Frontier of Higher Education

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Quality Education	Teaching Modernization	New Lesson Plan Design
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Educational Psychology	School Building	Teacher's Moral Construction

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CONTENTS

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Random Thoughts towards Educational Globalization

Zhen Feng

Gesi Trainning School, Shanghai, 201399, China

Abstract: This article aims to explore the current education situation in China at the backdrop of globalization. Basic information about globalization and authoritative international educational entities has been given at first. Then different models are offered to conclude the integration pattern, which may explain part of reasons behind globalization in the latter part of article. Focus on the contemporary status of Chinese education is given and analysis about problems happening with globalization, including their historical and national reasons, is presented. All in all, random thoughts about education globalization are offered in this article, to give explanations to seemingly problems and incomprehensible situation in China. New perceptions are expected to be held towards Chinese education, both for the ancient and the current.

Keywords: Global education; New knowledge; National culture

Author Introduction: Zhen Feng (1989.8), female, Han, born in Xi'an, Shaanxi Province, middle school teacher, Bachelor of English major, Master of Education, Shanghai Guisi Education, No. 75, Dongcheng Huayuan, Huinan, Pudong New Area, Shanghai, zoecolin@163.com.

1. Definitions

Many different definitions have been provided for the globalization in various angles. Though hard to be defined, globalization, is influencing culture, technology, economy, education and other fields around the world.

According to Nelly P. Ventriloquist & Karen Monkman, globalization is a phenomenon that comprises multiple and drastic changes in all areas of social life, particularly economics, technology, and culture.

As for me, globalization means a process with a multi-faceted integration of different elements related to world development, such as economy, education, culture, technology and so on. During the process, dynamic and complex forms of communications, understandings, changes, conflicts and contradictions will occur naturally, which in turn, cause great impact on world development of every element mentioned above.

However, though globalization can be felt clearly everywhere in our life. Some are now arguing it is not an irreversible trend. It runs into setbacks almost in every age. Some are still refusing to be influenced by this trend. Even social phenomenons are acting as ways to break up the integration of globalization. For example, COVID-19, the breakout of this epidemic has again divided the world into separate parts. The block of communications and interactions between different nations has again fostered isolated ideology within certain group, maybe will lead to more misunderstandings and maybe will bring permanent peace.

No matter what kind of the result it is, globalization is so complex a process that should be observed with caution to pave out a bright future for all human beings. That's why some may argue that this backward trend of globalization should be altered if problems occur. By appropriate measurements and move, the trend should be controlled by human beings ourselves to give flexible solution for any possible setbacks.

Being so popular a conception, origin of globalization is also being discussed. According to Nelly P. Stromquist and Karen Monkman (2014), market and economic development is the major reason for the globalization. A competitive market required the participators to evolve together to seek for further development in every field.

Castells (2010) has pointed out that "those development operate through four distinct processes: (1) the technological capacity of a country or the articulation of science, technology, management, and production; (2) access to large, integrated, affluent markets such as the

European Union, North American Free Trade Agreement, or Japan; (3) a profitable differential between production costs at the production site and prices at the market of destination (including not just labor costs but land costs, taxes, and environmental regulations); and (4) the political capacity of national and supranational institutions to guide the growth strategy of those countries or areas under their jurisdiction (pp. 103-105)."

The list clearly shows that market maybe the original reason for the globalization in every field. It can power entities to enhance communications around for further economic development, can push those indecent ones to seek for more authoritative institutions for protection in the flood of competitive integration, can attract them to accumulate energy for larger capacity in every field of social life, and it requires balanced rules established to deal with all those deficient turbulence in this irreversible trend. All those mentioned results from market make globalization an inevitable trend [1].

No matter what the origin is, globalization is embracing the world with its influence, forward or backward, in every field. To name a few: culture and economy and knowledge. Often, we will divide knowledge into different field, such as science and technology, education, policy and laws, production and so on. They are empowering the world with more diverse strengths to move forward or maybe dragging the world backward. Education is one field of such knowledge. Let's take a close look at its change under the impact of globalization.

2. Globalization of Education

2.1 Definitions

As mentioned above, globalization existed from market drive and economic intention. Educational globalization is also rooted in the competitive global market, which will definitely bring out the conflicts, demanding appropriate educational theories, systems and regulations to cope with all those contradictions. It means that educational globalization, which can offer solutions to those conflicts and contradictions, will surely become inevitable. Except that, human nature, another reason for educational globalization, can conceptualize the similar educational goals or theories for the overall development in all countries. That is to say, common educational goals will be set based on human nature, integration under educational globalization will then happen. There are other complex reasons leading to educational globalization, such as international interactions, cultural exchanges and so on. What mentioned above is the reasons behind the educational globalization.

Reflections of globalization can also be clearly seen around the world. On one hand, the time educational globalization happened, more international conversations will occur to seek for solutions to different educational phenomenon. Common educational goals and mutual enhancement can be achieved during the process. Common elements in educational field under the influence of globalization will also stimulate educational globalization in turn. On the other hand, cautions should be paid to those wrong modeled educational system, the inappropriate adaptions from global to local and the isolated educational culture from the reversed trend.

So, Joel asserted that "Globalization of education refers to the worldwide discussions, processes, and institutions affecting local educational practices and policies".

As for me, educational globalization, rooted in various fields globally, will surely affect localization in education and the global trend in educational system. Both locally and globally, the process will enhance and maybe lag the development of education in the world.

2.2 Histories

Then when did we really realize and openly discuss the influence of educational globalization?

Actually, the first phase of globalization of education has never been clearly defined. The international communications in education field began even in ancient times, at that time, these international interactions were often carried out unintentionally without any concrete theories to instruct.

The second phase should be located in the 19th century when the first journal *Globalization, Societies and Education* edited by Taylor & Francis started admitting educational globalization as a study topic. According to Joel, the United States' organization Achieve Inc. formed in 1996 by the National Governors Associations and CEOs of major corporations for the purpose of school reform suggested the linkages made by politicians and business people between education and globalization.

The third phase of educational globalization sits in current time when the process of globalization is worldly accepted in every field and phenomenon of globalization is being studies in every country. As one branch of globalization, study of educational globalization entered its premature phase. Different theories and world modules of educational globalization have been talked during this phase. According to Joel (2019), education world modules can be listed as follows:

2.3 Education World Modules

Culturalists: Education Borrowing and Lending:

Kelley states: Culturalists stress the existence of different "knowledge" or different ways of seeing and knowing the world and the lending and borrowing of educational ideas.

As the most classical and acceptable theory in globalization, Borrowing and Lending means that we can borrow and adjust what we gained in the global trend to local educational system, regulations and so on. Adaption during the process is the main factor for the cultural process in education.

Human Capital World Model

As Joel (2019) mentioned, "In general, this module is supported by many national leaders because it promises economic growth and development. According to world educational culture theorists, it is the one relied upon by national elites. The primary goal of this model is educating workers for competition for jobs in the global economy" [2].

Human Capital World Module means that economic development should be the initial goal of education to guarantee a long-term and profound national development. Education plays an important part in cultivating national elites in every field, and delivers advanced labor force in the fierce labor market.

Progressive Education World Model

This model provides faculty with control of curriculum and instruction. And, in contrast to the human capital model, the goal of the progressive model is to educate citizens who are conscious of social injustices and actively work to correct them.

As we can clearly feel, this module focuses on the social development. Students with political visions and sustainable conception are the target in this educational module to maintain social justice and everlasting development.

Religious Education World Models

A criticism of practical models claims that sometimes religious education world model is necessary to form beliefs and assist with moral realization spiritually. It is another important part in educational field.

Religious education emphasizes the spread of certain religious belief and studies relevant literature to finally maintain proper ethic theory or moral conception.

Indigenous Education World Models

Every place in the world owns its native residents. Those with ancestral tribes and natural territories, distinct from the dominant culture, often have its unique and isolated education model. For those people under indigenous educational world models, struggling to insist their own educational pattern in global turbulence is not so easy. Some of them even disappeared in the process of civilization of majority of human beings. Preservation for them is necessary to maintain the diverse cultural and educational pattern.

3. Authoritative Institutions and Systems of Education Globally

3.1 The World Bank

Founded in 1944, the World Bank has provided educational loans to developing nations based on the idea that investment in education is the key to economic development.

According to Joel (2019), here is information listed out related to World Bank:

- International Bank for Reconstruction and Development (IBRD)—lends money to governments of middle- and low-income countries.
- International Development Association (IDA)—provides interest-free loans and grants to governments of the poorest nations.
- International Finance Corporation—provides loans, equity, and advisory services to private sector in developing countries.
- Multilateral Investment Guarantee Agency—encourages and aids foreign direct investment to developing countries.
- International Center for Settlement of Investment Disputes—provides facilities for conciliation and arbitration of international investment disputes.

Examples of Members of World Bank Education Networks United Nations and its agencies and members, such as

- UNESCO and UNICEF
- World Economic Forum
- World Trade Organization
- United States Agency for International Development (USAID)
- Discovery Channel Global Education Fund
- Global Development Alliance
- EdInvest operated by the World Bank Group's International
- Finance Corporation [①]
- Human Development Network
- United Nations Development Program
- Intergovernmental agencies associated with World Bank.
- National governments associated with World Bank.
- Multinational Corporations associated with World Bank education efforts.

3

- Non government organizations associated with World Bank.

Summary of The World Bank's Global Education Agenda

- Support of public-private partnerships and networks in education particularly between national education systems, private school groups, and education corporations.
- Financial support of for-profit global learning corporations through loans from the World Bank Group's International Finance Corporation.
- Advocacy of education for a knowledge economy as the key to economic growth.
- Advocacy of education for self autonomy, in contrast to a collectivist personality, for the worker in the global economy.
- Advocacy of education for working in multicultural workplaces, including the possibility of learners being part of the world's brain migration.
- Support of a global school curriculum that would focus on literacy, math and science, foreign languages for the global economy (mainly English), and education for civic responsibilities.
- Support of learner-centered instruction and learning by doing so that global workers will be able to utilize new knowledge in their jobs and lives.
- Support of lifelong learning so that global workers would be able to adapt new technological advances, job changes, and possible global migration.[①]

Knowledge economy is the main target of the World Bank. As the World Bank itself states that its assistance for EKE [Education for the Knowledge Economy] is aimed at helping countries adapt their entire education systems to the Globalization of Education new challenges of the "learning" economy in "two complementary ways … Formation of a strong human capital base … [and] Construction of an effective national innovation system." Competitive labor force,taking advantage of knowledge in every field, to pave way for economic development is one of the ultimate goals the World Bank are seeking [3].

3.2 OECD

OECD is the abbreviation of "The Organization for Economic Cooperation and Development". The OECD's 1961 founding document states as its goal: "to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while maintaining financial stability, and thus to contribute to the development of the world economy." OECD also seeks education goal to develop financial market, improving the life standard and life level of overall human beings.

According to Joel (2019), information related to OECD is listed out as follows:

Representation:

Member countries and partners represent 90 percent of world economy.

Programs:

- Centre for Educational Research and Innovation (CERI)
- Offers a large collection of publications and statistics including case studies, country surveys, research publications, and reports.
- Programme on Institutional Management in Higher Education (IMHE)
- Supports the global marketing of higher education
- Programme on Educational Building (PEB)
- Promotes the exchange and analysis of policy, research, and experience in all matters related to educational building
- Programme for International Student Assessment
- PISA 2003 Assessment Framework states: "These are defined not primarily in terms of a common denominator of national school curricula but in terms of what skills are deemed to be essential for future life …

Objectives:

1) Human capital education:

a.Education for the knowledge economy

b. Educational equity for women

c. Preschool

d. Lifelong learning

2) Social Capital:

a. Bonds linking people to a shared identity

b. Bridges to people who do not share same identity

c. Linkages to connect people from different social class

3.3 UNESCO

UNESCO refers to United Nations Education Science and Culture Organization. It is trying all its effort to cultivate global citizens with sustainable development conception and overall perceptions of culture and society.

According to Joel (2019), the conception of UNESCO held is listed as follows:

- Group work: preparation for working with others in sharing and manipulation of information with real-life problems
- Values-driven: sharing the values and principles

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① The lists of information about World Bank, OECD, UNESCO are directly gained from Joel's Globalization and Education

underpinning sustainable development information and communication technology (ICT): allows the adaptation of globally available information to local learning situations

● Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use

Successful Example in China

Online education, which can date back to 1994 in China, was developing slowly in 20th century's China. It is now a mature and advanced teaching form. Influenced by MOOC online courses from America in around 2000, Chinese market was determined to invest similar services for Chinese customers. Though, problems and difficulties lying in the road, Chinese investors finally created the real people face-to-face online course system, making it acceptable for students and adults around the nation assisted by internet technology. This kind of educational form is now being engaged around the world as we can see online courses are used by public schools, training center, institutions, universities and so on. Their aim is simple: to upgrade the exam mark of students, preparing for future labor market and to provide more equal chances for students around the world, even those in poverty and war.

As we can clearly see from the example, educational globalization can really influence our daily life, not only conversations and communications can be enhanced but also dramatic changes in society and economic status can be witnessed.

3.4 Problems Occur

However, problems will always lie in the road.

The first problem we have to mention is that new pattern of ideology is set to replace the old form of thinking pattern in the process of localization. Restricted within a certain educational culture, individuals will often feel uncomfortable and uneasy. The urge to escape from current problems may lead to abrupt revitalization in educational field, which may reverse the original educational trend, causing dramatic changes and serious problems even in every field. The contradictions between the old and the new will stir the current educational system. The transition from old to new may collapse the existing system. The trend has stepped from a swamp to another bog. Nothing benefits have been brought but disaster.

Except that, the integration of the new and old in one educational system surely will have conflicts. It means that the whole process of revitalization will end in half way. The original one was not fully completed while the new one will never start thoroughly. Hardly a real inte-

grated, complete, clearly stated educational system will be achieved during this process, maybe more contradicted views will be clogged in and will never be solved [4].

Thirdly, even if the integrated theories and conceptions can really be utilized in the current system, it will never be suitable in every aspect. Some theories can be engaged successfully in certain layer of education field while uneasy situation will still be seen in other layers of the same system. This kind of adaption, to be frank, will make the whole process of localization more complex. One theory will never be fitted in every layer of the whole educational system. Meanwhile, more than one theories' engagement in the same system will also bring more complicated phenomena and problems, not mentioning that never will one theory affect the whole system- upsides and downsides, all in positive manner.

Another important problem will have to be mentioned is that education and policy are often combined together in China since ancient times when Confucius stated that education can be a way to strive for improvement in almost every field in society, especially in policy management. In Han Dynasty, education has become a way to express the political thinking to the common people and a way to provide qualified scholars and governors for the emperor, Han Wudi. Healthy connections between the governor and the educators can be witnessed almost in every successful ages. They are stimulating each other positively with the same goal. However, criticism also existed in this relationship. This is the problem that we should notice. Restricted in the limited frame given by the government, education will lack vitality and freedom to flourish itself in every field for every student. Besides, some correct and suitable-for-local educational views will never be used in certain country because of the influence of policy. It will in some sense deter the spread and development in education. At the same time, some theories lined with the contemporary policy may be useless for any field and they will never be put into practice. Void introduction of certain educational system, regulations or other similar kinds from the global trend will result in resource waste, uselessness of allocations in labor and capital, and more complex conflicts in this field.

So, in order to solve all those maybe problems, complete analysis about Chinese educational system is the prior task we should take into consideration. Changes in recent years should be the focus to this analysis. Let's take a look at the current educational system in China,especially those changes: A. Rooted from a long time ago, exam-based approaches to select the qualified talents are the main forms in Chinese

school system. Though some may argue that it is a way beneficial both for governing and fostering talents. Some are doubting if it is really reasonable for every case. B. Muti-track and uni-track school networks exist harmoniously in China, guarantee diverse ways to cultivate proper candidates in society. Complex school networks are the final solution to different requirements from different students. This is the result of evolution of global education. C. Affected by the new concept from western culture, such as theories from Vygotsky. Teachers are now transforming from an instructor to inspire, from a leader in the classroom to a servant for all students and from a decider to a receptor. All those changes are redefining the role of teachers in this new century, even up-downing the traditional function of teachers. D. Under rapid technological globalization, new technological methods and facilities are more frequently used in classrooms, especially during the time of epidemic. Teaching approaches have to be altered to adapt to this trend. E. Not only students but also teachers have to attend different training and exams to improve themselves. For teachers, continuous learning should be the necessity for them to stay in edge. Chinese are embracing globalization with both open heart and caution, and in order to catch up, teachers have to be always stay foolish and stay hungry. F. Under the influence of globalization, some ancient educational teaching theories or methods have been abundant while some have to be altered to adapt to the new world.

4. Analysis

Education will surely change during the process of globalization, but do the phenomena mentioned above is really necessary to happen? Some can be answered definitely while others can not. Here is some analysis from my views:

Owning a large population, China has no choice but to be destined to select the talents through exam-based way, and then put them into proper position. This system is essential for choosing qualified ones from such a large group. In order to solve the coming problems, maybe we can make the form of exams more diverse, more flexible to meet different demand and more detailed in function to all kinds of talents. The exam-based system can only be altered but will never be replaced completely. At the same time, we should also realize only focus on exams is not proper because exam score is not everything for a student's performance. We should also pay attention to fostering other qualities and special care should be carried towards special children and upgraded courses should also be offered for those wiling-to-improve elites. In one word, exam-based educational system is necessary, but

it's far from the whole picture of educational system in China. It exists reasonably but it is not the symbol of Chinese education any more.

The introduction of advanced technology and science in education field will produce new forms of teaching approaches, new kinds of classroom regulations and changes even in education governing because various teaching facilities can provide immerse learning, knowledge from every corner of the world can be brought to them in one minute and more diverse learning methods will be experienced. We should face them positively and learn to adapt from those advantages. Overcoming the disadvantages should also be necessary to reject the negative effects, such as network addictions, habits of visual learning, failure in profound book reading, ignoring the real-life relationship and so on.

About the teachers: a. Teachers, often in front lines, are demanded to upgrade themselves. But, doubts and criticisms claimed it energy-consuming. Try to imagine: Without those time and energy spent on furthering study, how can the progress begin? Without learning, how can the leading-edge educational theories be experienced and perceived? Without training, how can the teachers be identified as qualified both theoretically and pragmatically? Without testing, how can we know if knowledge-based information is grasped by individual teacher? So, though criticisms and doubts exist, teachers are restricted to accept testing and keep learning. After admitting the reasonable existence of teachers' improvement project, we should also see other side. Free time and energy should be spared to study inspired by their interests not by regulations. Passion for teaching should be the initial power for those self-improvement process. Teachers' exams and tests are needed, but passion for teaching not those testing requirement should be the drive for further study. b. The change from instructors to servants of teachers' roles advocated by some teaching requirement doesn't mean we will never respect good teachers. The reasons behind scene may lie in the traditional and obsolete roles of teachers from ancient China. Strict rules must be followed to obey the superiors and teachers even when they are not right. The turnover of the roles actually reflects that we are expecting new relationships between students and teachers. Teachers may not be servants but, at least, students may own the right to question and the freedom to make mature decisions. Authoritative as teachers are, it's not proper to reject all questionings. The claims to be the servants of students, in my opinion, just mean that balance between teaching and learning, and between

teachers and students is hoped. This balance is the base of a vigorous and efficient classroom teaching.

After stepping into the global market, China is keeping adjusting itself in this turbulence. Voices of suspecting its ambitious adaptions in the process of globalization appeared. Some adaption may seem aggressive as the ultimate goal seems to seek economic benefits. However, if I am not wrong, there is a conception called knowledge economy mentioned by western countries. Does the aggressive change just coincidence with this notion? Everywhere in the world is trying to utilize education for social, economic, political, technological, even human beings' development because education is foundation for all kinds of knowledge in every field. Some abrupt adaptions in education are bringing damages, while some reforms may be rapid, but necessary in this ever-changing world.

Influencing teaching theories are hardly created by modern Chinese, which can be noticed by many in recent histories. Explanations exist: those seemly obsolete Chinese educators may have answers for modern phenomena. Views from ancient Chinese educators can still be shadowed in contemporary education theories. "Ren" meaning benevolent for those deserved ones, is just the reason why humans in poverty and indecent position should be paid more attention and be offered assistance, which is advocated by many educational authorities globally. Confucius used to mention that education can help to govern, to make self-promotion, and to upgrade economic status since he believed that knowledge in society, no matter what kind--maybe political, maybe related to labor, maybe about budget management, can all be gained by education. All the social relationships are built in learning. Learning new information, learning others' thoughts, learning to correct ourselves, learning how to make progress, learning how to build, learning how to make friends...all those learning process transform humans from primitive creature into civilized villagers or citizens. So what Confucius stated just coincides in the mentioning of learning all life long. Laozi, the famous philosopher and educator, highlights the importance of nature, requiring his followers to respect the nature and obey the natural rules to act. The notion of "sustainable development" just reflects the views that we should seek for long-term development without damaging the living environment around and humans should live harmoniously with the nature. All those ancient ideology passing through all ages, is still giving instructions or guidance for modern world. During the process the globalization, some of them are made known to the world, and some of them are deepened by global influence, which may be the reason that Chinese education still plays an important part

in the world, though without new conceptions being built. As for this, Chinese should still hold still about the classical ones and try to promote novel ones, paving multiple roads to develop.

5. Conclusions

Globalization, willingly or unwillingly, is affecting our lives in every aspect. The integration of different culture, technology, education and economy is gradually forming a new world which can tolerate diverse ideology, guaranteeing an affluent and dynamic development globally. However, risks should also be alerted, for integration may bring in problems mentioned above. Bear in mind the disadvantage of globalization and be careful. At the same time, we should embrace this unprecedented trend with all arms to stay competitive at world stage.

This passage is about random thoughts of me and relevant messages from others about educational globalization. First I have mentioned the definitions about education and globalization, then histories about educational globalization, and analyses about the authoritative educational entities were offered later. Of course, there are some successful examples and there are some problems during globalization. So, the phenomena existing in the current system have been talked about and been offered explanations. Expectations are also being expressed.

What I want to claim is that, though problems exist, some misunderstandings at the backdrop of turbulence of globalization exist in China and that setbacks may not lag the whole progress of education in China. Classical ideology and philosophy in Chinese history, if fully perceived, can still instruct contemporary educational move though the current scientific educational theories seem not to come from China. China should not only pave broader ways in scientific teaching approaches and theories, but also stick to the correct philosophy of education rooted in Chinese foundation. Integration after solving the conflicts and independence after rejecting the incorrect push should be the ideal aim for educational development under globalization.

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Case Studies on Soft-sell and Hard-sell Types of Advertisement English and on Features of Journalistic English

Jing Zhao   Zhihong Wang

School of Foreign Languages, East China Normal University, Shanghai, 200062, China

Abstract: Sociolinguistics studies the relation between language use and social factors, one sub-discipline of which is the study on English varieties, which are defined into five categories: register, dialects, social dialect, functional genres, and diachronic study on English. As common forms of functional genres, both advertisement English and journalistic English display their respective features and hence worthy of attention and analysis. The research is based on two case studies. Analysis of one case study on advertisement English shows both hard-sell type and soft-sell type are persuasive and informative to varying degrees. The other case study on a news story about a bank holdup identifies the features of journalistic English.

Keywords: English varieties; Advertisement English; Journalistic English; Style; Sociolinguistics

Author Introduction: Jing Zhao, Lecturer at School of Foreign Languages, East China Normal University, MA in English Language and Literature, Email: jzhao@esp.ecnu.edu.cn. Corresponding address: Lane 3663 of Zhongshanbei Road, School of Foreign Languages, East China Normal University, 200062.

Zhihong Wang, Lecturer at School of Foreign Languages, East China Normal University, MA in English Language and Literature, Email: zhwang@esp.ecnu.edu.cn.

1. Introduction

For language learners and users, it's important not only to know what to study and how to study a language, but also to account for the variation that exists in every language [9]. Increasingly popular in the field of linguistics is the research on sociolinguistics. One of the main factors that has led to the growth of sociolinguistic research has been the recognition of the fact that language is a very variable phenomenon [2]. Language users usually communicate for a particular purpose in a certain context [10]. Given the broad scope of English varieties and the length of the research article, we hereby delimit the study on functional varieties. Functional variation of language refers to the variety of language in relation to its function, such as advertisement English and journalistic English. Advertisement English is a type of variation in relation to its persuasive function and informative function. Journalistic English as well is a variation used in its informative function, but sometimes it is used in its emotive or persuasive function. Both advertisement English and journalistic English are typical examples of English

variations. As Albakry, Mohammed A stated in his thesis *Style in American Newspaper Language: Use and Usage*, 'findings also underline the importance of considering newspaper language as a range of registers or sub-registers [1]. Only in this way, can we account for the complexity of variation of newspaper language and allow for the overlap of its style with other varieties of English.' The demarcation of the study on journalistic English either as a register or as a functional genre does not necessarily entail much differences. As we find that Linguist Rod Ellis has used a case study, which is a detailed study of a learner's acquisition of an L2 [3], to illustrate specifically L2 acquisition. Similarly to help language learners appreciate the two functional varieties, we will examine them through two case studies.

2. A Case Study on Two Advertisements

Advertisements, a special type of non-prose and functional writing, are written to instantly catch the attention of the readers and to encourage them to take action, namely, to purchase the product being advertised [7]. To achieve this aim, a business commercial assumes dual

functions: informative and persuasive.

In terms of their features, advertisements are basically categorized into two types: hard-sell type and soft-sell type. As the name suggests, hard-sell type highlights information on the product's merits, such as the processing, the special effect, the price and the guarantee. This hard-sell type can always be found in promoting lines of products of machinery and medicines because of their relatively complex nature. The language adopted in these advertisements is accurate, objective and clear.

On the other hand, the soft-sell type resorts to readers' emotions, aiming to stir up excitement, passion, or fondness, hence to prompt readers to make a purchase.

The soft-sell type mostly finds its application in advertising luxury products such as expensive liquor, perfume and brand-name purses. It can also be used in advertising gas, chocolate, washing powder, etc. The language used in this type of advertisement is elegant, refined, and brilliant in color.

Then a case study is conducted on two advertisements so as to better understand the genre of advertisement English from the perspective of linguistics and its variety. A genre is a socially sanctioned type of communicative event, either spoken or printed [8].

A glance at the following Ad. 1 and Ad. 2 reveals that both commercials sell houses. They use almost the same limited number of words, given the time and space nature of advertisements, because the costly fees do not allow a piece of advertisement to last long, neither does the attention span of people. From advertisers' aspect, concise language means economy of cost; from readers' aspect, concise language is more interesting, more effective and more persuasive [5]. A closer look at both advertisements can illustrate more. Here are the Ads.

Ad. 1

Buy an aluminum-sided house. Our special aluminum is rust-proof and erosion-resistant. You'll never have to paint it or worry about rust. It will save your money, time and work. A life-long saving!

Ad. 2

The best people are looking at new, new aluminum-sided housing. It appeals to

the home-lover who wants style, distinction and that luxurious look. Join the

Australians who care for quality.

(Source: [4])

Granted, the hard-sell type appeals to readers' mind, with emphasis on the reasons, explaining why readers (prospective buyers) should favor this product over the other ones. The tone of the hard-sell advertisement is invariably calm, objective, and reasonable. In contrast to the hard-sell type, soft-sell type appeals to readers' emotions. It tries to establish a link between the product being advertised and a sense of beauty, wish-fulfillment or success. The general tone of soft-sell type is, however, emotive, imaginative, and subjective.

Apparently the first advertisement belongs to the hard-sell type, while the second one belongs to the soft-sell type. The reasons are self-evident as follows.

Comparing these two advertisements, we find that these two Ads. reflect the general features of the respective advertisement type. Specifically, Ad. 1 gives a scientific description of this kind of aluminum-sided house, telling people of its advantage—its supreme quality. It chooses the diction such as 'rust-proof' and 'erosion-resistant' to achieve its aim. The reasons for the customers to choose this house are obvious: the house owner needn't paint it or worry about its rust; it will save house owner's money, time and effort in maintaining the house. The house buyer gets a good deal if he/she strikes a deal. In stark contrast, Ad. 2 doesn't mention what is emphasized in Ad. 1. It mainly tells the prospective buyer that if he/she chooses it, he/she is one of those people who care for quality. And he/she identifies himself/herself with one of 'the best people' if he/she buys the house. In addition, he/she is a home-lover. Who doesn't love a home-lover? Obviously, a rational reader can fight the vague and illusory correlation between himself/herself and the created image of a home buyer. But the fact is, when under the bombardment of advertisements, a common reader can hardly miss the association. Besides, this advertisement chooses the refined words such as: 'style, distinction, luxurious look, best,' to build up a mental connection in a potential buyer between purchasing this house and staying stylish, distinct and wealthy.

Although it is noticeable that Ad. 1 is typical of a hard-sell type, it can't be ignored that in Ad. 1 there is also a touch of soft-sell type, which is reflected in, especially the last sentence, which goes: 'A lifelong saving!' This exclamation strongly evokes the readers' emotions. It conveys the message that the home buyer actually gains profit by making a money-saving purchase. What a bargain it is! Syntactically, Ad. 2 employs co-ordination, repetition and parallelism to bring a strong impact on the reader. As Mr. Yule defines it, syntax is the study of the relationship between linguistic forms, how they are arranged in sequence, and which sequences are well formed [11]. To realize a strong sense of persuasion, words such as 'new,

new', 'style, distinction and luxurious look' find their way in the first and second sentences of Ad.2. The repetition and the use of refined words can be well received by the reader.

To sum up, Ad. 1 and Ad. 2 are different in diction, syntax and style, but there also exist some similarities, for both advertisements try to impress the prospective buyer and hence motivate him/her to take action. Both advertisements use imperative sentence once, which is strongly persuasive: 'Buy an aluminum-sided house' from Ad. 1; and 'Join the Australians who care for quality' from Ad. 2. The function of imperative sentence is echoed in Ge's essay when Ge wrote: "Take one of the most often-used syntactical structures in advertising language—imperative sentence for instance. The structure, like "Buy x" or "Do x", and "you will..." in advertisements means something more like the structures "You need X", "X will bring you..." or "You'll find comfort and relief with X…And they bring immediate effectiveness to advertisers [5]. But the distinctions between the two advertisements are too apparent to escape a careful reader, since hard-sell and soft-sell types indicate clearly so.

This case study on two advertisements throws a new light on the distinction and similarities of the two types of advertisement English. No matter the hard-sell type or the soft-sell type each advertisement belongs to, both advertisements are functionally persuasive and informative.

3. A Case Study on a News Story

As a vital tool of mass media, newspaper carries reports on the important events or incidents at home and abroad at the swiftest speed [7], so this social function determines its unique style and features of journalistic English. Distinct from advertisement English, journalistic English takes on its own features. Since people read newspaper to get themselves up to date with the ongoing outside world, the central function of a newspaper is to inform. "The reporters and readers of newspaper achieve the interaction of information through the news though not face to face. In the course of interaction, hard news has its own communicative characteristics, such as informing, objectivity, authority, accuracy, credibility, simplicity and readability. These communicative characteristics are represented through linguistic features in hard news text. For example, to inform the readers about the latest events in the shortest time, the priority information is put at the beginning, followed by quotations and comments from authoritative people; frequent use of the neutral speech word 'say' in the quotation achieves the requirement of objectivity; accurate figures make news both accurate and credible; the avoidance of hard words and the coinage phenomenon in hard news improve the readability of the texts" [6]. To shed more light on the features, we intend to comment on the headline, lead, reporting method as well as general stylistic effects. To illustrate clearly, we will conduct a detailed study on the following news story. Here is the news story.

BANK HOLDUP

Two masked gunmen held up the Cedar Bluff Branch of Jefferson National Bank shortly after 9 a.m. today and fled with an undetermined amount of money.

Branch Manager Mel Kirkland said the doors of the bank had just been open about 10 minutes when the two men wearing masks came in waving guns and demanded 'all the money you've got.'

Kirkland said it took them less than five minutes to clear out the cash drawers of the three tellers. They forced the tellers, Kirkland and two customers into the manager's office and fled, he told police.

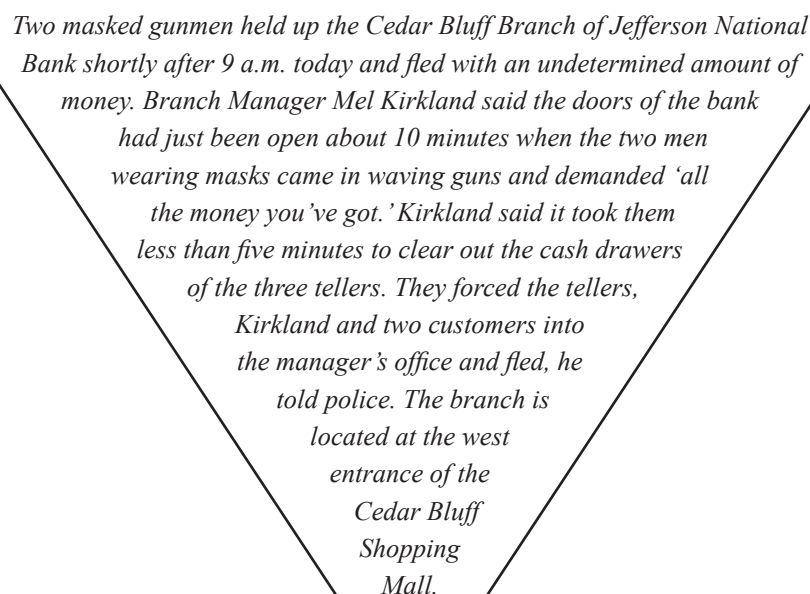*The branch is located at the west entrance of the Cedar Bluff Shopping Mall.*

(Source: Final Exam Paper)

Presumably, a headline is the soul of a piece of news. A good headline meets two requirements: eye-catching as well as informative.

The headline in this news story is made up of merely two words: BANK HOLDUP, which immediately gives the readers the main idea of the news. In order to achieve brevity, a headline is supposed to use as few words as possible. When a journalist composes a headline, the deletion of words is a common practice. Otherwise, a full sentence can be like this: 'A Bank Holdup Takes Place at a Shopping Mall Today.'

Next comes the lead. A lead must tell the essence of the news report using as few words as possible, as the limited space in a newspaper calls for. This lead in the news story uses twenty-six words in all and gives the five elements of the 'who (two men), what (held up a bank), where (Cedar Bluff Branch of Jefferson National Bank), how (masked, waving guns, demanded all the money, forced, fled), and when (9 a.m. today, open about 10 minutes)' of the lead. The one-sentence lead is concise in that short and simple words, such as 'masked, held up, fled with,' are used.

This news story is written in the inverted pyramid method. Here is the inverted pyramid format of this news story on the bank holdup.

Two masked gunmen held up the Cedar Bluff Branch of Jefferson National Bank shortly after 9 a.m. today and fled with an undetermined amount of money. Branch Manager Mel Kirkland said the doors of the bank had just been open about 10 minutes when the two men wearing masks came in waving guns and demanded 'all the money you've got.' Kirkland said it took them less than five minutes to clear out the cash drawers of the three tellers. They forced the tellers, Kirkland and two customers into the manager's office and fled, he told police. The branch is located at the west entrance of the Cedar Bluff Shopping Mall.

(Source: Final Exam Paper)

Unlike the conventional stories where various events build up to a climax, a news story in the inverted pyramid method states the climax at the outset, the most important coming first and the other facts being arranged in the descending order of importance. This method is handy not only to the journalist, but also to the editor. For the journalist, the reporting will be logical and clear by following the sequence of importance. As a matter of fact, the editor benefits from this method of arrangement as much as the journalist does, because it gives the editor flexibility in editing, that is to say, when he/she wants to trim a news story, he/she can begin from the last paragraph and work upward. Work efficiency is therefore greatly enhanced.

The general style of this news story is calm, objective and serious. Syntactically, it is clear, concise and short. The description of the holdup is given from the perspective of the bank manager. There is no exaggerated word or sensational color in his narration. The journalist chooses small and short words in the news story, such as 'held up, fled, waving guns, clear out.' Small and short as they are, they are powerful and exact. Pre-modification is also used: 'Branch Manager' is positioned in front of his name, Mel Kirkland. Economy in the use of words is realized in this way. In order to make the news story look compact, the journalist also adopts the expansion on the adverbials and adjectives, as can be noticed in the second paragraph ('wearing masks', 'waving guns'). The fourth paragraph supplies additional information on the crime scene. Comparatively speaking, this supplementary information is the least important, because even if for the sake of economy, if this information is chopped, it makes little difference on the overall effect of the news story.

The case study on the news story identifies the lexical, syntactic, and stylistic features of journalistic English (brevity, compactness, objectivity) as well as the inverted pyramid method of reporting.

4. Conclusions

For language learners and users, a good knowledge of the varieties can promote their language proficiency and understanding. Both advertisement English and journalistic English are common forms of English varieties. Empirically, this research has provided some insights into the two types of varieties. As functional genres, advertisement English and journalistic English assume a striking similar function: to deliver succinct information by virtue of the diction, syntax and style. Evidence from the two case studies on the house advertisements and on the news story about a bank holdup shows that various language devices are employed successfully in this regard. An additional function of advertisement English is to make readers empathize, as evidenced by the hard-sell type and the soft-sell type. In advertising a commodity, hard-

sell or soft-sell techniques can be readily available for advertisers to achieve an optimum result among prospective buyers. Hard-sell type highlights information on the product's merits whereas soft-sell type appeals to readers' emotions. As are found in advertisement 2, such syntactic structures as co-ordination, repetition and parallelism are also used. On the other hand, the analysis of the headline, lead, reporting method as well as general stylistic effects of the news story showcases the features of journalistic English. With this in mind, a language learner and user can better understand advertisement English and journalistic English. Due to the fact that the two case studies are limited in number and inadequate in depth, more research in this area is needed.

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Research Progress of Narrative Education Applied to Clinical Nursing Education

Guangxin Qu[1]   Li Jiang[1]   Fangchen Guo[2]   Jing Guo[1]

1. Xinhua Hospital Affiliated to Dalian University, Dalian, Liaoning, 116021, China
2. Dalian University School of Nursing, Dalian, Liaoning, 116622, China

Abstract: This paper introduces the concept, connotation and characteristics of narrative education and the effect of narrative education applied in clinical nursing. It promotes clinical teachers to strengthen their own learning, improve their professional quality, enrich diversified teaching forms, effectively cultivate students' humanistic care and empathy ability, and establish correct professional moral values.

Keywords: Narrative education; Clinical nursing education; The research progress

Author Introduction: Guangxin Qu (1970.4), female, chief nurse, master tutor.

Li Jiang (Corresponding author) (1974.11), female, deputy chief nurse, Email: 1246413989@qq.com.

1. Introduction

With the rapid development of medical technology, medical staff pay more attention to digital medicine, evidence-based medicine and symptomatology, etc. Their ability to perceive and understand the plight of patients, sympathize with patients, be honest and brave to face the disease together with patients seems to be neglected [1,2]. At present, clinical nursing education in China still focuses on the cultivation of basic theoretical knowledge and practical ability, and the humanistic care such as empathy experience in the healing process is an urgent problem to be solved. Due to the lack of humanistic nursing, the medical profession in China is facing severe challenges in terms of public trust, highlighting the tense doctor-patient relationship and increasing incidents of violent injury to doctors [3]. Guo Yujie [4] believes that only by understanding other people's suffering stories can we think about how to cure their suffering. Therefore, narrative nursing education has gradually become a new research hotspot in the field of clinical nursing education. This article reviews the research progress of narrative education in clinical nursing education as follows:

2. Concept and Connotation of Narrative Education

2.1 The Concept of Narrative Education

Narrative, or narrating things, is when the narrator recounts his or her own or other people's experiences or stories, so it is evident that narrative is everywhere [5].

Narrative education is to narrate, interpret and reconstruct the stories and experiences of educators and students to achieve educational and research purposes [6].

2.2 The Connotation of Narrative Education

In the early 1990s, Diekelman, an American nursing educationalist [6,7] first to introduce the method of narrative education to nursing education, think the narrative is a teacher education through collecting the material, guide students to analysis to explain and understand the connotation of the story, through mutual discussion, the form of communication, develop the students' ability of compassion, caring and critical thinking ability, a teaching method, so as to attain the goal of education is the innovation of nursing education reform. In 2013, the concept and practice of narrative nursing were introduced into China, and an exploratory study of narrative nursing was carried out [8]. As a new teaching method in the field of nursing humanistic education, it helps students to deepen their understanding and experience of care by creating real situations with narrative materials, so as to promote the improvement of humanistic care ability [9]. Through the review of relevant literature, the author believes that the connotation of narrative nursing education is: a combining professional theoretical knowledge and the humanistic spirit of the new teaching method, the patients after illness of fear, anxiety, helpless vacant and rehabilitation obstacles until open-minded to accept emotions pour out the details of the real material, the teachers and students

learn together, in the process of refining disease suffering from mental and emotional experience, refactoring disease the meaning of the story, found the nursing main points of common, to carry out targeted nursing intervention for patients, so as to improve the emotional direction of patients, improve work efficiency, and harmonious nurse-patient relationship.

3. The Characteristics of Narrative Education

Narrative is not only an educational research method, but also a teaching method [10]. Narrative education is built on phenomenology, interpretation, science, feminism, postmodernism, pragmatism, critical social theory and other philosophical frameworks [11].

It can be stories learned from reading or talking to people, or it can be one's own experience. The object of study in narrative education is the collected material, which can also be used as a medium for research on other nursing education. In the process of narrative education, stories, diaries and experiences are used to inspire others and improve themselves, which is also a process of accumulating experience and self-reflection. On this basis, continuous innovation is carried out to promote the development of narrative education [12].

Narrative education creates a teaching environment of mutual trust and cooperation for nursing teaching model. Through the analysis and reconstruction of narrative data, it is transmitted to nursing students to achieve the teaching purpose. Narrative education is derived from life, and it is mainly through life to bring the relationship between teachers and students closer, and then create a good and equal relationship between teachers and students. In the process of narrative education, it is necessary to abide by certain basic principles, such as phenomenology and hermeneutics, so as to reveal the story behind the narrative story and understand the corresponding technology and rational truth.

Narrative education pays attention to practice and emphasizes learning by doing. In terms of the practicality of courses, only those courses requiring practice and those with strong practicality are suitable for narrative education [13]. In clinical practice teaching of nursing, the use of narrative education can not only make students understand narrative materials in the process of learning, but also master the most real meaning from narrative materials, so as to enrich teaching theories and achieve the purpose of improving the quality of teaching [14].

4. The Teaching Method of Narrative Education

4.1 Fine Reading

Clinical nursing education is an important plastic stage

in the development of nursing students to nurse practitioners. The core of narrative education is to achieve the purpose of education through the form of art, film and literature, telling stories and recording reflective diaries, which is an important process of clinical teaching for teachers and learning for nursing students [15,16]. Charon [17] also proved that through certain forms of narrative education methods, including fine reading, art, film literature, and communication with patients, can significantly improve the humanistic care ability of clinical nursing students to patients. At the same time, five elements of fine reading were put forward [18]: structure, form, time, scene, requirements, clear the gist and goal of fine reading. Nursing students by teachers organization together to watch and read praised the feelings have noble professional ethics and human care of movies or literary works, and discussion, to stimulate the student strong professional confidence, at the same time, the teacher selected typical cases of real material to share with students, through the narrative VAT special unforgettable experience, situation, improve the enthusiasm of nursing students take the initiative to communicate with patients, learning through practice.

4.2 Reflective Writing

According to Kerr [19], reflective writing in medical education is "reflective writing about one's own experiences for the purpose of self-awareness and/or professional growth" and argues that reflective writing has the potential to change behavior. Reflective writing can enable nursing students to actively evaluate and share their own experiences, and express their inner experience. On the basis of clinical practice and situational teaching, teachers guide nursing students to reflect on themselves and feel the true meaning of care [20]. Encourage students in the process of clinical practice, nursing patients themselves, the process of the special events, and severe or questionable nursing experience of clinical teaching of the teacher's work mode and so on, through the form of a diary record, teachers filtered focuses common problems account for many times, make with the problems in the process of clinical practice of nursing students to reflect on comprehension, gradually improve their communication skills.

5. Effect of Narrative Education in Clinical Nursing Education

5.1 It is Helpful to Improve the Professional Quality of Teachers

Narrative education made a certain teaching effect in clinical nursing education, change the teacher's teaching mode, to carry out the narrative nursing teaching need

teachers in advance to prepare material, design and arrangement of the narrative mode, narrative environment, poses challenges to teacher's ability, promoting the clinical teachers to strengthen their own learning, as well as teaching provides a platform to show them. Clinical nursing educators can reproduce the events they experienced and communicate with nursing students face to face, which can not only play the humanistic charm of these stories, draw into the distance between practice and theory, but also stimulate the inner emotion of nurses [21]. To make the boring and awkward theoretical knowledge easier for students to master, effectively improve students' humanistic care, empathy ability, empathy perception, and establish correct professional values, ethics and identity has a positive role [22-24]. Narrative nursing teaching provides teachers with new teaching ideas, enriches teaching experience, improves teaching level, exercises scientific research ability, and then makes teachers' ability to comprehensively improve [25,26].

5.2 Diversified Teaching Forms Help Improve Students' Interest in Learning

The traditional teaching form is mainly based on the teacher's preaching, which is simple and only pays attention to the teaching results but ignores the teaching effect. The diversification of clinical nursing education forms is conducive to improving the teaching effect. For nursing students, narrative education can attract the attention of nursing students. To train nursing students to solve problems, share their experiences and understand their own lives [27]. A number of studies have shown that narrative nursing teaching through rich classroom forms, active classroom atmosphere, focus on teaching experience, conducive to stimulate students' awareness of actively seeking knowledge, so as to improve students' learning interest and enthusiasm [28-30].

5.3 Helps to Improve the Professional Quality of Students

Kirkpatrick [31] mentioned the application of literary narrative education in undergraduate geriatric course teaching, and believed that narrative education can improve undergraduate students' learning and problem-solving ability and promote the personal growth of nursing students. Margaret [32] applying narrative education to the nursing curriculum at an Australian university, it was argued that narrative education could enhance the professional knowledge of nursing students and increase their cultural awareness and sensitivity. The traditional teaching model often exists the disconnection between the foundation and the clinic, and the separation between the theory and the practice. Studies have shown that [9,14]

narrative nursing teaching provides teachers with a new teaching concept, broadens the way for teachers to transfer knowledge, helps to strengthen students' understanding and memory of theoretical knowledge, and improves the level of practical skills.

5.4 It is Helpful to Improve Students' Humanistic Quality

The cultivation of humanistic quality only depends on empty preaching, and narrative education pays more attention to detailed description in each teaching link, so that nursing students can experience the intention expressed by the educator in the teaching process, which requires teachers and nursing students to work together in the process of patients or nursing. To achieve a common understanding of the meaning of narrative nursing teaching, a variety of application forms help students to dig deeper into the inner experience of patients, experience the pain of patients, empathy, it has become a good way to cultivate nursing students humanistic cultivation with its own unique mechanism and operation form [21].

To sum up, the narrative education as a new education method in clinical nursing education has a great application prospect, change the traditional way of lecturing, adopt the diversity of narrative education, arouse the enthusiasm of nursing students active learning and can quickly enter the role, humanism, cognitive ability of nursing students and the improvement of professional quality has a significant effect. The research of narrative education in clinical nursing education in China is relatively few, and the content of narrative nursing materials is not sufficient and systematic enough. It is urgent to actively carry out research and application in this aspect to improve the level of clinical nursing education.

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Analysis of International Business English Teaching

Xueli Cao

Tianjin College of Beijing University of Science and Technology, Tianjin, 301830, China

Abstract: Nowadays, international business English has become a basic skill for people to engage in foreign trade business, but many people still have some misunderstandings about the learning of international business English. They believe that the learning of international business English is actually the accumulation of vocabulary, or the recitation of business communication sentences. As long as the vocabulary is accumulated to a certain amount, they can communicate with foreign businessmen in business English well. However, in real business situations, they still cannot communicate with foreigners fluently. Therefore, there are still some problems in the teaching of international business English, such as inadequate professional level of teachers, old teaching methods and the students' English level is not high. Therefore, recognizing the main problems in the process of international business English teaching and solving these problems will help schools to export high-quality and qualified business English talents to the society. This paper mainly analyzes these problems and gives appropriate suggestions.

1. Development of International Business English Teaching

In recent years, with the deepening of China's reform and opening up, especially after China's accession to the WTO, International Business English has received more and more attention. Many universities have set up business English courses, and the Business English Certificate Examination (BEC) promoted by Cambridge University in the world is also popular in China, with hundreds of thousands of examinees referring to it every year.

With the continuous progress of society, business English has made great progress. In the late 1960s and early 1970s, some special words and terms of business English different from ordinary English appeared. Some early textbooks, such as *Bank Practice English* written by Firth, reflect this model. The principle of early business English textbooks is to provide special vocabulary for performing tasks in written language or dialogue situations according to specific topics, such as exchange, exchange management, company, account in *Bank Practice English*. The content mainly includes text understanding, vocabulary practice and randomly selected sentence structure training. This textbook requires students to have a medium level of English at least, and they don't need to master business knowledge. In addition, it does not consider how students use language in real life or how to improve their language skills in business communication [1]. The second teaching method is the video broadcast by the BBC and the Business English Course, which emphasizes the communication skills of listening, speaking, reading and writing in business situations. This course includes improving listening comprehension, sentence pattern practice, dialogue practice and role imitation. Although this teaching method still belongs to the structure/audio-visual teaching method, it has pointed out the direction for business English teaching. Following the trend of general English teaching, business English teaching began to pay more and more attention to functional teaching methods, which is using idioms to perform the functions of recommendation, expressing opinions, reaching agreement, etc. A typical example of this teaching method is the Business English Course "Functions in Business" which is coauthored by Knowles and Bailey. This textbook provides elementary listening exercises and tapes. The main contents are appointment, confirmation plan, introduction, business dinner, etc. Tape conversations follow functional language

practices, such as request, approval, clarification, and role play. Since the 1980s, business English teaching has absorbed the advantages of previous teaching methods, but it still emphasizes the necessity of improving language skills. Foreign trade personnel must master business communication skills, which has a great impact on business English teaching. Although it is not the only task for business English teachers to train business English majors with behavioral skills, there is no doubt that good behavioral skills have an impact on successful communication.

In the context of global economic integration, the demand for business English talents is growing. International Business English majors are based on English majors. At the same time, due to the different concepts, methods and means of talent training, the training mode of business English majors still lags behind. In the context of global economic development, enterprises' foreign trade is on the rise. In this process, business English plays a bridge role, and business English talents are ambassadors on this bridge, providing a foundation for the smooth conduct of trade activities. At present, there is a serious shortage of business English professionals. Simple English language ability cannot meet the needs of foreign trade. It needs comprehensive talents. Therefore, it is enough to see the importance and advantages of school enterprise cooperation for our business English majors. According to the statistics of the policies issued by the state at the current stage and the data of the social future development plan, China has also taken some measures for the use and development of international business English. For example, at this stage, some colleges and universities not only set up business English courses, but also carry out relevant training activities: inviting foreign personnel to communicate in English can improve students' language sense, enrich their vocabulary and stimulate their interest in English learning. In addition, colleges and universities also integrate the business English translation experience of many relevant scholars into their teaching activities to guide students to summarize the characteristics of business contracts. The above measures provide support for the further development of International Business English in China.

2. Problems in Business English Teaching

2.1 Business English Teaching Lacks Professional Teachers

Business English teaching requires teachers to have solid English language skills, business practice experience, and also be proficient in business theories in both China and the West. So the comprehensive teaching ability of teachers is highly required. At present, many International Business Teacher are graduated from English major, so they know little about foreign trade, business and marketing. They lack of business learning practice background. And they can not be well qualified for business English teaching [2]. Many teachers prepare lessons by referring to some business materials, and their understanding of some knowledge is limited. In addition, there are some teachers who are graduated from international business and trade, but their English level is not high. Therefore, it limits the teaching level of business English course.

2.2 Old Teaching Methods of Business English

Through various investigations and observations, many colleges and universities still follow the traditional teaching method of "focusing on textbooks and giving priority to teachers" in business English teaching. Students' acceptance of knowledge is always in a passive state. The teacher unilaterally imparts business language skills, business knowledge and trade theory to students. This mode cannot arouse students' interest in international business English learning, which limits students' enthusiasm and initiative in international business English learning. The most direct result is that students can't combine theoretical knowledge with practical operation well in the process of work.

2.3 Students' English Proficiency is Limited

The English proficiency of non English majors is limited. Many students have not passed CET-4, so they have some difficulties in International Business English learning. In addition, they are shy and unwilling to show their oral and reading abilities in front of classmates. They are worried about incorrect pronunciation and some words they do not know. Therefore, it is difficult for students to learn international business English on this basis. Because international business English not only needs to learn English knowledge, but also needs to integrate the professional knowledge of international business and trade, it is difficult for students to learn.

3. Suggestions on Business English Teaching

3.1 Improving International Business English Teaching Level

Because the level of business English teachers is not high, in order to meet the needs of economic development for business English talents, colleges and universities should strengthen the investment in teacher training funds and arrange teachers to practice in companies suitable for teaching needs in a multi-level and multi-channel man-

ner, so as to effectively improve teachers' professional teaching ability. We often say that give students a glass of water, teachers need a bucket of water. Nowadays, the students teachers are different from those many years ago. With the rapid development of science and technology, the channels for children to receive information are constantly expanding. The Internet and TV have created opportunities for them to learn. Under such circumstances, teachers should better improve their abilities and strengthen their professional learning, so that they can teach students knowledge and answer the questions raised by students [3].

3.2 Situational Teaching Method

International Business English teaching should adopt modern multimedia tools, novel teaching methods and vivid teaching contents to seek to stimulate students' interests and cultivate their active participation in learning. The case scenario teaching method requires teachers to introduce students into typical cases of knowledge, take the classroom as the stage, and let students participate in the role assignment method, so as to experience how to negotiate and communicate in English in a real business environment. For example, when we talk about the "etiquette habits and taboos of different countries and nations" in the international business negotiation, we can use the situational teaching method. As we all know, etiquette and taboos in different countries are different, so it is not advisable to just stare at the words in the book to memorize. Therefore, we can arrange a short sitcom in which three students are selected to play the roles of businessmen from the United States, Canada and China. They get together for trade negotiations. In this way, we can vividly show the frankness of the American character and the preciseness of the Canada character in the short play. In this way, students will have a deep memory of what they have learned in a relaxed atmosphere. At the same time, they can also stimulate their sensitivity and adaptability to cultural differences.

3.3 Cultivate Students' Passion for Learning

When students encounter difficulties in business English learning, they should be encouraged to speak out boldly, so that they can speak English bravely in front of their classmates. If the students have poor oral ability, they can be encouraged to read first, get familiar with the vocabulary and common sentence patterns of business English, and gradually accumulate to finally achieve the level of fluent use of business English.

At present, business English teaching is in the ascendant, so we should better promote the teaching reform of international business English, so that we can achieve the goal of transferring high-quality talents from universities to society. In the process of business English teaching, we must understand its characteristics and give students enough space to exercise, so that they can better use the knowledge they have learned in their future work.

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Discrimination of "Prime" and "Combination" of Arbitrary Large Odd Numbers and Factorization of "Combination Odd Numbers"

Shuxun Wang

Xinjiang Production and Construction Corps, Huocheng, Xinjiang, 835200, China

Abstract: The discriminant of "prime" and "combination" of any large odd number is derived from the root formula of the quadratic equation with one variable.

A

Discrimination of "Prime" and "Combination" of Arbitrary Large Odd Numbers

Introduction: In the natural positive integer Z-set, for any large odd number m: $(m \gg 1 - m)$.

Author: To explore various research methods different from the existing ones.

Constructing the Discriminant of "Odd Composite Number"

1. Basic concept

1.1 Number concept: in the natural positive integer Z-set, the odd number is set as: m.

That is, $(m \gg 1 - m)$ (m cannot be divided by 2).

1.2 Concept of odd composite number: set two different odd numbers as p and q, $p \neq q$.

P and q can be odd composite numbers or odd prime numbers.

Change: $m = p \times q$). Then m is named "Odd Composite Number".

P and q are the products of two different odd factors of m.

1.3 Mathematical expression of odd composite number:

Transforming m into $[\sqrt{m}]^2 + n$, Divide the odd number m into two unequal positive integers: $[\sqrt{m}]$ is the largest integer part of the square root of m, *N is the remainder of* $[\sqrt{m}]$.

Set $[\sqrt{m}] = a$, the result: $m = a^2 + n$ (For example: $123 = 11^2 + 2$)

By: $m = p \times q$

Order: $p > a$, then $p = a + x$ (Introduce unknown quantity x)

$q < a$, then $q = a - y$ (Introduce unknown quantity y)

The result: $m \Rightarrow p \times q = (a + x)(a - y)$ …… (A−1)

(A − 1) introduce two unknowns x and y, set $x \neq y$, and make x and y sum $m \Rightarrow [\sqrt{m}] = a$

Build the mathematical correlation of unknown quantity x, y and known quantity a:

$m \Rightarrow p \times q = (a + x)(a - y)$

(A−1) is the mathematical expression of "odd composite number" $(m \gg 1 - m)$.

2. Simplification (A − 1): $m = (a + x)(a - y)$

In equation (A − 1):

The definition fields of x and y are:

$1 < y < [\sqrt{m}] = a$

$1 < x < \left(\dfrac{m}{a - y} - a \right)$

$m \Rightarrow p \times q \Rightarrow (a + x)(a - y) \quad a^2 + n \Rightarrow a^2 + a(x - y) - xy$

$n = a(x - y) - xy$

$\Rightarrow xy - a(x - y) - n = 0$……*Formula* (A−2)

3. *Formula*(A − 2): $xy - a(x - y) - n = 0$:

Set: $x = y + g$, G is the difference of x-y, namely: $x - y = g$

G is the "parameter" introduced by two unknowns x and y

Substitute $x - y = g$, into the formula (A − 2) :

The result: $y^2 + g \times y - ag - n = 0$

Use the root formula of y, that is, the root formula of the quadratic equation with one variable:

$$y = \frac{-g \pm \sqrt{g^2 + 2ag - n}}{2}$$

In the above formula, a, x and y are odd and even numbers, and x and y are both odd and even numbers.

Can reduce denominator 2

The result: $y = -g \pm \sqrt{g^2 + 2ag - n}$ ......(A−3)

Equation (A − 3) is the equation for solving y.

From $m \Rightarrow p \times q \Rightarrow a^2 + n \Rightarrow (a + x)(a − y)$

$\Rightarrow y = -g \pm \sqrt{g^2 + 2ag - n}$

That is, the solution equation of: $m \gg 1 − m$, m.

Whether m has a positive integer solution, it can be judged by the algebraic expression "$g^2 + 2ag − n$" in the root sign:

The value of "$g^2 + 2ag − n$" is greater than 0.

Then y has two unequal real roots:

Positive integer, rational fraction, irrational number.

It is agreed in this document as "positive integer".

In order for y to have a positive integer solution, the value of the algebraic formula "$g^2 + 2ag − n$" must be a perfect square.

Y can have a positive integer solution.

Algebraic formula "$g^2 + 2ag − n$" …… (A − 4)

4. Lemma (1):

Algebraic formula (A − 4) $g^2 + 2ag − n$

If and only if $g^2 + 2ag − n = K^2$ (introducing unknown quantity K^2)

$m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$

Then m is an odd composite number.

It is proved that formula (A − 1) $\Rightarrow$ (A − 2) $\Rightarrow$ (A − 3) $\Rightarrow$ (A − 4)

The algorithm of arithmetic operation, the setting of unknown quantity and known quantity are used to deduce and obtain the proof.

5. Lemma (2):

Algebraic formula (A − 4) " $g^2 + 2ag − n$ "

When and only when $g^2 + 2ag − n \neq K^2$

$m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$

Then m is an odd prime number.

It is proved that there are only two elements in the odd positive number Z-set: "odd composite number" and "odd prime number". According to the natural number axiom of mathematical logic, these two elements have no "successor", either one or the other. That is, "odd composite number" and "odd prime number" must be one of them.

According to lemma (1), it is proved that when the algebraic formula $g^2 + 2ag − n = K^2$ is a complete square

number, $a^2 + n$ has a positive integer solution value and only one unique solution value K^2. Other solution values are rational fractions and irrational numbers, and there are infinitely many solution values. It can only be an incomplete square solution.

Namely: $g^2 + 2ag − n \neq K^2$ lemma (2) is proved [1].

B

Discriminant Theorems of "Odd Composite Number" and "Odd Prime Number" Theorem: algebraic expression "$g^2 + 2ag − n$"

1. When: $g^2 + 2ag − n = K^2$

Then: $m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$ m is "odd composite number".

2. When: $g^2 + 2ag − n \neq K^2$,

Then: $m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$, m is "odd prime number".

It is proved that: (A − 1) $\Rightarrow$ (A − 2) $\Rightarrow$ (A − 3) $\Rightarrow$ (A − 4)

$\Rightarrow$ Lemma (1) $\Rightarrow$ Lemma (2) $\Rightarrow$ Theorem.

It is proved by combining two lemmas (1) and (2).

This theorem is the same algebraic expression:

"$g^2 + 2ag − n$"

When: $g^2 + 2ag − n = K^2$,

Then: $m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$ m is "odd composite number".

When: $g^2 + 2ag − n \neq K^2$

Then: $m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$, m is "odd prime number".

According to (B) theorem:

Algebraic formula "$g^2 + 2ag − n$"

When: $g^2 + 2ag − n = K^2$,

Then: $m \gg 1 − m \Rightarrow m \Rightarrow a^2 + n$ m is "odd composite number".

It is obtained that: $g^2 + 2ag − n = K^2$ …… (B − 1)

(B − 1) Formula $g^2 + 2ag − n = K^2$

This equation is a "bivariate quadratic indefinite equation" with characteristic values.

It is "the equation for solving the factorization of m as odd composite number".

There are many solutions today.

The purpose of this paper is to find the factorization of non arithmetic expressions for the purpose of decomposing "$m \gg 1 − m$", into the product of two unequal odd numbers p and q($p \neq q$).

In formula (B − 1) $g^2 + 2ag − n = K^2$:

a, n is the m arbitrarily selected for the working target.

$m \Rightarrow (m \gg 1 − m) = a^2 + n$ is regarded as a constant (known quantity)

$a \Rightarrow (a \gg 1 − a)$

The numerical value of a determines the length of the working target m.

Set g as the difference of $(x - y)$. g and K are unknown quantities (independent variables).

The definition domain of g and K is determined by the value of a.

a is countable, that is, the definition fields of g and K are also countable, and the valence number is used to represent the digit of m:

$m = 10^n a$ where $a = 1, 2, 3 \ldots\ldots 9$

$n = 1, 2, 3 \ldots\ldots n \gg 1 - n$

$n \gg 1 - n$, n can be arbitrarily large,

Then $m = 10^n a$ is also arbitrarily large.

When $n = 6$ or 5: $g^2 + 2ag - n = K^2$ manual calculation is easier;

When $n = 7, 8, 9 \ldots\ldots 16$: $g^2 + 2ag - n = K^2$ it is difficult to calculate manually;

When $n = 17, 18 \ldots\ldots (n \gg 1 - n)$, $g^2 + 2ag - n = K^2$

The calculation of non artificial energy must be completed with scientific and technological equipment.

For the example of manual calculation, the working length of $15 > n$ is selected.

Namely, the odd numerical value within 15 bits is used for mathematical operation deduction [2].

C

How to solve equation(B − 1):

$g^2 + 2ag - n = K^2$

1. *Formula*(B −1): $g^2 + 2ag - n = K^2$

This equation is a "bivariate quadratic indefinite equation".

Its element is "g and K".

According to the "number formula" feature of this formula, it is a "complete square formula equation".

The remainder of K^2 divided by 16 is: 0, 1, 4, 9.

With 16 as the model, "mod 16" constructs the congruence equation: $g^2 + 2ag - n = K^2 \pmod{16}$

The remainder of g divided by 16 is set to g_0. $g_0 = 0, 1, 2, 3 \ldots\ldots 16$. There are 16 g_0.

2a The remainder divisible by 16 is set as $2a_0$. $2a_0 = 2, 4, 6, \ldots\ldots 32$. There are 16 n_0.

The remainder of n divided by 16 is set to n_0. $n_0 = 0, 1, 2 \ldots\ldots 16$. There are 17 n_0.

16 g_0, 16 $2a_0$, 17 n_0. Three or three combinations:

16 × 16 × 17 = 4352 K_0.

At 4352 of the K_0 values, only 171 K_0 value can be matched to shape, such as the "complete square equation of initial value" of $g_0^2 + 2a_0 g_0 - n_0 = K_0^2$.

The calculation process is too lengthy, leaving only 171 numerical tables of "complete square equation of initial value". The appendix is at the end of the text, and the

rest is rounded off.

2. How to use the numerical table of "complete square equation of initial value" to carry out "arbitrary large odd composite number".

Factorization of $(m \gg 1 - m)$.

1) Any large odd composite number selects the odd composite number m which is about 15 digits

Example setting $m = 631697288726223$

Convert 631697288726223 into $a^2 + n$:

$m \Rightarrow = a^2 + n \Rightarrow 25133588^2 + 42972479$

then: $a = 25133588$, $n = 42972479$

Calculate: $2a_0 \Rightarrow 2 \times 25133588 \Rightarrow \dfrac{2 \times 25133588}{16} \Rightarrow 8 \Rightarrow 2a_0$

That is: $2a_0 = 8$, is 2×25133588 remainder divided by 16.

$n_0 \Rightarrow \dfrac{42972479}{16} \Rightarrow 15 \Rightarrow n_0$ is the remainder of 42972479 divided by 16.

2) List of values in the initial value complete square equation

Horizontal sequence ① + ② × ③ − ④ = ⑤ = ⑥

Look up ③ $(2a_0)$ − ④ (n_0)

In the same column of serial numbers, if parallel ① + ② ⑤ = ⑥ exists,

Then m is a composite number (if it does not exist, then m is a non composite number).

3) This example: $2a_0 = 8$ $n_0 = 15$

Looked up value list (3-1) ① + ② × ③ − ④ = ⑤ = ⑥

①	②	③	④	⑤	⑥
g_0^2	g_0	$2a_0$	$-n_0$	$g_0^2 + g_0 \times 2a_0 - n_0$	K_0^2
...	...	...	...		...
12^2	12	8	-15	$144 + 96 - 15$	$(225)15^2$
⋮	⋮	⋮	⋮	⋮	⋮

Find out ③ column $2a_0 = 8$ ④ column $n_0 = -15$

Juxtaposed ① $g_0^2 = 12^2$ ② $g_0 = 12$

Initial value sequence formed: $12^2 + 12 \times 8 - 15 = 15^2$

In (B − 1) $g^2 + 2ag - n = K^2$

The remainder of g divided by 16 is $g_0 = 12$

That is, $g = 16j + 12$ j j is the "parameter" of g divided by 16.

Constructing the "Complete Square Equation" of m

$(16j + g_0)^2 + 2a \times (16j + g_0) - n = K^2$

Solve the equation to obtain the solution values g and K^2.

In this paper, j is used as the positive natural number 1, 2, 3 …… $j \gg 1 - j$

"One by one value taking method" to obtain the solution values of g and K.

The value range of j is: $1 \le j \le \left[\dfrac{a}{16}\right]$, j is countable.

Take $j = 1, 2, 3 \ldots\ldots 703$

When the natural value of j is 703,

Change: $g = 703 \times 16 + 12 = 11260$

Substituted into: $g = 11260$ $2a = 2 \times 25133588$ $n = 42972479$

Numerical value of the formula $g^2 + 2ag - n = K^2$

Numerical value of the formula:

$11260^2 + 2 \times 25133588 \times 11260 - 42972479 = K^2$

$\Rightarrow 126787600 + 56008401760 - 42972479$

$\Rightarrow 566092216881$

$\Rightarrow \sqrt{566092216881}$

$\Rightarrow 752391$

$\Rightarrow 752391^2 \Rightarrow K^2$

That is, equation (B − 1): equation $g^2 + 2ag - n = K^2$ is solved.

Solution validation: $m \Rightarrow 631697288726223$

$p \Rightarrow (2 + g - K) \Rightarrow 25133588 + 11260 + 752391$

$\Rightarrow 25897239$

$q \Rightarrow (a + g - K) \Rightarrow 25133588 + 11260 - 752391$

$\Rightarrow 24392457$

$m \Rightarrow p \times q \Rightarrow 631697288726223$

$\Rightarrow 25897239 \times 24392457$

$\Rightarrow 631697288726223$

Solution validation: correct.

That is, $m = 631697288726223$. The factorization process is correct [3].

(End)

D

Appendix

Application of mathematical equation:

$g^2 + 2ag - n = K^2$

In the self positive integer Z-set with a smaller number field, the odd number is set to m, and the digits are set to 6 digits or less. The manual operation method of "factorization of odd composite numbers" and the discrimination of "congruence" and "primality" of odd numbers is the application of the mathematical equation "$g^2 + 2ag - n = K^2$".

The factorization of "odd resultant numbers" is the factorization of non "arithmetic standard expressions" for the purpose of decomposing into the product of two unequal odd numbers (or prime numbers).

Example of operation process

Example (I): Set an odd number of 6 digits $m \Rightarrow 732843$

(1) Change m into: $m \Rightarrow 732843 = 856^2 + 107$

then: $a = 856 \Rightarrow 2a = 1712$

$n = 107 \Rightarrow - n = - 107$

Substituted into $g^2 + 2ag - n = K^2$:

The result: $g^2 + g \times 1712 - 107 = K^2$

(2) $g^2 + 2 \times 856 \times g - 107 = K^2$ Numerical calculus list

① + ② × ③ − ④ = ⑤ = ⑥

①	②	③	④	⑤	⑥
g^2	g	$2a$	$- n$	Non K^2 value	K^2 value
1	1	1712	−107	1606	
4	2	3424	−107	3321	
9	3	5136	−107	5038	
16	4	6848	−107	6757	
25	5	8560	−107	8478	
36	6	10272	−107		10201 *
49	7				
64	8				

(3) Explanation:

① g Values can be taken one by one: 1, 2, 3……

The value field of g is: $\left[\dfrac{a}{16}\right] > g > 1 \Rightarrow \left[\dfrac{856}{16}\right] > g > 1$

(*) ② g In the value taking calculation one by one, obtain K^2, The corresponding g value is 6, which is the solution value of odd resultant number m. This instance

$K^2 = 10201 \Rightarrow 101^2 \Rightarrow K = 101$

③ Validation of solutions to be obtained:

Setting by (A): $m \Rightarrow p \times q$ $p = a + g + K$ $q = a + g - K$

"g and K" is the solution value "number pair" of mathematical equation $g^2 + 2ag - n = K^2$.

In this instance: $m \Rightarrow p \times q \Rightarrow (a + g + K)(a + g - K)$

$\Rightarrow (856 + 6 + 101)(856 + 6 - 101)$

$\Rightarrow 732843 = 963 \times 761 = 732843$

(4) According to this manual operation, the calculation proves that: $m = 732843$ is "odd composite number".

Example (2): Set an odd number of 5 digits $m \Rightarrow 41333$

(1) Work operation method according to example (I)

The result: $g^2 + g \times 2 \times 203 - 124 = K^2$

(2) $g^2 + g \times 2 \times 203 - 124 = K^2$ Numerical calculus list

① + ② × ③ − ④ = ⑤ = ⑥

①	②	③	④	⑤	⑥
g^2	g	$2a$	$- n$	Non K^2 value	K^2 value
1	1	406	−124	283	
4	2	812	−124	692	
9	3	1218	−124	1103	
16	4	1624	−124	1516	
25	5	2030	−124	1931	
36	6	2436	−124	2348	
49	7	2842	−124	3767	
64	8	3248	−124	3188	
81	9	3654	−124	3611	
100	10	4060	−124	4036	
121	11	4466	−124	4463	
144	12	4872	−124	4892	
169	13	5278	−124	5323	

(3) Explanation: The maximum value of g is:

$$\frac{a}{16} \Rightarrow \frac{203}{16} \Rightarrow 13$$

K^2 value is not obtained. No corresponding g value appears.

Terminate numerical calculus and prove inversely:

$m = 41333$ is "odd prime number".

Note: The odd number with "6 digits or less" is a practical method to distinguish it from "odd composite number" or "odd prime number" by using the manual numerical calculation list of the mathematical equation: $g^2 + 2ag - n = K^2$.

Concluding remarks

This manual list calculus method: "factorization of odd composite numbers" and "discrimination of the primality of odd prime numbers", applicable to the majority of number theory "enthusiasts".

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Effective "Landing" Based on the Core Literacy of History Classroom

Guozu Shao

Siyuan Experimental School, Minle County, Gansu, 734500, China

Abstract: With the continuous advancement of the new curriculum reform in junior middle school education, the history classroom has also ushered in great changes and optimization. The limitations of the traditional exam-oriented education concept and single teaching mode on students' personal development and literacy improvement have gradually emerged. It is necessary to constantly reform and optimize the teaching, give students the largest space for independent inquiry, and then improve their historical core literacy, so that students can apply the cultivation and self-cultivation gained by education and training to real life, and comprehensively improve their abilities, skills and moral standards. In history teaching, we can effectively "land" the core literacy of history and guide students to establish a correct view of history, life and values by carefully setting teaching objectives, skillfully using chronology maps, historical stories, creating questions, multi-directional comparative guidance, cooperative inquiry and emotional education.

Author Introduction: Guozu Shao (1971), male (Han nationality), a native of Minle County, Gansu Province, is a senior teacher with a university degree. He is mainly engaged in history classroom teaching in junior middle schools and mental health education in primary and secondary schools (15025895115, 845278763@qq.com). Many papers have been published in national and provincial journals, and many subjects have passed provincial appraisal.

1. Introduction

There is a saying in "A Record of Recent Thoughts": If you don't see it, you won't learn it. A good teaching method can stimulate students' passion for history study, and cultivating the core accomplishment of history is the realization way for Chinese students to develop their core accomplishment, which includes five aspects: the concept of time and space, historical materialism, historical data demonstration, historical interpretation and feelings of home and country. These five aspects are integrated and interrelated, and each accomplishment occupies a unique position in the whole core accomplishment of history and plays a distinct role in guiding students. In the specific teaching process, teachers adopt various teaching methods to cultivate students' historical core literacy, so that they can gradually form correct values, essential characters and key abilities. How can we effectively express the five core accomplishments of history through history class? I will talk about how I have implemented them in history class, in order to offer some valuable suggestions and improve our junior high school history teaching.

2. Grasp the Core Literacy, and Elaborate the Teaching Objectives

The premise of having an efficient and excellent history classroom is to set clear teaching objectives, and concise historical data knowledge points are often displayed in textbooks. Therefore, having clear teaching objectives can skillfully guide students to learn history knowledge in the classroom and cultivate students' core historical literacy. Therefore, a teacher who designs a reasonable and feasible teaching goal before teaching can play a great role in the development and stimulation of students' historical core literacy in the subsequent classroom practice. When designing teaching objectives, we should pay attention to curriculum standards, carefully consider the rich connotation of its connotation, understand the true meaning of core literacy, patiently study the curriculum standards of history-related subjects, properly arrange the profound connotation of literacy, and constantly realize in study and practice that the process of cultivating middle

school students' core literacy in history is slow and in-depth. Don't be hasty or understated, just go through a formality. Taking "The July 7th Incident and the National War of Resistance Against Japan" as an example, based on the actual materials, the specific classroom practice objectives are as follows: At the level of knowledge application, knowing that the beginning of the Japanese all-out war of aggression against China was the September 18th Incident requires students to simply express the historical core of the Chinese military and civilians' resistance against Japan, and to exercise their oral expression ability and historical thinking to understand that the formal establishment of the anti-Japanese national United front is the symbol of the second cooperation between the Kuomintang and the Communist Party; Taking the evidence of the Nanjing Massacre of the Japanese army as an example, let students remember history and develop their own thinking of analyzing historical background. In the process section, pay attention to clear the position of the teacher, let the students study the relevant historical materials independently as guides, and analyze the occurrence rules of historical things in combination with the materials, so as to master the historical learning skills of first analyzing and then demonstrating, and improve the comprehensive ability of historical knowledge and solving historical problems. In terms of emotional attitudes and values, taking the Lugouqiao Incident as an example, students can deeply feel the indomitable and hard-working spirit of all Chinese people at that time; Learn the patriotic spirit of Chinese soldiers and civilians who are selfless and not afraid of death, and strive for world peace; Remember the lessons of history and recognize the crime of Japanese imperialist aggression; Oppose any form of war of aggression and establish a belief in peace.

3. Cultivate the Concept of Time and Space and Skillfully Use the Chronology Map

A brief account of historical events mainly includes eight elements: time, cause, background, course, result, status, influence and significance. Every historical event is composed of it completely, in which time runs through every historical line in the long river of the universe. It can be said that history is composed of time, and time is precious by history. Therefore, it is very important to cultivate students' sense of time and space in the core accomplishment of history. The sense of time and space mainly refers to the analysis of what has happened in time and space. At present, almost all common junior high school history textbooks present historical story lines according to time, and divide units according to

different time plates. However, the textbooks can't accommodate all the global historical events at the same moment at the same time. Therefore, we should pay attention to combining the global historical view when cultivating students' sense of time and space.

In the specific classroom practice, we should pay attention to the limitations of the textbook. The attached chronology of major events can't cover all the global events. At this time, teachers can tilt the work center to guide students to make specific chronology of major global events according to the norms, and encourage students to think about whether the historical events occurring at the same time are interrelated and what is the fuse of the events, so as to promote students to think about the historical events occurring in each period comprehensively for various reasons, and help them to develop the overall historical thinking concept. Students' sense of time and space will be developed in their holistic and concrete thoughts.

Another example is to use historical maps to show the territory of Qin Dynasty after Qin unified the six countries. Through the vivid map and animation display, help students have a deeper understanding of the specific location of this event. It is difficult for students to imagine the spatial scope of the territory by oral expression, so they should skillfully use textbook illustrations to vividly express teachers' thoughts in teaching. There are many kinds of illustrations in history textbooks, including portraits of people, scenes of activities, maps of dynasties and landscapes, etc. Illustrations can help to enhance students' interest, so they can't be ignored. Illustrations in teaching materials can vividly depict historical scenes and contain rich historical values. In addition, with the development and progress of science and technology, media teaching has gradually become the mainstream, and teachers can also reproduce historical scenes in front of students by using relevant historical video audio. For example, watching movies such as The Rise of a Great Power, founding ceremony, Armageddon, and Lin Zexu compiled a large number of precious historical materials, which can span time and space. Images, sounds, etc. reproduce historical images and cultivate middle school students' historical core literacy. Finally, students can be organized to visit museums and revolutionary sites on the spot, so that students can deeply feel the historical atmosphere [1].

4. Remodel the Feelings of Home and Country and Make Use of Historical Stories

The meaning of historical data demonstration in the core of historical literacy is to differentiate and analyze

the known historical data, and reproduce the real historical scene with correct thoughts and attitudes. The discipline of history has its uniqueness, and all the contents it involves are past events. Therefore, we can only have a correct and objective understanding of historical events with the help of existing historical materials. Due to the limited content of history textbooks in junior middle schools, there are not many historical materials to prove every event. For example, in the lesson of the eighth grade history of PEP, "The July 7th Incident and the National War of Resistance Against Japanese Aggression", it is better for teachers to design such a link for students to watch some real photos and videos at that time, or for students to collect some historical materials in their spare time to share with you in class. At the same time, teachers teach students how to collect historical materials and integrate historical information. For example, historical data 1, when the Chinese Communist Party attacked Lugou Bridge by Japanese imperialism, all Chinese people were electrified, and only when the whole nation carried out the war of resistance would we have a way out. II. Historical materials: In the second cooperation between the Kuomintang and the Communist Party and the national anti-Japanese war reached a critical juncture, Chiang Kai-shek, leader of the Kuomintang, said: As soon as the war ended, there was no distinction between the north and the south, and there was no distinction between the old and the young. Everyone had the responsibility to guard the country against the Japanese war, and he should declare his determination. Under the concrete and real historical materials, the classroom value can be deepened, the patriotic feelings of students can be stimulated in the classroom, and students can bear in mind the historical mission with sufficient historical knowledge reserves, resulting in strong and strong patriotic feelings.

5. Enhance the Awareness of Positivism and Create Problem Situations

On the premise of forming exact problem objectives, it is called problem situation to pursue specific objectives and create the final ideal learning space environment by means of understanding, analysis and induction. Generally speaking, the creation of problem situations is obviously enlightening, interactive, interesting and unique. Most students always keep dialectical thinking and active thinking about history subject under the guidance of ingenious historical problem setting and goal. Teachers set up classroom atmosphere skillfully with the aim of cultivating students' awareness of historical materials.

Creating effective questions will help to change students' learning style of history, encourage students to take the initiative to explore, and change history learning from passive to active, so as to improve students' internal driving force for problem exploration and cultivate students' innovative thinking and spirit. Set suspense skillfully and cultivate students' historical core literacy in specific situations. For example, when I was teaching "September 18th to Xi'an Incident", I created a role-playing situation, that is, let students play the roles of Zhang Xueliang, Yang Hucheng, Chiang Kai-shek and so on, and through self-study, let students think about what kind of ideas JASON ZHANG would put forward to Chiang Kai-shek, and what was the reason? How to deal with Chiang Kai-shek after "catching him"? What new changes did the "release of Chiang Kai-shek" bring to China's resistance to Japan? In this way, in order to clarify their own opinions and viewpoints, students will naturally collect more materials and basis, design questions, push them forward layer by layer, and deepen them gradually. The created questions become the grasp of students' thinking, and guide students to constantly search for historical data, analyze historical phenomena, and find historical explanations. It is only natural that students' historical core literacy is cultivated.

6. Promote Historical Interpretation and Guide by Multi-directional Comparison

On the premise of the concept of time and space, supported by historical data and empirical evidence, and based on historical understanding, historical interpretation consciously puts forward a rational and systematic narrative of the past with causality. History is dead, but interpretation is dynamic. The reason why history is always fresh and vigorous is due to the historical interpretation that keeps pace with the times. The content of history interpretation is very rich, so it is particularly important to cultivate students' historical interpretation literacy [2]. In junior high school history classroom teaching, we can use many factors, such as time factors, economic factors, cultural factors, etc., to stimulate students' thirst for knowledge through effective questioning, and make vertical and horizontal comparison of various historical explanations, so that students can know the essence and function of different historical explanations, and further improve their historical interpretation literacy. For example, when explaining the ninth grade history "Exploring a New Route", you can search the relevant records and comments of this history through the Internet and show them to the students in class. At the same time, it is com-

pared with the historical parity of historical interpretation given in textbooks, so that students can feel the influence of different historical conditions and ideological and cultural concepts on historical interpretation, help students understand the diversity of historical interpretation, and adopt effective teaching methods to infiltrate the historical interpretation literacy into the whole teaching process, thus improving students' historical interpretation ability.

7. Cultivate Cultural Literacy and Advocate Cooperative Inquiry

The cultivation of students' cultural literacy is not limited to the development of their knowledge reserve and the improvement of their ability, but also the cultivation of students' good ideological quality and the promotion of their excellent behavior in the process of feeling history. It can be seen that the teaching process of history is not just boring knowledge indoctrination, but also a process of emotional generation and experience. However, emotional enlightenment can't be achieved in a hurry. Only by making students feel the same way can they understand emotions and internalize them in their hearts. For example, in the extracurricular activities of history, the teacher set up the theme of "Exploring the Origin of Chinese Traditional Festivals". In the form of small groups, students were asked to explore the origin and development of festivals that they were interested in, and learn more about the value of these festivals to social activities. Then, a comparison between Chinese traditional festivals and western traditional festivals was made. Teachers organized student group activities with the attitude of observers and instructors, collected and consulted relevant documents. Finally, each group elected a representative to publish the research results of this group. In this activity, students deeply understand the origin and development of Chinese traditional festivals, improve their corresponding cultural literacy, enhance their autonomous learning ability and communication ability, and enhance their awareness of the importance of teamwork.

8. Improve Humanistic Quality and Infiltrate Emotional Education

The setting of history discipline can effectively improve junior high school students' moral cultivation, and play an important role in developing their humanistic quality and promoting their all-round mental development. In recent years, the state has been carrying out the new teaching concept of "cultivating people with virtue" in schools, and teachers play an important role in the implementation. In this process, history teachers should

deeply understand the internal emotional factors, actively cultivate and guide students' correct spiritual beliefs, and take the history classroom as the main place to communicate with students to establish students' correct outlook on life, values and history. At the same time, the further improvement of educational methods should focus on the edification and cultivation of students' humanistic qualities, infiltrate historical feelings and pay attention to teaching objectives. Using historical positive figures to influence students' emotions, we can vividly show the historical image that was far away from us to students in the actual classroom by using scene reappearance and role-playing, and make students deeply impressed by vivid portrayal of roles. The vivid characters can arouse people's resonance. Students will feel emotional sublimation because of the kindness and beauty of the characters, and will feel angry because of the ugly and sinister characters. Students will get great psychological satisfaction. For example, through the education of Qu Yuan's Li Sao, "I will go up and down to seek", and Sima Qian's humiliating Historical Records, students' good conduct and hard quality will be established. Through the study of Qu Yuan's positive images in ancient times, such as "I'd rather die in exile, but I can't bear to live in this state", we can cultivate the love of teenagers for the motherland. Through Dayu's "13 years of water control, three times without entering the house", cultivate students' good and dedicated spirit for the country. By describing Li Shizhen's persistent efforts and persistence, he finally wrote Compendium of Materia Medica to guide students to develop the spirit of hard work and hard work. When analyzing and evaluating a historical figure, they should always stand in the perspective of the ancients to assess the situation and not look at what they did with modern ideas. Evaluation of positive figures: For example, figures who have made great contributions to the civilization and progress of all mankind and played an important role in the global economic development and scientific and technological progress, we should follow their example and express our affirmation. All relevant historical figures who lag behind the historical trend and prevent the progress of all human civilization should play a negative role. For another example, teachers can also use practical activities to effectively infiltrate emotional education. For example, by visiting and investigating modern historical sites and relics, students can feel and edify themselves in the revolutionary historical atmosphere. Besides, conditional stories and concerts of anti-Japanese songs can be held to enhance students' patriotic enthusiasm and sense

of responsibility for contributing to the country.

The purpose of school teachers and teachers is to improve students' historical core literacy, so that they can improve their historical thinking and skills and cultivate rich characters. Therefore, when we carry out specific front-line teaching, we should first set clear teaching objectives, divide the whole into specific teaching levels, and carry out teaching activities from bottom to top. For example, before teaching, students should read the relevant historical materials and references carefully, so as to raise their cognition of historical things to the overall level. Secondly, after fully mastering the historical materials, students should use skilled dialectical analysis to describe the historical views in their own words [3].

9. Conclusions

Cultivating students' historical core literacy is by no means a one-off event. First-line teachers need to improve their knowledge reserves, update their teaching concepts and accumulate them continuously. Only in this way can students' comprehensive historical skills and knowledge reserves be improved, their excellent literacy be cultivated, and their all-round development be enabled.

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