from country to country, region to region. Only exposed to RP, this research proved to be the first instruction, as well as the first contact most students have so far encountered, but once exposed to such knowledge, both mono-modal class and multi-modal class displayed a significant drop in their mistake rates in the post-test (Table III). This shows that a comprehensive and systematic introduction to OCEV knowledge of a similar scale such as was conducted in this research can be effective in enhancing students' sensitivity to OCEV.

As can be reflected by the contrast in pre-test and post-test, insufficient contacts to OCEV is another most obvious reason for this phenomenon. Due to a low level of English proficiency in China in the past decades, the learners have traditionally developed a tendency to consider RP as the only variant worthy of learners' effort to imitate and mime. They either shun from such the influence of OCEV or refuse to embrace them as acceptable variants when they do appear on rare occasions in textbooks, resulting in a shear lack of exposure to such variants.

Such psychological factors have proved to play a dominant role in preventing students to develop a proper awareness of OCEV. When given materials of SIEP at the beginning of semester, 35.6% of students in mono-modal class and 36.1% in multi-modal class reported an obvious reluctance to learn SIEP. They either deemed it unnecessary or irrelevant to their future tests such as CET-4 and CET-6. The questionnaire at semester end indicates a significant decrease in both classes reluctance to learn OCEV, 9.6% for mono-modal and 3.7% for multi-modal class respectively. In control

class, students' attitude remains the same, 35.9% in pre-test and 36.2% in post-test. In addition, students also reported a contrast in their projection to people speaking SIEP. During pre-test, when given SIEP to hear, over 93.5% of all three classes considered SIEP as a symbol of low social status and poor education. However, during post-test, the percentage dropped to 26.5% in mono-modal class and 19.6% in multi-modal class, probably due to the fact that multi-modal students had the chance to view video clips and movies, which helped to gain a better understanding of the people. Control class exhibited no significant change in their attitude in post-test.

All this shows that a purposeful exposure to OCEV and an effective assistance with students' listening comprehension in OCEV can significantly promote their interest in venturing other phonetic variants.

Such an emphasis on the conformity of listening materials on the part of students can be detrimental to their English learning. It reflects a low tolerance to phonetic diversity, which is a worldwide fact in the 21st century globalized international community. The potential risks of this repulsive attitude among students lie in the low sensitivity of cross-cultural communication of Chinese students, especially against the background of "Belt and Road Initiative." English is spoken by a much larger population of "non-standard" speakers than those who speak with RP. There is a good chance that graduates will speak English with people belonging to OCEV in their future career. Inclusiveness is an important indicator of cross-cultural sensitivity, in which phonetic inclusiveness a tolerance should play a vital part. With the deepening of "Belt and Road Initiative" and globalization, the students' exclusiveness in pronunciation, on the contrary, can hinder the development of our nation.

3.3　A Comparison of Effects of Mono-modal and Multi-modal Methods

Statistics in pre-test and post-test have shown a significant difference in students' ability to recognize SIEP between intervention classes and the control class, as is shown below.

Table III Students Phonetic Recognition of Consonants in Pre-test

	N	M	SD
Control Group	20	1.5500	.48395
Monomodal	20	1.5250	.47226
Multimodal	20	1.6750	.49404

Table IV Students Phonetic Recognition of Vowels in Pre-test

	N	M	SD
Control Group	20	1.5250	.47226
Monomodal	20	1.5500	.48395
Multimodal	20	1.5500	.48395

Table V Students Phonetic Recognition of Super-segmental phonemes in Pre-test

	N	M	SD
Control Group	20	1.7000	.47016
Monomodal	20	1.5250	.49934
Multimodal	20	1.5500	.45595

As is shown in Table III to V, in the pre-test, the mean value of consonants, vowels, and super-segmental phonemes all center around 1.5, and their SD values are close, with no significant variation.

Analysis of variance shows that none of the three classes exhibited significant variance in consonants, vowels, or super-segmental phonemes, which indicates a similarity in their initial recognition ability.

Table VI Students Phonetic Recognition of Consonants in Post-test

	N	M	SD
Control Group	20	1.7750	.34317
Monomodal	20	2.8750	.58208
Multimodal	20	3.5750	.46665

Table VII Students Phonetic Recognition of Vowels in Post-test

	N	M	SD
Control Group	20	1.7500	.47295
Monomodal	20	2.7250	.59549
Multimodal	20	3.8000	.49736

Table VIII Students Phonetic Recognition of Super-segmental phonemes in Post-test

	N	M	SD
Control Group	20	1.9000	.41675
Monomodal	20	3.0500	.42612
Multimodal	20	4.4250	.46665

As is shown above, in all three aspects of consonant, vowels, and super-segmental phonemes, the control class scored 1.75-1.90, the mono-modal class scored 2.7-3.05, and the multi-modal class scored 3.5-4.5, with no significant variance in SD.

Analysis of variance (Please see Appendix Table 1 for more details) shows a significant deviation among the three classes in consonants, vowels and super-segmental phonemes.

Scheffe testing (Please seed Appendix Table 2 to 4 for more details) shows that in all aspects of consonant, vowels, and super-segmental phoneme, the multi-modal class scored the highest, the mono-modal class scored lower, and the control class scored lowest in all three aspects. This fact is also shown in Appendix Figure 1, which proves the most significant improvement from multi-modal teaching method.

It is evidently shown from the above findings that an in-class instruction and after-class exposure to OCEV can produce significant improvement on students' recognition ability of SIEP. However, multi-modal method has proved much more effective than mono-modal method, which is probably due to the fact that the involvement of multiple senses in learning is beneficial to students' attention level and their overall acceptance of OCEV. The change in their attitude towards SIEP also indicates a similar outcome.

4. Conclusion and Revelations

Based on the above findings, the paper suggests that OCEV teaching in multi-modal method be introduced to English listening course for Chinese college students. To achieve a optimistic effect, OCEV should be conducted both extensively as an implicit character and intensively, as an explicit character.

First, an extensive resource of OCEV in various forms ranging from visual-audio clips, movies, song, etc., could be provided for students to be used as a resource package, so that they can listen extensively after class, as an implicit measure to lead students to increase tolerance to variants. The purpose is to let students gradually accept OCEV as a vehicle to communicate information and increase their inclusiveness in cross-cultural communication.

Meanwhile, explicit introduction should also be conducted in class, when teachers can highlight an introduction to the phonetic features of the target variant in contrast to RP, while taking into account the influence of Mandarin Chinese as a factor affecting the most challenging phonemes in a particular variant. The introduction had better be comprehensive enough to include vowels, consonants, and super-segmental phonemes, so as to allow students to establish a systematic framework. Compared with mono-modal method, multi-modal teaching method can be a more effective tool to conduct such instructions.

To sum up, against the background of globalization and "Belt and Road Initiative", it's time Chinese college students changed their attitude towards OCEV such as SIEP. Pronunciation, In this sense, Chinese, as one of the variant pronunciation of English, should enjoy equal status with other English variants. Therefore, as long as an appropriate degree of eligibility is ensured, Chinese students don't have to force themselves to imitate RP as the only criteria of good pronunciation.

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APPENDIX TABLE 1: ANOVA

		Sum of Squares	df	F	Sig.
PosttestC	Between Groups	32.933	2	73.257	.000
	Within Groups	12.813	57		
PosttestV	Between Groups	42.058	2	76.409	.000
	Within Groups	15.688	57		
PosttestS	Between Groups	63.925	2	167.335	.000
	Within Groups	10.888	57		

APPENDIX TABLE 2: PosttestC

Scheffe[a]

class	N	Subset for alpha = 0.05		
		1	2	3
control group	20	1.7750		
monomodal	20		2.8750	
multimodal	20			3.5750
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a.   Uses Harmonic Mean Sample Size = 20.000.

APPENDIX TABLE 3: PosttestV

Scheffe[a]

class	N	Subset for alpha = 0.05		
		1	2	3
control group	20	1.7500		
monomodal	20		2.7250	
multimodal	20			3.8000
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20.000.

APPENDIX TABLE 4: PostestS

Scheffe[a]

class	N	Subset for alpha = 0.05		
		1	2	3
control group	20	1.9000		
monomodal	20		3.0500	
multimodal	20			4.4250
Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20.000.

Appendix Figure 1: Contrast among the Three Classes in Improvement