

Opinion on the Transformation of Underachievers in High School Chinese Language Teaching

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Abstract: *Deeply understanding and understanding the basic theory of Core Socialist Values is the premise and basis for college students to identify with Core Socialist Values. Faced with various ideological trends, college students lack a certain level of theoretical thinking and the ability to distinguish right from wrong, making it difficult to form scientific values and outlook on life. The ideological and political theory course in colleges and universities is the main channel and important carrier to strengthen the identification and cultivation of college students' Core Socialist Values. Under the background of new media, we must strengthen college students' theoretical cognition of Core Socialist Values. The Core Socialist Values are a main clue that runs through the ideological and political theory courses in colleges and universities. The theoretical connotation of the socialist core value system is reflected to varying degrees in the teaching material system of ideological and political theory courses. For example, adhering to the "guiding ideology of Marxism" and adhering to the "road of Socialism with Chinese characteristics" are mainly reflected in the courses of "Introduction to the Basic Principles of Marxism" and "Outline of China's Modern and Contemporary History", and adhering to the national spirit with patriotism as the core and the Zeitgeist with reform and innovation as the core are mainly reflected in the courses of "Introduction to Maoism and Socialism with Chinese characteristics theoretical system", Adhering to the socialist concept of "eight honors and eight shames" is mainly reflected in the course of "ideological and moral cultivation and legal foundation". The Core Socialist Values are the highly condensed socialist core value system. They are the basic norms and requirements of socialist citizens from the national, social and individual levels. All colleges and universities should attach great importance to the construction of ideological and political theory courses, earnestly promote the Core Socialist Values into the teaching system, into the students' classroom, into the students' minds, reform and innovate from the aspects of teaching content, teaching methods, teaching means, etc., and enhance the pertinence, attractiveness and appeal of teaching. Guide college students to use scientific theoretical knowledge to correctly analyze major theoretical and practical issues, enhance the ability to distinguish right from wrong, form correct Value judgment, and strengthen their political positions and beliefs under the background of new media with various ideological trends and conflicting ideas.*

Keywords: High School, Chinese Language, Teaching.

1. INTRODUCTION

The purpose of this study is to explore the current situation and correlation between smartphone usage behavior, dependency tendency, and interpersonal interaction among vocational college students. This research adopts the questionnaire survey method, taking the vocational college students in Quzhou City as the research object, and using the questionnaire on the smartphone use behavior, dependence tendency and interpersonal interaction of vocational college students as the research tool. The research results show that the higher vocational students in Quzhou have a high rate of possession and use of smart phones, and their mobile phone use behavior focuses on the two functions of entertainment and contact. Boys use their phones more frequently, while girls use their phone contact functions more frequently; First grade preference information collection function. Third grade students tend to rely more on mobile phones. Female students have better interpersonal interaction than male students; The first grade performs well in some aspects of interpersonal interaction. There is a low correlation between the use behavior of mobile phone contact function and psychological anxiety and classmate interaction, but there is no significant correlation between students' tendency to rely on mobile phones and interpersonal interaction. Although vocational college students have a high frequency of using smartphones, overall there is no significant tendency for them to rely on smartphones, nor does it affect their interpersonal interaction relationships. Therefore, the author suggests that higher vocational colleges should change their cultivation concepts, innovate teaching models, integrate new media resources and make good use of new media platforms, so as to better guide students to form Core Socialist Values.

A website (2015) conducted a survey on online usage among primary and secondary school students, and found that high school vocational students were the most addicted to online games and smartphones; High school vocational students are a high-risk group for smartphone addiction, and the higher the grade, the more severe the prevalence of addiction and addiction. As early as 1998, Xiao Mingjun's research pointed out that on average, internet addicts spend about takes 2.8 to 3.5 hours of online time to obtain satisfaction, and based on this inference, every Student who use their mobile phones for more than 2 hours may be addicted High risk group. The situation abroad is also similar. In a 2012 survey by the Korean Communications Commission, it was found that 9% of adults have mobile phone addiction, while the addiction rate among teenagers is as high as 18%, twice that of adults. Not only do teenagers in the UK have a mobile phone ownership rate of 66%, but as many as 60% of them admit to being addicted to their phones. Some heavy users have almost reached the point where they cannot leave their phones, whether walking, driving, queuing, waiting for a car, dining, or even using their phones when connecting to the restroom; Within 15 minutes of waking up in the morning, check the content of your phone at least once, and this intensive use of your phone may also cause continuous interference with the user's connection with the surrounding environment, resulting in a fragmented and incomplete interpersonal field (South University, 2013).

As educators, researchers often observe many students picking up their phones as soon as class is over, either alone or in groups, burying their heads in the world of mobile phones. Some questions arise in their minds: how can the behavior of using mobile phones build the interpersonal network of teenagers? Are teenagers addicted to mobile phones without realizing it? Is the use of mobile phones a boost or a hindrance to interpersonal interaction among teenagers? These are all questions worth exploring in depth.

2. ADOLESCENT (VOCATIONAL SCHOOL TH) SMARTPHONE USAGE BEHAVIOR

In today's smartphone craze sweeping the world, it is not surprising that "surfing the internet" is the top ranked behavior among teenagers regarding mobile phone use (Waugh, 2012). According to a survey report by a certain institution, the internet usage rate of teenagers aged 15-19 using smartphones is as high as 74.7%. The social activities they participate in through the internet have the highest proportion of using social websites (94.5%), followed by the use of life information search (84.4%), real-time communication (83.4%), and entertainment activities (72.8%). In addition, playing games, texting, taking photos, and listening to music are also preferred usage behaviors among teenagers.

The UK Communications Commission also found that 81% of smartphone users do not turn off their phones 24/7. In 2014, a survey showed that up to two-thirds of teenagers stated that they often engage in many different activities simultaneously on their mobile devices, mainly reading audio and video media information, participating in community websites, and real-time communication. These young people aged 16-24 spend an average of approximately 3.5 hours per day using mobile devices. Many teenagers express that they do not like phone conversations with a single person, but rather prefer real-time communication or communication connections on social networking sites that can be conducted by multiple people simultaneously. Starting from the transformation of communication, the use of smartphones is gradually changing the social behavior patterns of the new generation.

In the smartphone usage behavior of high school students, Ye Jianan and Chen Xinyao (2017) conducted a summary analysis and pointed out that "making phone calls, sending text messages, playing games Photography, video recording, listening to music, searching for information online, downloading music programs or games, using online communities (such as Facebook, blogs, etc.), sending and receiving emails, reading articles, novels or movies, using chat programs (such as WeChat), and online shopping are the most common ways of using mobile phones. Luo Zhiyun's (2017) study pointed out that communication and social chat, film and television audio and multimedia, life application tools, and news data retrieval are the most commonly used functions of adolescent smartphones. The study by Lv Jiehua, Men Juying, Lv Xinyu, and Li Zhengyan (2013) also found that high school vocational students' smartphones are most commonly used for functions such as calling, listening to music, sending text messages, alarm clock timing, playing video games, taking photos, and watching videos and pictures. This study summarizes four mobile phone usage functions, including contact function, entertainment function, information gathering function, and tool function, from the current description of smartphone usage among high school vocational students mentioned above, and conducts data collection and analysis based on these functions.

In addition, a study by Zheng Jinglian, Li Xianzhang, Miao Naifang, Chen Yihui, and Zhang Fengqin (2014) found that girls who use smartphones for a longer period of time and have a higher family socioeconomic status (related to parental occupation and family income) have a higher average monthly phone bill, which leads to more frequent use of smartphones for entertainment and time consumption. A survey by the Fubon Culture and Education Foundation (2008) also found that female students spend more hours per week than male students, and the average weekly usage hours of female students are slightly higher than that of male students, regardless of whether they are vocational high school or junior high school students. The survey by Luo Zhiyun (2017) also found that there are significant differences based on gender in terms of the most frequently used location, daily usage time, daily internet usage time, and frequency of app usage. According to the previous research, different background variables among students may lead to differences in their mobile phone usage.

3. THE IMPACT OF SMARTPHONES ON INTERPERSONAL INTERACTIONS AMONG ADOLESCENTS

The main scope of interpersonal communication among teenagers is not limited to classmates, parent-child, and teacher-student relationships, Dubow and Ullman (1989), Robinson and Garber (1995) both pointed out that for children and adolescents, the most significant social interaction environment is formed by parents, teachers, and classmates. Maintaining good relationships with classmates during adolescence will contribute to psychological and social adjustment (Bishop&Inderbitzen, 1995). The social process of teenagers is based on equal and understanding communication with classmates, enhancing a sense of belonging through mutual interaction, and ultimately developing self-affirmation and identification (Zhang Chuanlin, 1998). The parent-child interaction relationship is the longest lasting relationship, and from the factors that affect the socialization process of individual development, the parents in the family environment are even more important factors (Cheng Jinglin, 2014). Moreover, many studies have shown that the better the parent-child relationship, the less deviant behavior will occur. The teacher-student relationship is another important factor that affects the Subculture of young people. The better the teacher-student relationship is, the more students can agree with teachers' views. Brooks and Goldstein (2002), Roeser and Eceles (1998) pointed out that the satisfaction of teacher-student relationship and emotional support from teachers are the key

factors that affect the physical and mental health and development of young people. In the era of mobile phones, most teenagers use mobile phones as a tool to connect social networks. The communication function of smartphones, combined with mobile networks, allows teenagers and friends to connect at any time, expanding their "always online" social network. Mobile phones are considered to help maintain interpersonal relationships and even serve as a powerful tool for exploring social networks (Wan, 2010). In addition, while the speed of mobile internet access has increased, real-time communication software (such as WhatsApp) has been used to communicate with social networks.

The use of stations is also another channel for teenagers to interact closely with others. Australian teenagers also expressed in the interview that mobile phones can provide fast contact and a wide social network, as well as have both entertainment and life application tools, making them feel that using mobile phones can increase their self and social satisfaction. However, psychologists also found that the consequences of teenagers' excessive use of mobile phone SMS and real-time communication software are obstacles to actual Interpersonal communication, which leads to higher interpersonal anxiety. Based on the above concepts, this study categorizes the impact of smartphones on interpersonal interactions among adolescents into three categories: classmate interaction, parent-child interaction, and teacher-student interaction, and conducts data collection and analysis based on this.

In addition, in terms of family relationships, long-term use of smartphones can lead to addiction and addiction, which can easily lead to parent-child conflicts and worsen parent-child relationships. Wu Zhenfeng, Zhang Yuping, and Liu Xinying (2016) found in their study on the impact of smartphone game usage behavior on interpersonal relationships that girls have significantly higher levels of real interpersonal interaction with friends than boys, indicating a significant difference in interpersonal interaction between boys and girls.

4. COUNTERMEASURES AND SUGGESTIONS

4.1 Strengthen the internalization and practice of the main battlefield, and build a practical platform for identifying and cultivating the core values of college students

College students' recognition of Core Socialist Values is far from enough by theoretical cognition alone. They also need emotional experience and practical action to truly internalize them, Becoming a code of conduct. Therefore, it is necessary to give play to the "main position" function of ideological and political work in colleges and universities, and gradually internalize the theoretical cognition obtained by students through the "main channel" into the correct world outlook, outlook on life and values through practical verification and emotional experience, so as to identify with Core Socialist Values from the deep heart, so as to build a practical platform for college students to identify with and cultivate Core Socialist Values. Firstly, through social practice activities, fully understand China's national conditions, objectively evaluate oneself, balance the relationship between individuals and society, individuals and collectives, China's rejuvenation dream and their own talent dream, and understand the advocacy from the national level.

4.2 The necessity of "prosperity, democracy, civilization, and harmony" should be advocated from a social perspective

The urgency of "freedom, equality, justice, and the rule of law", and the realization of advocating from a personal level. The importance of 'patriotism, dedication, integrity, and friendliness', in order to establish the ideal and belief of cultivating one's character and family, serving the country and the people, and strengthening the courage to 'dream'; The second is to personally participate in social practice activities, have active thinking and broad vision on the social stage, think about life, society, and the future while feeling the gap between ideals and reality, and think about the future of the nation through communication and contact with the people, pursuing the concept of harmony, advocating the concept of justice, paying attention to the hardships of people's livelihoods, and strengthening the motivation to dare to "pursue dreams"; The third is to continuously participate in social practice activities, discover one's shortcomings in practice, constantly update one's knowledge structure and thinking mode, timely improve and enhance one's practical work ability, enhance the quality of adapting to and serving society, and enhance the ability to dare to "fulfill one's dreams".

4.3 *Aeromonas hydrophila* and *Pseudomonas aerogenosa*

It showed the highest incidence from water samples as they were recovered in incidence of 19.6% and 17.4% respectively. The same two types of microorganisms were recovered from diarrheic animals with an incidence of 10.5% for both and thus showed higher incidence with human samples which showed incidence of 13.9% and 11.1% for the two types respectively. These results could be summarized in that *A. hydrophila* was highest in water 19.6% followed by human (13.9%) and least with animals (10.5%). *Pseudomonas aerogenosa* goes in the same way where the highest incidence was from water (17%) followed by human 11.1% and least with animals (10.5%). Isolation of *Aeromonas hydrophila* from different water sources was reported continuously and considered a major water born microorganism. Attention has been focused on *A. hydrophila* as a cause of severe enteritis with diarrhea in human being since 1995. Recently, it was recovered from diarrheic animals and our results goes in parallel with that cited. Our results showed that the recovery of *A. hydrophila* with an incidence of (19.6%) agreed with that of water samples which ranged from 15.4% to 25.7% (57) and in (13.9%) human. (Sahar et al. 2001).

5. CONCLUSION

In the new media era, ideological and political educators in colleges and universities must keep pace with the times, be familiar with the characteristics of new media communication, master the communication technology of new media, firmly grasp the initiative of ideological and political education, seek advantages and avoid disadvantages, and make the new media platform become a new position and powerful driver for colleges and universities to cultivate Core Socialist Values. Deeply exploring the cultivation of college students' Core Socialist Values in the perspective of new media is of great significance for the long-term stability of the country and the growth and success of college students. It is suggested that higher vocational colleges should change the cultivation concept, innovate the teaching mode, integrate new media resources, and make good use of the new media platform, starting from the path of establishing the cultivation concept, constructing the cultivation mode, improving the cultivation platform, and strengthening the cultivation team construction, in order to improve the cultivation effect of Core Socialist Values of college students under the new media environment.

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