

Frontier of Higher Education

2021-12 Volume 3 Issue 4
ENCYCLOPAEDIC PUBLISHING PTE.LTD.

ISSN 2705-0718(print)

ISSN 2705-0726(online)



Editorial board

Editor-in-chief

Okechukwu D. Anyamele

Jackson State University

Associate editor

Mike Altieri

OTH Amberg–Weiden Fakultät Elektrotechnik, Medien, Informatik

Editorial board member

Thaís Cyrino de Mello Forato

UNIFESP – DIADEMA Departamento de Ciências Exatas e da Terra
Setor de Educação em Ciências

Víctor Giménez

Departament d'Empresa Facultat d'Economia i Empresa

Adriana Coppola

Center for Applied Clinical Research (Ce.R.C.A.) Clinical Institute
"Beato Matteo" ICBM, Vigevano, Italy Hospital Group San Donato

Stamatios Papadakis

Faculty of Education | Department of Preschool Education
The University of Crete, Greece

Lori Breslow

MIT Sloan School of Management

Han Xiuzhen

First Vocational Technical Secondary School

| Volume 3 | Issue 4 | December 2021 |

Frontier of Higher Education

Encyclopaedic Publishing Pte. Ltd. ISSN 2705-0718 (print) ISSN 2705-0726 (online)

Journal introduction and manuscript scope:

Frontier of Higher Education is a globally open, peer-reviewed, all-English academic journal published by the Singapore Encyclopaedic Publishing PTE.LTD, and it is dedicated to the future of education, reflection on the development of education, attention to the status quo of education, summary educational experience. It contains the latest developments in education frontiers, theoretical research in educational disciplines, and educational science management planning, including quality education, innovative education, education management, modern education, teaching environment, and other articles related to education and teaching.

The journal sincerely welcomes and accepts insights and discussions from educational scholars and experts around the world, and widely absorbs various original academic research papers, case and technical reports, and review papers, including but not limited to the following areas:

Quality Education

Teaching Modernization

New Lesson Plan Design

Teaching Practice Analysis

Educational Policies and Regulations

Education Management

Curriculum and Teaching

Examination and Assessment

Educational Economy

Educational Psychology

School Building

Teacher's Moral Construction

| Volume 3 | Issue 4 | December 2021 |

Frontier of Higher Education



CONTENTS

- 1 **The Translation Challenges of the Party and Government Publicity Texts from the Perspective of Chinese and Western Political Discourse System Differences——Based on *The Governance of China (I) (II) (III)***
Mengdi Guo
- 5 **Higher Education under Globalisation: Orientation of the Course Design**
Yuji Zhang
- 10 **The Application and Analysis of Task-based Language Teaching in *English Listening and Speaking Course* for English Majors: A Case Study of Sichuan University of Culture and Arts**
Danyang Xu
- 14 **Research on the Problem that Youth is the Main Target Audience of Ideological and Political Education**
Lanbing Tian
- 17 **Taking Students as the Foundation, Reducing Burden and Improving Quality -- On the Effect of “Musicology” in Music Teaching in Colleges and Universities**
Zi Ye
- 23 **Research on the Cultivation of Innovative and Applied Talents of “Promoting Education through Competition” in Tourism Management Specialty**
Xiu Li Chen Lv

Copyright

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

The Translation Challenges of the Party and Government Publicity Texts from the Perspective of Chinese and Western Political Discourse System Differences——Based on *The Governance of China (I) (II) (III)*

Mengdi Guo

Minzu University of China, Haidian District, Beijing, 100081, China

Abstract: With the rising status of China in the world, more and more foreigners are interested to understand contemporary China more comprehensively and objectively. Thus, translation of our party and government publicity texts plays a significant role as a window and a bridge. However, there are some translation challenges due to Chinese and western political discourse system differences. This research aims to find out and classify these challenges and provide some feasible and practical strategies and methods.

Keywords: Translation challenges; Party and government publicity texts; Political discourse system

DOI: 10.12346/fhe.v3i4.4788

Author Introduction: Mengdi Guo (2000-), female, Native Place: Fuyang, Anhui Province, Nationality: Han nationality, Education background: Bachelor degree, Research Fields: English translation and education; Email: 1062423991@qq.com

1. Introduction

With the increasing status of China in the world, countries around the world are full of curiosity and expectation about China's road and system, and hope to learn from China's miraculous development. In this context, the relevant documents of Chinese party and government have been a new window for the international community to understand China. In addition, these documents are also related to the shaping of China's international image. Several studies have pointed out the specific characteristics of the party and government publicity texts and have suggested some strategies based on constructivism theory of translation. (Ma Tiewei, 2013) And it has been claimed that ideology would affect the translator in many aspects in the process of translation and is crucial to the quality of the translation. (Jia Hui, 2008) However, the previous studies didn't analyze the specific differences between Chinese and Western political discourse systems, and how these differences bring challenges to the translation. To date, there has been no systematic classification of these translation problems or corresponding solution strategies. To further

study this subject, this study is going to identify and classify translation challenges of the party and government publicity texts from the perspective of Chinese and western political discourse system differences based on *The Governance of China (I) (II) (III)* and give some feasible and practical methods to cope with these challenges.

The Governance of China contains Xi's speeches, interviews, and messages since he was elected general secretary of the Communist Party of China Central Committee in 2012. This book is not only a way of understanding what China's leadership thinks, but also understanding the Chinese political system, Chinese society and how China relates to the rest of the world. The book addresses a wide range of topics such as socialism with Chinese characteristics, reform and opening up, rule of law, national defense, diplomacy and the fight against corruption. As Xi Jinping said, *The Governance of China* is a must-read for those who want to have a broader and deeper understanding of China. Many believe that ignoring what the president of China says is to be unaware of an essential part of national political life, the Chinese way of thinking, and the Chinese reality.

2. Literature Review

Since the reform and opening up, Chinese government has made great efforts to promote the translation of materials of foreign publicity. However, in the following decades, China's development speed far exceeded translation's progress. In recent years, general secretary Xi Jinping has been emphasizing to carefully build a political discourse system and enhance the creativity, charisma and credibility of the external discourse. To achieve this goal, translating the party and government publicity texts accurately and attractively is an integral part and Chinese and western political discourse system differences is one of the crucial factors that will affect translation quality.

Jia Hui (2008) put forward that ideology would affect the translator's choice of materials, make the translator try to cater to the reader's mainstream consciousness and accommodate the reader's aesthetic habits. Then, Jia took translation examples from *Newsweek* to show ideology's influence but he didn't provide specific and theoretical methods. Zhu Yihua (2010) put forward the requirements for translators that the translators need to be sensitive and cautious to political topics and terms and have a deep understanding of political words and expressions with Chinese characteristic when translating government texts. From another point of view, these requirements are also methods to improve translation quality of the party and government publicity texts. Ma Tiewei (2013) summarized the basic concepts and characteristics of foreign publicity translation, and put forward 4 general strategies based on constructivism theory of translation, which provides a possible direction for translators to translate better. Bánhegyi Mátyás (2015) provided an overview of the relationship between political discourse(including texts created through translation), power and ideology. The author stressed that translation in bi- and multilingual contexts plays a crucial role in retaining political power and preserving the ideology related to it but didn't analyze much about the politics' influence on translation. Shen Chunli (2015) stressed that translators need to study more political theory. This can be viewed as a complement of Zhu Yihua's idea and together the two's ideas can construct a specific way that the translators should follow when translate relevant materials. Li Qinglan (2017) took *The Key Roles of the CPC in Addressing China's Issues* as a study case, and put forward strategies and solutions to bridge the gap between western readers and the original text in translation of Chinese government and the CPC publicity texts. She stated that to bridge the gap in political cognition, obscure and unfamiliar words

should not be used, which can be replaced with an interpretative phrase or a sentence. This is a feasible plan and all these methods and strategies put forward before are all constructive. However, there is a gap that these methods are not associated with specific type of translation problems and all the methods need to be more theoretical and systematic^[1].

3. Research Methods

(1) Literature research methodology

Previous papers and essays on the topic of the characteristics of foreign publicity materials, the differences between Chinese and American political discourse systems, and the translation of political materials were studied. Then, summary of relevant information and views was made.

(2) Case study, comparison analysis and experiential summary methodology

Participants: 40 students and 2 professors in translation majors from universities in Beijing. They are all born and raised in China and take English as their second language.

Materials: *The Governance of China (I) (II) (III)*

Procedure: First, the 40 students and 2 professors were required to translate a segment of about 400 words from the given text according to their own interests.

Second, their translation works were collected and a discussion was held. During the discussion, 22 students and 2 professors were presented. Those who couldn't join in also sent their translation problems and some advice through the Internet before the discussion. Then, all the translation works collected were presented to all the participants and they evaluated and compared each work. During the process, they were required to share and then write down all the translation problems together brought by Chinese and western political discourse system differences. 4 questions were listed to help them to find and classify the problems: 1) What do you think are the differences between Chinese and Western political discourse system? 2) What are the translation challenges of the party and government publicity texts, especially in the given text, from the perspective of Chinese and Western political discourse system differences? 3) How do political discourse system differences bring translation challenges? 4) What are your strategies and methods to deal with these challenges?

Third, all the participants offered advice on how to overcome these problems and difficulties which included ones of those who didn't show up.

Fourth, the problems and methods were collected and analyzed. These problems were classified into several groups and the methods were also classified and linked to the problems.

4. Results

4.1 Differences and Challenges

(1) Different political concepts, vocabulary and expression. Some conceptions only make sense in China's political discourse. There are no exact corresponding words in English. For example, the unique political concepts and political discourse in China, such as "San Ge Dai Biao", "Wu Wei Yi Ti", and so on. There is little precedent to help to translate, while foreign media translation is not so comprehensive and accurate.

(2) The lack of understanding of the discourse which has culture background. Among the foreign readers, except for a few who have studied Chinese and Chinese culture, most of them know little about Chinese culture. Therefore, generally, they are not familiar with it, and they cannot understand the rich ideological content contained in the concept and cultural symbols with Chinese characteristics. Therefore, cultural default occurs. Cultural default refers to the omission of relevant cultural background knowledge shared by both sides of communication. It omits the obvious information, but it is still comprehensible and does not cause reading problems. However, in cross-cultural communication, cultural default leads to reading obstacles of target language readers, because they do not have the relevant background cultural knowledge of the source language. (Si Xianzhu, Zeng Xianping, 2021) For example, the Spirit of Lei Feng and the Spirit of Jiao Yulu are a kind of classical cultural symbols for Chinese but can't be understood comprehensively by foreigners unless these terms are explained in a detailed way.

(3) Difficult to show affinity to and attract foreign readers. The first reason is there are many concepts which are concise and reasonable, many allusions used to enrich intertextual interpretation, and frequently-used parallelism to reason with grand momentum in Chinese political discourse. Although these characteristics increase the momentum and literary talent of the article, they also increase the difficulty for readers to understand and get interested in it. The second reason is that the political discourse, ideology, value and stand interact with one another. Because the ideology, ways of thinking, political discourse and aesthetic taste of foreign readers are quite different from those of domestic readers and especially

that westerners and Chinese have different values and stands on politics, it is difficult to show affinity to and attract foreign readers to know more about a real China^[2].

4.2 Strategies

(1) The translation of characteristic words should be "me oriented", and the translation of political discourse with Chinese characteristics should be constructed through creating the concept by ourselves. The political discourse with Chinese characteristics has the characteristics of seriousness, strictness, rigor, authority, accuracy and coherence, which can only be explained and explained under its own political standards. We should never use western political discourse system completely merely in order to make foreigners understand us more easily, which may lead to the collapse of our own political concept system. As Hu Anjiang (2020:8) said: "in order to get into the target context and obtain value recognition, the translator's voice and position will inevitably penetrate into the text through language, and the value reconstruction of the target culture will be completed through translation of the text." Therefore, translation should not be attached to the western political discourse system, otherwise it will fall into their discourse trap.

It is a normal thing that in many cases, translation of terms with Chinese characteristics within the politics discourse need translators to create the new English names for many times. Besides, many terms and concepts have different translations at the beginning. For example, "community of shared destiny", "community of common destiny", "share a common destiny", "community of common future" all refer to the same political term. Gradually, "community with (a) shared future" became the official one.

Therefore, translators don't have to worry about creating new terms when there is no precedent. Translators can use literal translation or transliteration with specific explanation. In addition, obscure and unfamiliar words can be replaced with an interpretative phrase or a sentence. For example, "economic, political, cultural, social, and ecological progress" is a better translation than "Wu Wei Yi Ti" for the latter is too obscure while the former one provides a clear meaning and concept. Therefore, this requires translators to learn more about politics and have a deep understanding of political words and expressions with Chinese characteristic.

(2) In order to eliminate the reading obstacles of target language readers, it is necessary to compensate the cultural default in translation, to express the information implied by unique cultural words, and to construct a translation context conducive to the target language readers'

reading and understanding. The semantic compensation is determined by the meaning of cultural words in source language. If the source language culture words are rich in connotation and contain some traditional Chinese cultural concepts and values, they should be fully explained, including their origin and connotation, so that the target language readers can understand the broad and profound Chinese culture. For example, the translation that “fours tests, which refers to the tests of exercising governance, carrying out reform and opening up, developing the market economy and responding to external development” is a good sample for it presents a clear and correct connotation of the special term with Chinese characteristics. In this way, foreigner readers can know clearly what the terms really mean.

(3) To attract the foreign readers, translators can weaken political color on the premise of ensuring political accuracy, change the complicated and lengthy sentence patterns in Chinese and use more concise verbs and weakening the part of preaching. Also, it would be beneficial if translators can grasp and command the taste and local trend of target readers. However, this requires translators to be very sensitive and cautious to political topics and terms and have a firm political stance. We want our translation to attract the foreign readers to learn more about real China and enhance China's international discourse power rather than simply catering to their interests but abandoning our own political discourse. For example, it is a good translation that “Lucid waters and lush mountains are as such mountains of gold and silver”, which is clear and simple while remaining the original meaning^[3].

5. Conclusions

This research aims to analyze how Chinese and western political discourse system differences bring challenges to the translation of the party and government

publicity texts and what the challenges really are and then provide the corresponding strategies.

Besides, it systematically classified the challenges and problems in the translation of the party and government publicity texts, helped the translator understand the types and causes of the problems and provided some methods, which was conducive to improving the efficiency and accuracy and producing a more authentic and higher-quality English translation. In the past, the power of political discourse was in the hands of Western media, and China was in a passive state. After the translation quality is improved, western readers' interest in reading our party and government publicity texts will be more attracted and it will help us regain the initiative and spread the voice of China on our own. In addition, the world would understand China more comprehensively and we can build a good and authentic image of China in the international arena. However, this research has some limitations that it described the challenges mostly from the perspective of translation students and professors and it didn't use very scientific tools to help analyze the challenges and strategies. Also, the material used as examples was limited, so was the result. However, it is expected that this research can help translators be more clear about the possible challenges they are going to face when translating the party and government publicity texts and provide them with some practical methods and strategies.

References

- [1] Bánhegyi Mátyás, 2015. “Translation and Political Discourse.”[J]. *Acta Universitatis Sapientiae, Philologica* 6:139-158.
- [2] Chilton, P. & C. Schaffer. 1997. *Discourse and Politics* [A]. In T. van Dijk (ed.) *Discourse as Social Interaction*[C]. London: Sage. No.21, 2018:22.
- [3] Fairclough, N. 1995a. *Critical Discourse Analysis: The Critical Study of Language*[M]. New York: Longman. No.6, 2020:40-41.

Higher Education under Globalisation: Orientation of the Course Design

Yuji Zhang

Universiti Putra Malaysia, Selangor, 43400, Malaysia

Abstract: In the context of a rapidly changing international environment, it is necessary to rethink the curriculum. The previous era required a stable curriculum, however, in the era of globalisation there is a demand for an unstable education, an unstable curriculum, and this change is first manifested in the field of higher education. The design of the higher education curriculum is particularly important as it is closely linked to the development of the country and the nation as a whole. This paper will look at the direction of curriculum design in higher education in the context of globalization.

Keywords: Globalisation; Higher education; Curriculum design

DOI: 10.12346/fhe.v3i4.4793

Author Introduction: Yuji Zhang, female, Chinese, Master, Chongqing, higher education. Master of Education in Universiti Putra Malaysia. Email: zhangyuji0904@gmail.com

1. Introduction

Education can be a fundamental engine of change for individuals and societies, and the renewal and development of a country is also inextricably linked to the transformation and restructuring of that country's higher education curriculum^[1], so education must adapt to the development of society. In the context of globalisation, the curriculum in higher education should be updated instantly, with changes in the curriculum that do not adhere to traditional views, encourage students to reach out and learn new and non-mainstream ideas, advocate innovation in ways of thinking and break the rigidities of solidified thinking. That globalisation has led to the import and export of global jobs meaning that labour needs and conditions in any part of the globe have effectively become conditions and needs everywhere, and that curricula in any region must be adapted to those needs. Therefore, the design of higher education programmes should therefore begin with an understanding of global needs and be targeted. Of course, teaching courses that take into account the particular conditions and cultures of certain regions when looking at the globe. The design of the curriculum cannot be fully compared to that of developed Western countries, let alone copied. It is necessary to escape the misconception of the superiority of Western Eurocentric knowledge^[2], to seek common ground while preserving

differences, and to integrate national cognitive and methodological theories as subjects in the design of higher education curricula.

2. Trends in International Development: Globalization

Globalisation is both a concept and a process of human social development. Globalisation usually refers to growing global connections, the development of human life on a global scale, and the rise of global consciousness. The countries are closely linked in many ways - politically, economically and culturally. Globalisation is based on the world as a whole, it is not confined to the national or ethnic sphere, it emphasises the global division of labour and cooperation, and is a product of mass consumerism and global capitalism.

Failure to act on the effects of globalisation will expose higher education to dire consequences. The key to the shift from modernisation to post-modernisation is globalisation, which will bring about fundamental changes in society as a whole and in people's perceptions. The form, content and intended output of the curriculum itself corresponds closely to changes in the economic and social environment. Globalisation has become a trend that calls for a rethinking of the design direction of higher education programmes. Curriculum is a future-oriented design and there is no ready and reliable basis for the development of comprehensive principles with broad coherence; only a rough outline of the future can be defined as clearly as

possible to facilitate thinking about the direction of future curriculum design, while maintaining the basic aims of education, namely the provision of skills and cultural knowledge, the development of competencies and the formation of character. The purpose, form and content of current higher education programmes are for the most part a carry-over from the previous century. Changes in the international environment have led us to see the gradual disintegration of the previous curriculum framework and the hazy emergence of a new framework structure, i.e. a change from a stable to an unstable curriculum system. That is, a change from a stable to an unstable curriculum ^[3], which responds to the international environment of globalisation.

3. Globalisation and Higher Education

Higher education programmes are often defined as a decision-making process about educational goals and how best to achieve them (Smith and Lovat 2003; Toohy 1999). The Output Based Education (OBE) model of learning is a common approach to curriculum design in higher education ^[4]. The learning output-based model of education first emerged in the United States and Australia in the context of basic education reform. The book *Output-Based Education Models: Controversies and Answers*, written by American academic Spedding, defines OBE as "a system of education that is clearly focused and organised around ensuring that students have experiences that lead to substantial success in their future lives." In an OBE education system, educators must have a clear vision of the competencies and their levels that students should achieve by the time they graduate, and then seek to design appropriate educational structures to ensure that students achieve these desired goals. Student output, rather than textbooks or teacher experience, has become the driving force behind the operation of the education system, in clear contrast to a traditionally content-driven and input-oriented education. In this sense, the OBE model of education can be considered as a paradigm shift in education.

The impact of globalisation on higher education, the first is that the university plays a crucial role, in a sense, in the acquisition of a sense of national cultural identity. However, globalisation has increased the transmission of national cultural awareness into university classrooms, which can have an impact on national cultures. The second is that the globalisation of the market has impacted on the institutions or governments from which the majority of university funding comes, and thus on the funding

of university education. At the same time, the nation state has been affected by globalisation, the boundaries between the state, the market and culture are no longer as clear-cut as they once were. From this point of view, it is not possible in globalization to completely separate national institutions, market institutions and cultural institutions, stable institutional concepts will be transformed by technological innovation and organisational mobility, with culture becoming an important 'commodity' in the new commodity economy ^[5].

3.1 Directions for Curriculum Design in Higher Education in the Context of Globalization

For universities, globalisation is a huge challenge. The University's position from its inception was that of an international college, and internationalism is part of the University's learning ^[6]. The internationalisation of universities in the previous era relied on a sense of great power competition between states or nations, and its internationalisation consisted of two: The first is the phenomenon of imperialism and the second is the knowledge of natural sciences of objectivity. This is the basis on which the university can become a new form of internationalism based on science. In the present and in the latter era, there are even higher demands in higher education. Although the long-standing orientation, practices and values of the university make it more difficult to transform higher education. But higher education must develop new directions in curriculum design, develop new competencies and increase the integrity of the university itself in order to respond to the international situation of globalisation and the general trends of the contemporary and future world.

3.2 Integrating Employability Skills into the Higher Education Curriculum

The discussion on the internationalisation of education has focused relatively late on this aspect of the higher education curriculum, and even though most universities around the world have been 'internationalising' their programmes, with little success. The lack of understanding of internationalisation in the curriculum meant that early internationalisation of the curriculum did not break through the mainstream view and did little to help students understand intercultural relationships. Differences in social contexts can result in different approaches to internationalising the curriculum, but there is general agreement that the internationalisation of the curriculum is economically driven ^[7]. The nature of higher education in modern universities is undergoing profound changes influenced by the external environment. Firstly, there is a growing recognition in the international community of the

difficulty of making a successful transition from higher education to the world of work. In the UK, for example, there has been a surge in the number of people entering and passing through higher education (Higher Education Statistics Agency, 1998a), which means that graduate employment pressures are also more intense. And graduates have a more diverse range of jobs to choose from and a wider range of jobs, with only a minority of graduates securing jobs that directly draw on the academic content of their higher education courses (Higher Education Statistics Agency, 1998b). Secondly, the academic curriculum in higher education is essentially a vehicle that can be used to convey other educational purposes and attributes. The subjects studied are different, but these attributes remain almost the same. For example, the basic information retrieval and analysis skills required to prepare a review of the background literature on a given subject are not fundamentally different between archaeology and zoology. In the same way, these skills and attributes are directly transferable to a wide range of employment areas. Thirdly, the economy and society are not static and the world of employment is changing dramatically, with traditional industries affected by globalisation already involved in all regions of the world. New scientific and technological developments have made some established experiences irrelevant. Technology is driving the creation of a number of new jobs and industries, but at the same time, with this change, many long-standing jobs will disappear. This is why higher education curricula must incorporate employability skills into their design, aiming to make graduates more competitive for employment. The UK National Survey of Higher Education states that "Higher education institutions should immediately begin to develop course specifications for every course they offer".

In times of social stability and economic prosperity, the curriculum can act as a means of cultural reproduction; developing young people's values, imparting knowledge and skills so that they can shape their own culture, their own image, as they see fit. But at the same time, because in a rapidly changing society, culture as 'reproduction' is no longer the aim of higher education institutions and their programmes, but rather some educational goods are offered free of charge as a marketing strategy aimed at students as a consumer group. The free provision of education is also indicative of the gradual commodification of education in contemporary times, which has to some extent changed the relationship between the state and the market, and the university and the student. The power to learn has gradually been placed in the hands of

the students themselves, who are seen as consumers of their education rather than simply as students as they once were, with higher education institutions competing with each other for a lucrative student population and responsibility for education gradually shifting from the state to the market. It follows that higher education programmes must be designed with their economic attributes in mind, with programmes designed to prepare them to become a quality workforce for the future economy. Which school will offer a special subject for this purpose? Can students be prepared for this requirement? This orientation of the curriculum towards economic properties reflects the need and practicality of the new curriculum design.

In 1994, Luton University made a strategic decision to integrate employability skills into all undergraduate courses at the University of Lausanne. Luton University's initiatives on skills have had a generally positive impact on student employment^[8]. Rather, it is already possible to venture the assumption that an emphasis on greater student responsibility for personal development is a central feature of the higher education curriculum.

3.3 Information and Communication Technology

The current state of the curriculum in higher education has to some extent been shaped and sustained by practical experience over a long period of time. In March 2020, the sudden arrival of COVID-19 impacted and disrupted this long-standing status quo, changing the way universities operate and altering many entrenched traditions and norms in higher education programmes. COVID-19 has made a huge difference in all areas, caused primarily by the need for social distance regulated by various digital technologies.

COVID-19 brought to an abrupt halt the teaching, research and administration that people were used to at universities, yet tens of thousands of students still needed to complete their studies. Information and communication technology (ICT) is used to its full potential when the normal operations of the university cease. The use of ICT to deliver content, engage students through a variety of online tools and then assess their access to and retention of knowledge in the traditional way presents some interesting challenges. The use of technology is advocated in the assessment of teaching outcomes to monitor students taking exams and to block other websites or software on students' computers. This point gives rise to attempts to improve the use of new methods and techniques in higher education practice, and may even be the starting point for demanding large-scale changes to traditional models of teaching and learning assessment. However, the develop-

ment of information and communication technologies is not harmless and can expose higher education and its programmes to a number of threats. Reforms in higher education that are not genuinely for the benefit of education are likely to result in practices being adopted in certain disciplines that will be determined entirely by outsiders. We usually refer to those who design, code and sell as the so-called outsiders. Zygmunt Bauman (1993) warns that the complacency of 'outsiders' can strengthen the power of technology and make it a closed system^[9]. That is, technology sets the vocabulary of the world narrative in a way that allows only technological action, and expresses any trouble as a demand for a 'technological fix'. (Bauman, 1993, p. 187). In other words, some companies are not willing to re-imagine new forms of assessment. The question arises: is the cost of ICT in university education that education is determined by "outsiders"? Is this the ecological culture that a post-COVID-19 world will create for higher education?

Higher education curricula have to balance the emerging university's teaching, learning, forms of assessment and the claims of proponents and moderators. In the form of teaching, learning and assessment, it is important both to use technology and to make the subject of higher education 'education' rather than 'technology'. The implementation of ICT applications is not enough to give us all pedagogical responsibilities to technology; on the contrary, it is our responsibility and necessary to take a principled and ethical stand so that new mistakes and problems are not introduced in the use of ICT that threaten the transformation and development of higher education curricula.

4. Resist Gender Discrimination

Social class differences have always been a focus of educational theory and research. The classic studies of educational inequality have often focused on differences in male social class (Blau&Duncan 1967, Bourdieu&Passeron 1977, Collins 1979, Karabel&Halsey 1977). It has received relatively limited attention when discussing gender inequality in higher education. Gender is often referred to as a variation on the central theme of social class inequality (Davies 1995).

Review findings on female enrolment and degree completion rates compared to males based on contemporary and historical US data and international comparisons. A notable feature of American education is the significant increase in the proportion of women among university students. In 1992, women accounted for 53.1% of uni-

versity students. Of the women who graduated from high school in 1992, 65.4 percent entered university in the autumn of the following year, compared with 59.7 percent of men. The 1970s and 1980s saw a steady increase in women's share of degrees (Karen, 1991), and a slow but steady rise in college-age youth enrolment during this period (US Department of Education, 1995). By 1982, the number of bachelor's degrees earned by women exceeded that of men. Since then, women have earned more bachelor's degrees than men. By 1992, 54.2% of bachelor's degree holders were women. Women obtained 58.9 percent of two-year degrees, 51.5 percent of master's and professional degrees and 37.3 percent of doctorates (National Centre for Education Statistics, 1994). In recent years, women have gained an advantage in terms of university entry and degree attainment, indicating that women and men complete higher education degrees at similar rates. The rate of progression to postgraduate and professional degrees is now equal in terms of gender. This represents a significant change from earlier in the century, when women's degree completion rates lagged behind those of men (1995). Now only in the number of PhD recipients are there fewer women than men^[10]. The relationship between the state and the individual has a new model in each country, one based on compulsory education for all citizens, then more women should be included in the education system, which bodes well for the increasing share of women in higher education.

Despite the fact that women have almost achieved equality in access to higher education, there is still a large gender gap in earnings after graduation. Women also earn less than men for the same level of education. In fact, the gender difference in earnings is not due to educational level, but a large part of it can be attributed to gender differences in professions. The typing of fields of study according to gender is a worldwide phenomenon (Moore 1987), but gender typing in higher education varies from country to country. For example, 51.6% of engineering students in Kuwait are female, compared to 3.3% in Switzerland and Japan (UNESCO, 1995). It is reasonable to assume that as the representation of women in higher education increases, the extent to which the field of study is segregated on the basis of gender will also increase. It is important to take this into account in the design of the curriculum, to weaken the degree of segregation in the field of study and to make higher education as much as possible about linking processes and outcomes to enrolment and maximising gender equality in all aspects.

5. Conclusions

I believe that some of the new directions in higher education curriculum design that have emerged in the wave of internationalisation must be noticed and applied in the transformation of the curriculum. In this paper, the need for higher education curricula to adapt to the global economy and to prepare graduates as a quality workforce in the future economy and society is presented. And the impact of COVID-19 disrupting the normal functioning of higher education worldwide, under which conditions curriculum design must take greater account of the use of information and communication technologies. In addition, the gender dichotomy that has been attacked as far back as the last century, the increasing globalisation, the awakening of women's autonomy and the fact that women have a greater voice in the international community than ever before, should also be taken into account in the design of higher education programmes in an effort to weaken the gender segregation in them. Constant reflection on new directions in curriculum design will help higher education to transform itself in response to the changing international context and will promote a fuller role for higher education in addressing the realities of society, as well as enabling citizens to have their own voice through education.

References

- [1] Khan Ghulam Murtaza & Liu Hui. Higher Education in Pakistan: Challenges, Opportunities, Suggestions. *Education Quarterly Reviews*, 2021 (2):213-219.
- [2] Philip Higgs. The African renaissance and the transformation of the higher education curriculum in South Africa. *Africa Education Review*, 2016(1):87-101.
- [3] Gunther Kress. *A Curriculum for the Future*. Cambridge journal of education, 2000(1):133-145.
- [4] Pamela Roberts. Higher education curriculum orientations and the implications for institutional curriculum change, 2015(5):542-555.
- [5] Ulrich Teichler. The future of higher education and the future of higher education research, 2010(3):171-185.
- [6] Peter Scott. Globalisation and Higher Education: Challenges for the 21st Century, 2000(4):3-10.
- [7] Valerie Clifford & Catherine Montgomery. Designing an internationalised curriculum for higher education: embracing the local and the global citizen, 2017(6):1138-1151.
- [8] Stephen Fallows & Christine Steven. Building employability skills into the higher education curriculum: a university-wide initiative, 2000(2):75-83.
- [9] Rahul Kumar. Assessing Higher Education in the COVID-19 Era, 2020(2):37-41.
- [10] Jerry A. Jacobs. GENDER INEQUALITY AND HIGHER EDUCATION, 1996:153-185.

The Application and Analysis of Task-based Language Teaching in *English Listening and Speaking Course* for English Majors: A Case Study of Sichuan University of Culture and Arts

Danyang Xu

Sichuan University of Culture and Arts, Mianyang, Sichuan, 621000, China

Abstract: As an educational framework for theory as well as practice, Task-based Language Teaching (TBLT) has a significant impact on second language acquisition. This paper analyses the merits and problems of adopting TBLT in *English Listening and Speaking Course* for English majors. To research the topic from a more objective perspective, this paper combines the literature and the author's practical experience in Sichuan University of Culture and Arts to analyse and research. In response to the research results, this paper gives suggestions to the problems and issues questions that need to be studied in the future.

Keywords: TBL; English listening and speaking; Case study

DOI: 10.12346/fhe.v3i4.4789

1. Introduction

The grammar-translation method has dominated English teaching in China for a long time and still plays an important role in Chinese higher education; However, since the Chinese Ministry of Education issued *The Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching: Opinions on improving the quality of personnel training in an all-round way* in 2019 and started the curriculum reform in higher education in China, task-based learning has gradually become popular in English education among universities, no matter for college English or Major English. There is a debate about task-based learning among scholars in the literature. Paul Seedhouse (1999, cited in Harmer, 2015, pp62) points out that task-based learning improves students' language use in specific task-solving during the class and fails to contain the language in other kinds of interactions such as debate^[17]. Nevertheless, Richards and Rodgers (2001, pp241) suggest that task-based learning offers a more efficient basis for language teaching in theory than many other approaches in language teaching^[15]. In this essay, task-based learning (TBL), also known as task-based language teaching (TBLT), refers to a language teaching approach that uses tasks as a tool or vehicle to plan and process language teaching. Jane Willis (2009) suggests

that TBL generally contains three primary stages – the pre-task stage, the task cycle stage and the language focus stage^[21]. This essay will argue that, to a large extent, TBL can support English teaching in the selected context that has been mentioned above; however, considering the Chinese education system and the education status in Sichuan province, TBL will also cause some problems in various areas such as the students' engagement and in-class management. To demonstrate this argument, this essay will analyse why teachers at Sichuan University of Culture and Arts shall adopt TBL in English courses, especially in *English Listening and Speaking courses*, and analyse, the possible problems that teachers and students may meet when implementing TBL in English classes respectively.

2. Analysis of the Target Students

The selected context of this essay is teaching sophomore English majors, aged from 19 to 21, studying at Sichuan University of Culture and Arts in a class of nearly 30 students. They attend the course *English Listening and Speaking* for two classes per week, for sixteen weeks each semester, and each class lasts for 80 minutes. What is more, they learn the language from different dimensions, such as English Listening and Speaking, English Literature, Academic writing, Comprehensive English and so on. Although English majors in this university have a separate Oral English Course in their freshman year, they

still participate in *English Listening and Speaking Courses* from freshman to sophomore. One noteworthy point is that the English language proficiency of these students is just general or even worse, compared with other English majors in Chinese higher education, because China's undergraduate education is roughly divided into five dimensions: research universities, doctoral universities, master's universities, baccalaureate colleges and associate colleges^[9,13]. Sichuan University of Culture and Arts currently belongs to the fourth level – baccalaureate colleges. Thus, this paper deems that most English majors of Sichuan University of Culture and Arts are intermediate English learners, which means most of them could only get 4 to 5 points in IELTS (Common European Framework of Reference, 2020)^[3].

3. TBL: Students Engagement

One argument for why task-based learning is becoming increasingly popular in Chinese higher education is that task-based learning requires various in-class activities or tasks during the teaching and learning process, which enables students to learn in a relaxed and pleasant atmosphere. Brown and Atikson (2003) suggest that effective teaching can be achieved by attracting students' learning interest during the class, such as using different kinds of teaching aids and encouraging students frequently^[2]. Furthermore, Nader Ofoghi (2016) has conducted an experiment about the relationship between the class atmosphere and the learning quality at the University of Guilan^[11]. According to the data (Ofoghi et al., 2016), 64.7 per cent participants (students of the University of Guilan) think that a relaxed class atmosphere can promote effective learning, and 147 out of 231 participants hold the view that the class controlling and planning of teachers can profoundly influence the class atmosphere and their studying quality. Although the form of this experiment is a questionnaire and all the data come from participants' answers which may include participants' cognitive bias, the results of this experiment can, to some degrees, stress the importance of class atmosphere and the environment from the perspective of learners. Moreover, the selected context is teaching students aged from 19 to 21. Young adults learners aged from 19 to 21 generally share the characteristics that they can work with their fellows and learn from each other, know how to plan and carry out the in-class activities well and can understand and acquire the target language through activities without explicit explanation from teachers^[12]. A further important feature of young adult learners is that they typically get

bored and distracted more quickly than mature adults^[16]. Setting up a task for young adult learners and allowing them to explore the target language through the task is one of the most effective methods to teach young adults language (Scrivener, 2011, pp326). What is more, according to the author's practical research, most English majors in this university are scared or bored with English listening and speaking classes in that they are unwilling to speak English actively in class time. If the teacher only designs individual in-class tasks or activities, it is difficult for the teacher to encourage most students to be engaged. Group-work and pair-work are inevitable in a TBL English classroom. Pyun (2004) points out that group-work in a second language (L2) learning classroom can provide not only L2 learners plenty of opportunities to acquire the target language but also generate unavoidable social interactions among group members, which helps to improve L2 learners' communicative skills.^[14] For example, teachers can use a board game which is a task of discussion within small groups in the task cycle stage. Scrivener (2011, pp51) suggests that enabling students to have a discussion in small groups can help students stay focus on the class, as well as explore the target language deeply. Therefore, compared with the far-reaching grammar-translation method in the past Chinese higher education, which let teachers instil knowledge in students, TBL can generally improve students' learning experience and promote learning effects by allowing students to complete different activities with their fellow classmates during the class. Nevertheless, a noteworthy fact is that under the current examination-oriented Chinese education system, students' learning outcomes – scores of examinations are often regarded as a more critical point than students' learning processes^[8]. Generally, in order to ensure that students can get a good grade in some crucial examinations such as Test for English Majors Band 4 (TEM-4) or Test for English Majors Band 8 (TEM-8), teachers tend to focus more on the master of grammatical structure and how to do the exercise right when designing and planning the lesson plan^[23]. Another possible problem in this context is that the implementation of TBL is time-consuming (Adams, 2009) because each class in the selected context only lasts for 80 minutes^[1]. If teachers cannot guide students to finish tasks on time, teachers may leave the target language to the next class or even chose to be formalism. In conclusion, TBL can relieve students, especially young adult learners aged from 19 to 21, from the boringness and pressure of traditional classrooms and guide students to learn actively as well as enjoy the process of learning;

however, in the context, task-based teaching may prevent teachers and students from completing the learning goals required by the examinations, such as TEM-4 or TEM-8.

4. TBL: Student-centred

Another crucial reason which supports the adoption of task-based learning in the selected context is that task-based learning is highly student-centred, which meets the requirement of Chinese curriculum reform in higher education. The Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching: Opinions on improving the quality of personnel training in an all-round way Chinese Ministry of Education states that all the majors in universities, including English major, shall change the current teaching status of curriculum implementation from too much receiving-learning, rote memorisation, and mechanical training into advocating students to take an active part in the learning process as well as cultivating students' ability to acquire new knowledge, solve problems, communicate and cooperate with classmates.^[4] To a large degree, TBL has abandoned the presentation method in language teaching and encourages students to pay much more attention to the meaning of the target language rather than the grammatical form^[7]. The additional point is that Van den Branden (2016) defines TBL as a 'student-centred approach to language teaching' and the approach which is opposed to the traditional highly 'teacher-centred approaches to language teaching' such as 'Presentation, Practice, Production' and grammar-translation method. What is more, Nunan (2004, pp 119) suggests that in a TBL language class, students are the contributors in completing the task, and they need to participate in every stage of the task^[10]. From the above point of view, TBL discards the traditional receiving learning method, allowing students to become the centre of the language classroom, which highly complies with the demand of the Chinese curriculum reform in higher education. However, as each student has an independent mind, teachers cannot guarantee that when carrying out the tasks, students are focusing on what the teachers expect^[10]. For example, in a class of 30 students aged from 19 to 21, teachers do not know whether students are thinking about the meaning of the target vocabulary or the grammatical inflexion of the target vocabulary in vocabulary teaching. Additionally, it is possible that students generate misunderstandings or learn some wrong conceptions from their fellow group members about the target language item in that they are young adult learners aged from 19 to 21 and making mistakes is common

among students in this age group. To deal with the above problems, teachers need not only English professional skills but also rich experience in classroom management as well as student communication and observation^[22]. To conclude, as a highly student-centred language teaching approach, TBL can help English major of Sichuan University of Culture and Arts to respond to the Chinese government's curriculum reform in higher education.

5. TBL: Authentic Learning Environment

A further reason associated with the trend in adopting task-based learning is that task-based learning promotes English learning in an authentic and realistic context which is exceedingly important in *English Listening and Speaking Course*. One crucial feature of TBL is that TBL is highly associated with Communicative Language Teaching (CLT) (Donna, 2019) which shifts the focus on of a language item from the form into the purpose of learning it and emphasises on language use in realistic communication^[5]. TBL differs from many traditional language teaching methods mainly because TBL aims to offer an authentic context in language teaching and 'allow language learning occurs naturally'^[6]. For example, when the task of the class is to find bus-timetable information and create a dialogue within groups, the bus-timetable need to be realistic and the dialogues are expected to have an authentic and personalised context. If students acquire a language item in an authentic and realistic context, they are typically supposed to use the language item naturally and actively in their daily life. Furthermore, having some interactions with classmates in learning the target language will promote students' social communicative skills and help students build good relationships among classmates^[19]. In the past, teachers in *English Listening and Speaking Course* may often instil knowledge into students and make up a less realistic context for students to practice the target language. As a result, students generally had a low interest in learning and unbalanced learning effects and qualities; and students generally lacked opportunities to exercise their social communicative skills. Thus, TBL makes up for the shortcomings of traditional teaching methods which dominated in English language learning in Chinese higher education in the past, such as lack of real context and focus on pragmatic language use.

6. Analysis of Potential Problems

An opposite view to the one above, however, which is ignored by many scholars, is that the good implementation requires students' a degree of English accuracy and fluency^[20]. The selected context of this essay is teaching

sophomore English majors at Sichuan University of Culture and Arts, which are mainly mediate English learners. For this reason, students' poor English proficiency in the selected context will reduce the learning effects in a TBL classroom. Another essential problem is that each stage of TBL is viewed as the same between students' first language acquisition (FLA) and second language acquisition (SLA), when considering TBL is the strong form of CLT^[18]. As a matter of fact, it is hard for students to study L2 as the same as they study L1 resulting from several barriers such as different thinking patterns, learning habits and levels of proficiency. In conclusion, due to the use of authentic contexts, TBL can, on the one hand, support English learning to process naturally, on the other hand, improve students social-communicative skills; nevertheless, the difference between FLA and SLA and the gap between students' real English proficiency and the required English proficiency of the task are worth teachers in the selected context to think about.

7. Conclusions

In conclusion, TBL can be primarily helpful to teach students aged from 19 to 21 study in Major English at Sichuan University of Culture and Arts, although teachers and students of the University need to cope with several problems such as class management. This essay firstly explains the idea that TBL can improve students' learning by using many in-class activities and creating a relaxed and pleasant atmosphere, and the possible problems in complementing activities. Secondly, this essay analyses how TBL, a highly student-centred language teaching approach, benefits teachers and students in the course *English Listening and Speaking* as well as the pressure on teachers in TBL classrooms. Thirdly, this essay discusses the effects of using authentic contexts in TBL and the difference between adopting TBL in FLA and SLA. Since TBL is the teaching approach promoted by the Chinese government, it is likely for TBL to become the domain language teaching approach in the future. In order to let TBL be more suitable in the selected context and find more practical solutions to cope with the problems mentioned above in this essay, further research from different perspectives of TBL, such as the relationship with CLT and the selection of materials, is needed.

References

- [1] Adams, R. (2009) 'TBLT in Asia: constraints and opportunities' *Asian Journal of English Language Teaching*, 19 (2), pp. 1-17.
- [2] Brown, G. and Atikon, M. (2003) *Effective teaching in higher education*. Translator: Divanyahi, Molook. Schaloos: Islamic Free University Press.
- [3] Common European Framework of Reference ((2020) *The CEFR and EF Set*.
- [4] Chinese Ministry of Education (2019) *The Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching: Opinions on improving the quality of personnel training in an all-round way*.
- [5] Donna, S. (2019) 'Where do we start as a language teacher' [Lecture]. *LANG42715: Fundamentals of ELT*. Durham University. 1st November.
- [6] Ellis, R. (2009) *Task-based language teaching: sorting out the misunderstanding*.
- [7] Harmer, J. (2015) *The practice of English language teaching*. Edinburgh: Pearson Education Limited.
- [8] Huang, D. (2016) 'A study on the application of TBLT in a comprehensive English class in China', *Journal of Language Teaching and Research*, 7(1), pp 118-127.
- [9] Liu, N. C. (2005) 'Classification of Chinese Higher Education Institutions', *Journals of Higher Education*.
- [10] Nunan, D. (2004) *Task-based language teaching*, New York: Cambridge University Press.
- [11] Ofoghi, N. et al. (2016) 'Impact of class atmosphere on the quality of learning (QoL)', *Scientific Research Publishing*, 5(7), pp. 1645-1657.
- [12] Printer, A. (2017) *Teaching young language learners*. London: Oxford University Press.
- [13] Pan, M. Y. and Wu, M. (2003) 'The classification and localisation of higher education institutions', *Fudan Education Forum*, 1(3), p. 5-9.
- [14] Pyun, O. (2004) *The role of group work in the second language classroom*, Pennsylvania: Penn State University Press.
- [15] Richards, J. C. and Rodgers, T. S. (2001) *Approaches and methods in language teaching*, New York: Cambridge University Press.
- [16] Scrivener, J. (2011) *Learning Teaching*, London: Macmillan Education.
- [17] Seedhouse, P. (1999) 'Task-based interaction' in Harmer, J. (ed.) *The practice of English language teaching*. Edinburgh: Pearson Education Limited, pp.62.
- [18] Skehan, P. (1996) 'A framework for the implementation of task-based instruction', *Applied Linguistics*, 17(1), pp 38-62.
- [19] Suo, Y. (2012) 'Task-based learning for teaching middle school English learners in China', *Overseas English*, 15(9), pp 139-142.
- [20] Tang, E. (2004) 'Task-based learning in the Asian classroom' *RELC Guidelines*, 26(1), pp 14-18.
- [21] Willis, J. (2009) *Task-based language teaching*.
- [22] Yang, S. and Fang, Y. (2010) 'Task-based language teaching in Chinese context', *Contemporary Education Science*, 20(16), pp 61-70.
- [23] Yuan, Y. (2016) 'Application of task-based learning in Chinese context', *Theory and Practice in Language Studies*, 6(2), pp 392-397.

Research on the Problem that Youth is the Main Target Audience of Ideological and Political Education

Lanbing Tian

School of Marxism, Southwest Jiaotong University, Chengdu, Sichuan, 610031, China

Abstract: As the main target audience of our country's ideological and political education, youth are defined by their physical and psychological characteristics as well as their important roles in the socialist modernization in China. Youth aren't just experiencing life's most vigorous period both in terms of physical strength and energy, but are also increasingly mature and capable of raising concerns about social and state affairs. As a consequence, strengthening and improving the ideological and political education of our youth is an urgent requirement to ensure that our cause can continue to prosper and find suitable successors. Meanwhile, the ideological and political education of non-college youths should be enhanced for it is at the moment something of a weak link in youth ideological and political education activities.

Keywords: Ideological and political education; Main target audience; Youth

DOI: 10.12346/fhe.v3i4.4791

1. Introduction

Ideological and political education activities are the central link in achieving the party's political missions. Against a special background of rapid changes in the modern international environment and the initial stage of China's socialist construction where doubts exist regarding the external environment, strengthening the construction of the ideological and political education for our youth is of far-reaching significance when it comes to adhering to the path of socialism with Chinese characteristics.

2. Youth is the Future of Our Country and the Hope of Our Nation

It is on the shoulders of our youth that the future of our country and the hope of our nation is borne. The stronger the youth of our nation, the more powerful our country will be. The life pursuit of driven, hopeful young people is to realize their values. As General Secretary Xi Jinping said at the Ceremony Marking the Centenary of the Communist Party of China, "A century ago, a group of young progressives held aloft the torch of Marxism and searched assiduously in those dark years for ways to rejuvenate the Chinese nation. Since then, under the banner of the Communist Party of China, generation after generation of young Chinese have devoted their youth to the cause of the Party and the people, and remained

in the vanguard of the drive to rejuvenate the nation."^[1] This speech fully lays out the central role of the country's youth and their efforts in the founding of the Communist Party of China and that they still shoulder the responsibility for the future progress of our party and nation today.

"The kind of talent we should aim to train and how to train them are the fundamental questions that must be resolved in the development of Chinese socialist education."^[2] The talent we select must possess strong capabilities both in science and in culture, as well as healthy mentalities, bodies, and political thought. As Jiang Zemin pointed out, "In terms of quality, ideological and political quality is of most importance. Youth are required to strengthen ideological cultivation, build temperament, and strive to establish correct outlooks on world, life, and values which have a huge impact on their life."^[3] Strengthening and improving the ideological and political education for youth is an urgent task at present. Youth must be treated as the main target audience of contemporary ideological and political education.

3. Youth is the Main Target Audience of Ideological and Political Education

As the main target audience of our country's ideological and political education, youth are defined by their physical and psychological characteristics as well as their important roles in the socialist modernization in China.

3.1 The Physical and Psychological Characteristics of Young People

Judging from these physical and psychological characteristics, adolescence is a turning point for teenagers as they form outlooks on the world and on life. As they make their way to maturity, they are more easily shaped at this period than at any other later point in life. Their physical growth provides material conditions for mental development, which directly affects their social behaviors. That's why youth is the main target audience of ideological and political education, which must be carried out in accordance with the physical and psychological characteristics of youth. In terms of physiology, teenagers grow rapidly during adolescence. The body's metabolism reaches an extreme rate, while their height and weight increase rapidly. Furthermore, their body shapes come close to adulthood and tend to be permanent while their internal organs and life skills are still becoming mature. In summary, their bodies develop rapidly and enjoy the most vigorous period of physical strength and energy.

In terms of psychology, their personalities fully develop. Their sense of adulthood begins to appear and gradually strengthen, aspiring for national prosperity. With an increase in political participation and democratic awareness, they desire to take part in various social activities like adults and hope that society treats them as adults and respects their views and opinions. Under the influence of this mindset, the independence of youth is greatly enhanced and their rebelliousness becomes a more serious concern. Gradually, they grow dissatisfied with the need to act as their parents, teachers, and elders require. Instead, they strongly demand to act freely on their own volition, to independently make life goals and judge things for themselves. Simultaneously, the youth's self-assessment ability greatly improves, becoming comprehensive and proactive. They become capable of perceiving their own strengths and weaknesses in a calm and objective manner. With more contact with society and more practical moral experience, their moral awareness also greatly develops and they become able to consciously use the prevailing moral standards to evaluate their own behaviors. Additionally, their intelligence develops rapidly in adolescence. Their observation ability undergoes significant improvements, enabling them to realize something's essence through its appearance. Subject to great curiosities and fantasies, their imagination develops to a whole new level. Furthermore, their cognitive ability also reaches a higher level due to their abundant physical strength and energy, the ongoing basic formation of per-

sonality, and the continuous improvement of their thought processes. Moreover, their strength of will become more and more robust. Full of fantasies for the future, their sense of justice and rationality sees great progress. Therefore, youth tend to be tenacious and fearless of failure, becoming staunchly determined to study hard and strive for success.

3.2 The Position and Role of Youth in China's Socialist Modernization Drive

When we judge the status and role of youth in Chinese socialist modernization, it is clear that they shoulder the heavy responsibility of socialist modernization against the background of a glorious revolutionary tradition. In all historical Chinese revolutions, the majority of young people are involved in the forefront of the struggle, playing an indispensable role as the main driving force. The revolutionary movements since the May 4th Movement have all been linked with youth. Under the leadership of the Communist Party of China, a vast number of youths, together with people of all walks of life from across the whole country, have struggled and died, fought bravely, and made great contributions to overthrowing imperialism, bureaucracy, and feudalism. After the founding of New China, they actively devoted themselves to socialist construction and became an important force in promoting the continuous development of the socialist cause. After the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China, our nation entered a new period of historical development. Since then, the younger generations have shown their talents in reform and opening up and socialist modernization. Actively participating in and devoting themselves to these reforms, they have continuously played a significant role in socialist modernization.

The history of social development in China shows that youth development cannot be separated from the leadership of the party and the cause of socialist construction. Only on the stage of modernization can youth realize their ambitions, give full play to their talents, and contribute to the motherland and the people as a whole. Similarly, the cause of socialist modernization is inseparable from youth. Without a youth generation who have ideals, morals, education, and discipline, socialist modernization will be difficult to achieve. The significant task of realizing China's modernization has fallen on their shoulders. Therefore, it is necessary to make youth the main target audience of ideological and political education, and cultivate their positive, pioneering, and enterprising spirits to undertake the task of socialist modernization.

Consequently, youth represent the future and the hope of China. In the primary stage of socialism, the historical tasks of the party are to realize socialist modernization and the great rejuvenation of China, move forward, and eventually build a communist society – all of these tasks require that our youth strive to achieve them. That is to say, the future and promise of China are largely determined by the younger generations. As Lenin said: “The task of truly establishing a communist society is to be completed by the youth.”^[4] This quote makes it clear that ideological and political education should focus on our youth, aiming to comprehensively improve not only the ideological and moral quality but also the scientific and cultural quality of our youth, and train them as successors to the socialist cause to ensure our national energy and strength.

4. Insisting that the Object of Ideological and Political Education is All Young People

When it comes to the exact definition of this ‘youth’ who are the main target audience of ideological and political education, people have a tendency to narrowly interpret this as simply meaning college students, thinking that only college students can become nation-builders and successors through ideological and political education. But if we only consider college students to be our youth, then youths outside of higher education are overlooked. We cannot deny that college students are outstanding members of our youth and are very valuable and talented contributors to the country, but it does not mean the ideological and political education of youths outside of higher education can be ignored.

Stepping into society too early, they do not have the same expertise as college graduates, but their rich social experience is still practical and extremely precious. The reason why non-college youth are one of the great potential destabilizing factors in society is that they can find it difficult to find a job with their limited academic backgrounds. As a consequence, strengthening the ideological and political education of non-college youth is significant in Chinese modernization. On the basis of leveraging personal characteristics, we should help them establish a positive, healthy, and progressive ideology. Moreover, not only ideological and political education focused on ideals and firmly held beliefs but also in-depth education on the correct outlooks on the world, life, and proper values should also be carried out. Effective ideological and political education ensures that young people who do not attend college still understand the ardent expectations the

party and the people place on them, so that they may consciously shoulder this important historical responsibility and more effectively maintain social stability and harmony.

5. Persisting in the Significance of Youth as the Main Object of Ideological and Political Education

Adhering to youth as the main target of ideological and political education is a grand strategic plan to ensure the success and the prosperity of the socialist cause. We must build a well-off society in a comprehensive way and in so doing realize the great rejuvenation of China. From the overall perspective of establishing and implementing the Scientific Outlook on Development, adhering to the people-oriented concept of governing for the people, we are required to not just fully understand the importance and urgency of strengthening and improving youth ideological and political education, but also to adapt to the requirements of the new situation, actively respond to challenges, strengthen weak links, pay attention to the entire ideological and political education target audience, and make every effort to forge a new status quo in the ideological and political education of youth.

In conclusion, youth is a transitional stage in life from adolescence to middle age, one in which the natural and social attributes of human beings gradually develop and mature; therefore, strengthening ideological and political education for our youth will surely guide them properly in terms of physical and psychological maturity. As the previous General Secretary Hu Jintao said: “Only under the leadership of the party, can youth actively participate in the fiery battles of the people’s creation of history. Only by adhering to the same pace with history, the same destiny with China, and the struggle with people can they realize lofty aspirations and great ideals in youth.”^[5]

References

- [1] Xi Jinping: Speech at the Ceremony Marking the Centenary of the Communist Party of China on July 1, 2021, *People’s Daily*, July 2, 2021, second edition.
- [2] Speech by Hu Jintao at the National Conference on Strengthening and Improving the Ideological and Political Education of College Students, *People’s Daily*, January 19, 2005.
- [3] Speech by Jiang Zemin at the celebration ceremony for the 100th anniversary of the founding of Peking University, *People’s Daily*, May 5, 1998.
- [4] *The Fourth Volume of Selected Works of Lenin*, People’s Publishing House, 1995 edition, page 281.
- [5] Letter from General Secretary Hu Jintao to the Chinese Youth Elite Association, published in *People’s Daily*, May 4, 2007.

Taking Students as the Foundation, Reducing Burden and Improving Quality -- On the Effect of “Musicology” in Music Teaching in Colleges and Universities

Zi Ye

Tianjin Normal University, Tianjin, 300387, China

Abstract: In the present stage of college music teaching practice, the important ideas of music have been fully integrated into the process of music class. Music teachers should be able to create a happy and harmonious music class atmosphere in an all-round way to ensure the combination of diversified means to stimulate students' enthusiasm for participating in music class. At present, under the influence of the in-depth promotion of music curriculum reform measures, music teaching in colleges and universities should be able to achieve the overall implementation goal of taking students as the center, reducing the burden and improving the quality, and effectively ensure the maximum implementation effect of music teaching. Therefore, this paper discusses the necessity of integrating the idea of music into music class in colleges and universities, and gives reasonable countermeasures for improving the mode of music teaching in colleges and universities.

Keywords: Based on students; Reducing load and improving quality; College music teaching; Happy

DOI: 10.12346/fhe.v3i4.4790

Author introduction: Ye Zi (1982 --), female, Han, native of Tianjin, lecturer, engaged in interdisciplinary music research, master, Email: 13752082152@163.com

1. Introduction

The basic implementation guidance of the music course reform in colleges and universities should be reflected in shaping the excellent music aesthetic quality of college students and significantly improving the existing humanistic moral realm of college students^[1]. In recent years, the mode and thinking of music teaching in colleges and universities have shown a trend of comprehensive change. College teachers should be able to give prominence to the student-centered teaching principle of music and ensure that students feel happy and relaxed in college music class. Therefore, it can be concluded that the concept of music in music curriculum should cover the important connotation points of reducing burden and improving quality and taking students as the foundation, and college teachers should actively adjust and change the rigid and boring atmosphere of music classroom.

The basic connotation of the concept of happy learning should be reflected in happy learning, that is, teachers and students should focus on creating a happy and relaxed

environment in class, so as to achieve the goal of helping students relieve and release the physical and mental pressure burden. At present, facing the background of the in-depth implementation of curriculum reform of various disciplines in colleges and universities, it is necessary for college teachers and administrators to integrate the philosophy of happy learning into the classroom of disciplines, effectively promoting the optimization and transformation of the classroom learning impression of college students. Therefore, the concept of music learning should include creating a relaxed and pleasant classroom atmosphere, encouraging students to explore and communicate freely on the basic content of the curriculum, and enhancing the emotional interaction between teachers and students. Specifically for the music discipline classroom in colleges and universities, the basic idea of integrating throughout music should include the following points:

(1) Take life as the foundation

The overall implementation idea of student-oriented music teaching means that teachers should place students in the key position of music teaching and ensure that

students are regarded as the main body of the comprehensive development process of music class. For the present stage of music teaching in colleges and universities, the primary goal should be to promote the improvement of students' musical aesthetic ability and humanistic comprehensive accomplishment. The comprehensive development process of music teaching should run through the student-based practical thinking, ensure the use of flexibility and diversified music teaching methods and means to stimulate students' love for music class [2]. Therefore, teachers must resolutely abandon the traditional music teaching mode of rigid indoctrination, so as to achieve the necessary adjustment of classroom mode by closely combining with the real needs of college students in music aesthetic level. Music teachers need to pay attention to students' feedback in the whole process of teaching to ensure that a happy, relaxed and harmonious music class atmosphere is created for students.

(2) Reduce the burden and improve the quality

The measures of reducing burden and improving quality are integrated into the current music teaching process in colleges and universities. The basic curriculum reform aims to reasonably reduce the burden and pressure of music course learning borne by students and promote the improvement of the quality and efficiency of music teaching process. Under the current background of fierce employment competition, college students generally need to bear high intensity of employment and entrepreneurship pressure. Music class should become an important space for college students to relax their body and mind and obtain emotional purification, and should not add additional academic pressure for students. It can be seen that music teachers need to carry out strict screening of the syllabus teaching content of music class at present, so as to prevent the excessively difficult music curriculum content from being applied to music class teaching. At the same time, teachers should actively use diversified means and ideas of music teaching, so as to effectively ensure that students can love music class from the heart, and promote the overall teaching efficiency optimization of music class by stimulating students' interest in music learning participation.

2. The Significance of Musicology Implementation in College Music Teaching

The first is to comprehensively reduce the burden of academic pressure on college students. College students in the current fierce market competition atmosphere, students of all grades must deal with the more heavy ac-

ademic burden and employment pressure. In this case, college students generally show the characteristics of heavy psychological burden. University music students should be able to become important place to relax and enhance human emotional state, the full implementation of academic thinking idea is beneficial for college students to receive a full range of physical and mental relaxation, inspire the student to obtain the sublimation of spiritual levels in the music, and then a new way of thinking to deal with their own stress [3]. It can be seen that the implementation of music teaching concept is beneficial to reduce students' academic burden, and has a significant impact on students to establish correct emotional value orientation.

The second is to cultivate students' interest in the music learning process. Whether college students have a strong interest in the process of music learning is directly related to the realization of the expected teaching effect of music. By comprehensively promoting and developing the practical work method of music learning, college students will have a heartfelt affection for music lessons, which is objectively beneficial for college students to break through the established rigid thinking of music learning. From the above perspective, the practice of music teaching purposes and objectives will change the existing impression of college students in music class, which is of great significance to stimulate the enthusiasm for the integration and participation of music class.

The third is to promote students' music practice literacy ability to improve. At present, many college students ignore the learning process of music in class and cannot actively integrate themselves into the independent communication and discussion of music class. If the core music literacy of college students is to be fully exercised and cultivated, the independent exploration of music class should not be missing. The music theory aims to advocate that college students should be placed in the dominant position of music class, and teachers should reserve the opportunity of independent exploration for college students in music class. Therefore, the in-depth promotion and development of the new music teaching model of music can help inspire students to form a better music practice literacy ability, and comprehensively promote the existing music discipline practice ability of college students.

The current implementation of music teaching in colleges and universities

In recent years, the original teaching ideas and methods of music discipline in colleges and universities have undergone significant innovative changes. Many col-

lege teachers in music class can achieve close communication with students, through the combination of dynamic music teaching platform means to activate students' thinking, to ensure that students feel happy and relaxed atmosphere of music class. However, from the perspective of the overall development process of music teaching, some music teachers do not fully implement the important practical work ideas of music, which leads to the stagnation of college students in a single rigid music learning mode^[4]. Music teachers and college students lack of benign classroom communication between teachers and students, and students can not participate in all aspects of music class independently.

At present, teachers are paying full attention to the cultivation of college students' music curriculum practice and use quality, to ensure that college students can achieve better musical aesthetic quality ability while listening to beautiful music. At present, music teachers are deepening their efforts to develop music curriculum resources comprehensively. However, there are still some music teachers and university administrators who do not pay enough attention to the development of local resources and life-oriented resources in music courses. Music teachers do not actively promote the realization of rectification and optimization for the single mode of music teaching, which will fundamentally hinder the optimization and improvement of the teaching practice effect of music class.

Under the traditional development mode of music curriculum resources in colleges and universities, most music teachers are often limited to a relatively narrow scope of music curriculum syllabus. Limited to the basic teaching content of the music course syllabus will give college students a boring and dull impression, which is not conducive to students to maintain a good degree of attention in music class. Therefore, music teachers and administrators need to focus on new and flexible development and utilization of curriculum resources. Music teachers should acquire the multi-channel music teaching resources completely and create a richer practical teaching atmosphere for music. University administrators and teachers ignore the development of interesting music curriculum practice resources, which will lead to boredom in music class, unable to activate students' thinking of music discipline practice and exploration.

Optimization and improvement of music teaching in colleges and universities

The basic meaning of "music learning" lies in happy learning, that is, to advocate students to fully integrate

into the interesting classroom environment and atmosphere, and to comprehensively promote the communication and contact between college teachers and students in music class^[5]. In order to achieve the new practical effect of music teaching, the key elements of the current music course reform should be reflected in optimizing the existing teaching methods. Music teachers should optimize and innovate the traditional teaching mode of inculcating the basic theoretical content of music courses, so as to keep the interactive participation opportunities for students, so that students can deeply experience and feel the fun contained in music lessons.

3. Innovative Use of Music Teaching Means

If the music class in colleges and universities is presented as a depressed and boring overall classroom atmosphere, students will lose their interest in exploring the music class. In the current situation, some college teachers will be used to inculcate the outline theory of music class in order to achieve the purpose of explaining the basic knowledge points of music syllabus completely. But in fact, the interactive participation in music class and the communication between teachers and students can make students feel rich and interesting, and innovate students' inner emotional experience in music class. Therefore, music teachers for the current existing rigid implementation of music teaching must be adjusted as soon as possible. Music teachers should make use of the information music classroom auxiliary tool platform correctly and flexibly carry out each classroom link of music class. Music teachers should pay close attention to the feedback of music class given by students, fully combine the existing feedback suggestions of music class to reform the music teaching plan, and achieve the maximum efficiency goal of music class implementation.

Music teachers should focus on the reasonable improvement and enrichment of the existing music curriculum material resources, so as to ensure that the humanistic emotion of college students can be comprehensively enriched, which is beneficial to students to form a lofty and good moral and emotional accomplishment. Music teachers should devote themselves to the development of interesting music curriculum resources in daily life. It is necessary for teachers to give in-depth thinking inspiration and guidance to class students, and encourage students to carry out independent research on various aspects of the basic knowledge of the course. It is necessary for teachers to inspire students with enthusiastic and encouraging communication methods, and form a

comprehensive teaching process guidance for students in combination with the progressive classroom development mode. If students have a deviant understanding of the basic knowledge content in the course, teachers should patiently correct it and encourage students to deeply explore their potential of course learning and innovation ^[6].

Core literacy of university students at present should fully cultivate the music classroom practice, the basic elements of core literacy is not confined to grasp the understanding of the existing basic content, but should cover the students now have independent thinking to explore the potential of consciousness, innovation practice, the basic content of music courses flexibly using ability, etc. Teachers should cultivate students' all-round practical ability and accomplishment and break through the single and fixed classroom development mode. Teachers should pay more attention to the comprehensive practical literacy of students and ensure the use of flexibility and diversified approaches to stimulate enthusiasm for innovation.

Encourage students to explore freely in music class

In the present stage of college music class, many college students have not really independently launched the exploration of the basic knowledge of music discipline. College students themselves have rigid and passive music learning ideas, so it will lead to students used to review the fixed music outline content for a long time, unable to carry out bold association and thinking in music class. In order to inspire college students to integrate into the happy music learning situation, as a music teacher should focus on the enthusiasm to encourage students, and gradually guide college students to independently think and explore the humanistic emotional value of music class. The teacher should divide the music study group in the present music class and inspire the college students in the music study group to carry out orderly interaction and cooperation. Teachers and students should share the results of independent exploration of music class comprehensively, which is beneficial to cultivate the strong passion of music practice exploration of college students and prevent them from being confined to a narrow perspective of music learning.

College students should be able to maintain strong interest in music appreciation and other key music curriculum content, and do actively explore and think about the profound humanistic emotion connotation of music appreciation. In order to promote college students to achieve the above goals of music learning effectiveness, it is necessary for music teachers to give students more opportunities to explore freely. Music teachers for the whole

process of music appreciation should ensure that students take the initiative to integrate into the participation, at the same time, teachers should use progressive ideas and methods to inspire students to deeply experience the content of music appreciation, encourage students to boldly express their views on music appreciation repertoire.

For example, it is necessary for music teachers to show dynamic music and dance video scenes for students in the process of appreciating minority traditional music tracks in *The Spirit of birds*. Through watching and experiencing dynamic music and dance scenes, students should be able to deeply understand the daily work and production and life situation of the local people of ethnic minorities, so as to ensure that students can quickly integrate into the vivid atmosphere of music class. On this basis, the music teacher should put forward the corresponding music classroom questions for the students, inspire the students to use the independent exploration of music learning thinking way to acquire more music classroom knowledge, develop the students strong enthusiasm for the appreciation of folk music and songs.

To create a vivid and lively music teaching situation

Fresh and vivid music class situation can make college students have a strong favorable impression, and objectively achieve the goal of stimulating college students' interest in participating in music class ^[7]. Specifically in the process of music teaching and teaching, teachers should complete the construction of three-dimensional and dynamic music classroom situation, inspire college students to closely combine the background of music creation, and deeply experience the humanistic emotional factors contained in music. In the case of integrating the artistic conception of vivid music class, college students will not feel boring and boring in the process of learning and exploring the basic knowledge of music, which is beneficial to cultivate college students' passion for music class. At present, music teachers should operate and use the intelligent auxiliary platform of music class correctly to ensure the creation of a new music class situation and make an effective breakthrough for the single rigid implementation mode of music class.

The modern technology platform of network and media can fully support the in-depth development of music class, so as to infiltrate the music course ideas and methods of music. The music teacher should use the auxiliary tools of music appreciation class correctly in order to show the dynamic and intuitive music appreciation situation to the students. In addition, music teachers are also good at combining the new classroom auxiliary methods

of Internet and media to enhance communication between teachers and students and ensure that students have a deep understanding of the background factors of music repertoire creation. It is necessary for teachers to encourage college students to independently discuss and exchange their feelings of music appreciation and create a harmonious and friendly atmosphere of interaction between teachers and students.

For example, it is necessary for music teachers to encourage college students to use their own musical practice thinking to adapt and create the music in the process of the adaptation of the classic ancient poem "Chunxiao". Music teachers should set up classroom learning tasks of music adaptation for college students in music learning groups, and require students in music learning groups to carry out close cooperation and communication. The music teacher should share the adapted music works of ancient poems provided by each group of students in the whole class so as to enhance the emotional communication between teachers and students in the music class.

Attach importance to cultivating students' good humanistic feelings

College students are in the most critical stage of forming humanistic moral emotion and music aesthetic accomplishment. Whether college students can get scientific emotional inspiration and guidance in music class is fundamentally related to the establishment of their own emotional value orientation. The key value of college music course should be reflected in shaping good music aesthetic accomplishment and inspiring students to recognize the correct emotional value orientation. Therefore, as a music teacher, we must integrate the lofty and correct humanistic moral values into music class, so as to purify the emotional and ideological realm of college students. Teachers should pay attention to the all-round cultivation of students' existing music aesthetic consciousness to ensure the shaping of students' excellent music aesthetic practice ability. Teachers should pay full attention to the implementation of music appreciation in class, combine the age characteristics of students and the inclination of interest and emotion to choose flexible music appreciation repertoire, and stimulate students' humanistic emotional resonance.

For example, for the important content of the music syllabus of Yellow River Cantata, music teachers should first use platforms such as Internet and media to give college students a deep understanding of the background of music creation^[8]. Music teachers should be able to achieve the goal of arousing students' strong humanistic

emotional resonance by showing vivid and real background films of music creation. On this premise, teachers should try to sing traditional folk music together with college students to cultivate students' lofty humanistic moral feelings. In order to ensure that college students form a good habit of thinking about music exploration learning, teachers can ask college students to collect music learning materials by means of independent collection and share them in class.

Local cultural resources constitute very valuable music teaching practice resources, music teachers should focus on the development of local music curriculum resources. In the course practice of music appreciation, music teachers should focus on the selection of traditional music with local flavor to play, and guide college students to deeply experience and understand the unique historical and humanistic connotation of the local ethnic group. Influenced by their age and psychological characteristics, students generally prefer interesting and vivid classroom situations. It is necessary for music teachers to integrate more life-oriented music teaching resources into music classes, encourage students to describe the content of music songs independently, stimulate students' interest in participating in practice, and avoid them feeling boring and depressed in music classes.

4. Conclusions

Through the analysis, it can be seen that if the music class in colleges and universities wants to reflect the expected good effect of taking students as the foundation, reducing the burden and improving the quality, the most key practice and improvement measures should be reflected in the comprehensive penetration of music thinking concept. Music class should become an important medium bridge for college students to get spiritual and emotional sublimation, and should not add heavy academic burden to college students. Under this premise, teachers should focus on flexible adjustment of the current idea of single music teaching, and ensure that the idea of music is permeated into every step of music class.

Funding

General Project of Humanities and Social Science research in Tianjin Universities (2020SK044).

References

- [1] Yi Shanbin, PAN Hongze. Research on independent learning strategy of music in colleges and universities -- Participatory Teaching Model[J]. 2021(2013-3):30-30.
- [2] Zhan Baohua, Hua Rong. Creating efficient classroom based on students to reduce burden and improve quality and realize scientific

- ic education[J]. Basic Education Reference, 2014(14):2.
- [3] Chang Panpan, often climbing. "Improving Quality and Reducing Burden" from the Perspective of Teacher Knowledge -- Constructing Teacher Knowledge and Realizing "Improving Quality and Reducing Burden "[C]// Beijing Normal University. Beijing Normal University, 2014.
- [4] Liu Hong, Bao Mingde, Sun Yingwu. Big Stage, 2011(10):1.
- [5] Huang Haohua. Analysis and Practice of emotional Teaching Mode of public music Course in Colleges and Universities[J]. Art Education, 2011(8):1.
- [6] Xu Lidan. On how to "Reduce the burden and Increase the efficiency" to create "efficient" Music Classroom[J]. New Curriculum Learning (Middle), 2010(10):145-146.
- [7] Yang Yongxian. Introduction of Shaoxing Local Opera Music Culture into Music Teaching in Universities[J]. Chinese Music, 2008(1):4.
- [8] Zhao Feng, LIU Tingting. Creating teaching Environment, Improving Learning Interest and Cultivating Students' Emotion -- Constructing a New Teaching Model of "Ethnic folk Music" Course[J]. Road to Success, 2007(32):2.

Research on the Cultivation of Innovative and Applied Talents of “Promoting Education through Competition” in Tourism Management Specialty

Xiu Li Chen Lv

Taishan University, Taian, Shandong, 271000, China

Abstract: Taking the tourism management major of Taishan University as the research object, this paper analyzes the current situation and problems of promoting education through competition, and on this basis, puts forward to accurately interpret the connotation of the competition, change the talent training mode, decompose the tasks of discipline skill competition, integrate into classroom teaching and practice, institutionalize the competition at all levels, promote full participation, and build a double qualified guidance team for tourism management Improve the guidance level of discipline skill competition and other effective ways, transform competition resources, promote the integration of competition and education, and help cultivate high-level applied talents.

Keywords: Promoting education through competition; Talent training; Tourism management major

DOI: 10.12346/fhe.v3i4.4792

Author Introduction: Xiu Li (1983.7), female, Han nationality, from Tai'an, Shandong Province; Doctor, Lecturer; Research direction: Tourism talent training, etc.

Chen Lv (1981.3), male, Han nationality, from Jining, Shandong Province; Doctor, Professor; Research direction: Talent innovation and training mode, etc.

1. Introduction

Since the 18th National Congress of the Communist Party of China, China has put forward development strategies such as “craftsman spirit” and “skill power” to provide more solid talent support for economic transformation and upgrading and comprehensively improve teaching quality. In the outline of the national medium and long term education reform and development plan (2010-2020) issued by the Ministry of education, it is proposed that “testing the teaching quality through skills competition is one of the important means to improve the quality of education and teaching”. The skill competition is not only conducive to the professional construction, curriculum reform and the construction of experimental training conditions in Colleges and universities, but also reflects the talent training quality of colleges and universities to a certain extent, and is leading the teaching reform to a new height. Therefore, how to make the skill competition lead the reform of professional courses and teaching mode, so as to promote and integrate the two has become the focus of university research. Taishan University aims

to build a high-level applied university, and the major of tourism management was rated as a national first-class undergraduate major in 2019. Taking the major of tourism management of Taishan University as an example, this paper analyzes the current situation and problems of “promoting education through competition”, and constructs an effective way of “promoting education through competition”, which is of great significance to cultivate compound and applied high-level talents.

2. Theoretical Significance and Practical Value of Promoting Teaching by Competition

In recent years, higher education has paid more and more attention to all kinds of competitions, especially participating in college students' discipline competitions with high gold content, which is of high value. First, at the student level, by participating in competitive activities, you can not only improve your professional ability and professional quality in the short term, but also enhance your self-confidence and ability of foreign exchange. The competition integrates ideological expression, technical performance and strategy analysis, and integrates with

ecology, humanities, history, social economy and other disciplines. The competition results have certain requirements for students' comprehensive ability. The mode of competition instead of practice can promote the improvement of students' ability; Through the competition, students can communicate with their peers around the world through their works, so as to broaden their horizons, understand the differences of different regional cultures, and draw corresponding conclusions from different observation perspectives. Specific topics can promote students to think actively, carry out targeted design, solve practical problems, and understand the thinking process and related contents of other students.

Second, from the perspective of teachers, participating in competitions can promote teaching, track the hot spots of tourism industry and understand the development trend of tourism industry. The diversification of students' participation types helps to expand teachers' knowledge. The improvement of participation level requires teachers to guide students to build a reasonable knowledge framework and design personalized education methods according to different teaching objects. In order to improve students' thinking ability and expand their learning depth, teachers can lead students to carry out scientific research activities, so as to stimulate students' interest in scientific research and sense of social responsibility, and give play to the leading role of colleges and universities in scientific research through different levels and types of competitions. The determination of the competition theme is closely related to the hot topics of the current discipline. Students can understand the cutting-edge knowledge of the discipline while analyzing the competition theme.

3. Current Situation and Problems of Tourism Management Specialty Promoting Education by Competition

This paper takes the tourism management major of Taishan University as an example. The tourism management major of Taishan University has participated in the discipline skill competition for a long time and has achieved good results. However, there are still some limitations in transforming the competition resources into classroom resources in promoting teaching through competition.

First, at present, the major of tourism management is still limited to traditional education and teaching methods to a great extent, and has insufficient cognition of practical teaching. For example, through the social research on the demand for tourism management talents,

it is found that tourism management related enterprises have relatively high requirements for the theoretical and practical ability of tourism management students, especially the students with strong practical ability can better meet the current needs of social development. From the current teaching of tourism management course, although the practical hours and practical credits have been improved, from a professional point of view, students' practical ability and operation level can not meet the needs of high-quality and highly skilled talents for the economic and social development of the new era, and there is still a great room for improvement.

Second, the discipline skill competition is divorced from the professional teaching. Nowadays, the rapid development of tourism industry requires teachers to constantly innovate the professional teaching content and teaching mode. College students' innovation and entrepreneurship competition, "Challenge Cup" Chinese college students' Entrepreneurship plan competition, national service skills competition and other events have become a window for teachers to understand and master the needs of enterprises for the practical ability of students of this major. At present, the school actively promotes teachers and students to participate in various competitions, and guides teachers and participating students to give up daily learning for competition training; On the other hand, classroom teaching still uses old teaching materials. Talent training and curriculum construction are divorced from the actual needs of enterprises and industries. There is a large gap between the teaching content and the needs of jobs. The teaching mode is still "theory + practice", and there is no time for "integration of theory and practice" and "integration of teaching and practice", that is, the competition is not integrated with talent training, The correlation between teaching and competition is low.

Third, the degree of participation in the subject skill competition is low, focusing on "elite training" rather than "all staff education", and students benefit unevenly from the competition. Colleges and universities with tourism management major attach great importance to various skill competitions. The award ranking and award rate can not only reflect the quality of talent training, but also an important supporting condition for the evaluation and employment of teachers' professional titles. However, only one team (composed of 2-4 students) can participate in one event and one school. Only a few excellent students who have passed the school selection and training before the competition can have the opportunity to participate in the competition. During the intensive training, students

can get one-on-one guidance from teachers and can use the special equipment for the competition alone; Moreover, due to the short time for preparing for the competition, the school will ensure the students' training time by suspending classes, and does not really achieve the "integration of competition and teaching".

4. Ways to Promote Teaching through Competition and Integrate Competition with Teaching

4.1 Accurately Interpret the Connotation of the Competition and Change the Talent Training Mode

The construction of applied universities is the type of education most closely related to economic and social development, which meets the talent needs of social development and trains high-level production, service, technology and management talents. The core of professional teaching is practical ability. Only by paying full attention to and strengthening the ability of integrating theory with practice can we continuously improve the comprehensive quality and ability level of students in applied universities.

The subject skill competition plays an important role in promoting the transformation of higher education. The key to the construction of applied universities lies in whether the talent training mode is scientific and reasonable. The traditional talent training mode of "emphasizing theory and neglecting practice" can no longer meet the needs of social development. In order to promote the transformation of talent training mode, it is necessary to reconstruct the talent training mode from the aspects of the goal, content, subject, method and carrier of applied university education. In recent years, the subject skill competition has actually become one of the important means to improve students' comprehensive quality, innovation ability, practical skills and innovation and entrepreneurship awareness^[1]. The evaluation standard of the competition further defines the requirements for the implementation of quality education in applied universities, promotes the transformation of talent training objectives from single to comprehensive, and promotes the transformation of teaching content from emphasizing theoretical discipline system and paying attention to the cultivation of practical ability.

Subject based skills competition is a means of leading and demonstrating, knowledge testing and incentive, rather than the ultimate goal of applied university education. In the process of promoting teaching through competition, we should try our best to improve the "double qualified" quality of teachers, speed up the construction of

practice and training base, promote the deep cooperation between schools and enterprises, implement education and teaching reform and improve education and teaching quality, implant the advanced concept of skill competition into the whole process of talent training in applied universities, and internalize the normative requirements of professional skill competition into the teaching process, Further promote the transformation and innovation of the school's professional teaching mode and talent training^[2].

4.2 Decompose the Task of Subject Skill Competition and Integrate it into Classroom Teaching and Practice

Through the discussion among teachers, analyze the contents and tasks of the subject competition, and decompose them, and then divide the decomposed contents and tasks into several project-based modules, which are embedded in the relevant courses. All students can learn hot and cutting-edge knowledge, and the classroom will be richer and more vivid and arouse students' interest due to the integration of the contents of the competition. Taking the national hotel service skill competition as an example, the subject skill competition is divided into three modules: English interview, theoretical knowledge and skill test (including Chinese food table, Western food table, room service and bar service). The main courses involved in the competition include tourism reception industry, tourism situational English, introduction to hotel management, lobby and room management, catering management Tourism vocational skills training, lectures on Tourism frontier issues, introduction to Chinese culture, tourism aesthetics, Tourism Etiquette, physical training, tourism business English, bar operation and management, etc^[3]. The content of "English interview" in module 1 of hotel service skills competition can be integrated into courses such as tourism situational English, tourism business English, lectures on cutting-edge tourism issues, etc; Module 2 of the competition can be integrated into courses such as introduction to Chinese culture, tourism reception industry, introduction to hotel management, lobby and room management, catering management, bar operation and management, etc; The content of module 3 can be integrated into tourism vocational skill training, Tourism Etiquette, physical training, tourism aesthetics and other courses^[4].

The skill part of the national hotel service skill competition accounts for a large proportion. Therefore, in addition to integrating the relevant theoretical content into the classroom teaching, it is particularly important to take the practical content of the competition as a part of the professional comprehensive training course. The

major of tourism management has a large number of students in recent years, but the number of facilities and equipment related to practice and training is small, and the cost of consumables in the bar training room is high. Arranging one class or even more students to attend the training course faces some problems. Through only a few years of practice, the practical operation contents of the above three modules are divided into several task items, each person is assigned a group of students, and then rotate after completing a project training according to the specified time, which solves the training arrangement of students in a whole class. After checking the facilities and equipment again, you can continue to complete the next task ^[5].

4.3 Institutionalize Competitions at All Levels and Promote Full Participation

The discipline skill competition has been institutionalized, standardized and long-term in all provinces and cities, and the competition time is basically fixed. Taking the hotel service skill competition as an example, it is held every other year, usually in May. The author believes that the school level skill competition can be arranged in the first ten days of December of the first year. At this time, the relevant professional courses are basically taught. The students are familiar with the competition content, and can select excellent players for the national competition in May of the second year. Since there are not many skills competitions in tourism management disciplines that ordinary undergraduate colleges can participate in, in order to achieve the goal of full participation, they can cooperate with the local government and other tourism management majors of colleges and universities to hold relevant competitions at the school level, municipal level and even provincial level, so that all students can participate. The school should introduce the competition into the campus culture, change the subject skill competition from the participation of a few teachers and students to the participation of all teachers and students, and conduct a general test on the students' professional theory and practical ability, so as to expand the resources of the subject skill competition to each student and improve the talent training level of the whole profession and even the whole school ^[6].

There will be many problems in the implementation of "general test" school level skill competition. First of all, the school level should support, form a system, and take measures to mobilize the enthusiasm of teachers and students for the skill competition. First, the school should give teachers certain class salary subsidies, because

teachers have a very large workload in organization, problem setting and assessment implementation; Second, award-winning students should not only be awarded honorary certificates and bonuses, but also have preferential policies in the evaluation of scholarships to stimulate students' enthusiasm for participation. Another problem is that the number of practice and training equipment is small. If the assessment method of national competition is adopted, a group of two people can complete a complete set of tasks within a given 3H. If 40 students in a class are calculated, it takes 60 hours to complete the "general test" school level skill competition, and there may be two classes or more in a major. The competition time is too long, which leads to the "general test" One of the reasons for the difficulties in the implementation of school level skill competition. A better way is to combine the school level skill competition with teaching examination, practical training assessment and students' professional qualification appraisal ^[7]. For example, the school level discipline skill competition is completed in the training and assessment link, and the number of people and examination time can be adjusted appropriately. The assessment content is based on the national competition, and the amount of tasks can be deleted to save time. Taking tourism management as an example, four people can complete the task in one hour. The whole "general test" school level skill competition can be completed in 2 ~ 3 days, and the students' practical training assessment has also achieved results, killing two birds with one stone.

4.4 Build a Double Qualified Guidance Team for Tourism Management and Improve the Guidance Level of Discipline Skill Competition

In the past two years, in order to build a high-level application-oriented university, Taishan University has issued a series of preferential policies for the construction of "double qualified" teachers, encouraged teachers to study in relevant enterprises, mastered industry hot spots and new trends, and promoted the guidance level of discipline skill competition to a great extent. First, the subject skill competition is an assessment of students' and teachers' professional knowledge and professional competitive ability. This requires professional teachers to broaden their professional knowledge, pay attention to the theory of career development and the forefront of scientific and technological development, pay attention to the latest changes in the industry, and improve their teaching ability and professional quality. Second, teachers who undertake the guidance work of the competition can effectively carry out the guidance work only after they have a thorough

understanding and grasp of the theoretical requirements, ability structure and skill operation details of each module of the discipline skill competition. Taking the tourism management major of Taishan University as an example, in the formation of the team of instructors, usually 2-3 instructors are responsible for each module. Teachers fully communicate with industry teachers and business backbone of enterprises, fully understand the actual situation and operation details of tourism enterprise management, clarify the talent needs of enterprises, and also help to improve the ability and quality of professional teachers.

Funding

The 12th batch of teaching reform and research project of Taishan University, research on Optimization and practice of talent training mode of national first-class professional tourism management promoting education through competition (201934); Talent introduction and education planning team of Youth Innovation Team in Colleges and universities of Shandong Province (201903).

References

- [1] Li Jun-peng. Practice of effective promotion of skill competition on teaching reform and talent training[J]. *Experimental technology and management*, 2019,36 (01): 180-183.
- [2] Li Yan-shuang. Skill competition leads professional construction and comprehensive improvement of surveying talent training[J]. *Joint Journal of Tianjin Vocational Colleges*, 2019,21 (05): 3-6 + 24.
- [3] Ran San. Practical research on the integration of skill competition and Tourism Teaching -- Taking the tourism major of Henan Economic Management School as an example[J]. *Henan Education (Vocational Adult Education)*, 2018,13 (06): 32-33.
- [4] Yang Jian-liang. Practical research on the effective integration of skill competition and professional teaching[J]. *China Vocational and technical education*, 2013,21 (02): 19-24.
- [5] Yu De-guo. Research on talent training of "promoting teaching and learning through competition" -- Taking Construction Engineering Technology as an example[J]. *Real estate world*, 2021,29 (09): 27-28 + 33.
- [6] Zhang Qin, Feng Weiwei. Promoting teaching reform through Management Decision Simulation Competition -- Taking Anqing Normal University as an example[J]. *China market*, 2016,23 (35): 175-177.
- [7] Zhong Zhao-hong, Zhao Ping, Li Ying. Promoting the curriculum reform of hotel specialty by relying on skill competition -- Taking catering service course as an example[J]. *Journal of Huaiyin Normal University (NATURAL SCIENCE EDITION)*, 2021,20 (02): 178-181.

Introduction and Manuscript Scope of the Frontier of Higher Education

Journal overview:

English title: *Frontier of Higher Education*

Publication cycle: Quarterly

Manuscript issue date: 4th issue of 2021

Publisher Name: Singapore Encyclopedic Publishing PTE.LTD

Author's rights:

- The journal is an OA journal, but the author owns the copyright of the article;
- Published articles can be shared, reused and archived free of charge;
- With open access as a guideline, this journal will become a highly influential international journal;
- Providing the author with an immediate review service, that is, completing the review process in the shortest time while ensuring the best quality of the text.

Article type:

Types	Content
Editorial	An opinion article on a paper or topic
Original paper	Covers all original research papers on the theory and practice of education and teaching
Review articles	A review paper that provides the latest research process or results for further research in education and teaching
Opinion paper	Criticize and comment on existing and unresolved issues in the field of education and teaching
Letter	Letter to the editor or a valuable reply from the author, etc.

Publishing format requirements:


- Manuscript format: Microsoft Word
- Manuscript length: at least 3000 words
- Language: English
- Measurement unit: International unit
- Paper publishing format: Adobe PDF
- References: Vancouver style


Review process:


According to the scope of the journal, the editorial department and the editor-in-chief organize expert reviewers in the same field in the editorial team to review the manuscripts, and select professional high-quality manuscripts for editing, proofreading, typesetting, and publication, and it provides efficient, fast, and professional publishing platform.



ENCYCLOPAEDIC PUBLISHING PTE.LTD.

 21 Serangoon North Avenue 5, #03-03 Ban Teck Han Building,
Singapore 554864

 <http://encyclopub.com>

 encyclopaedic@outlook.com

