

# Implementing Class Rules to Promote Cultural Construction

Yan Zhou

Department of Fine Arts, Zhejiang Normal University, Jinhua, 321000, China

**Abstract:** *A homeroom teacher is a teacher in a school who is fully responsible for the ideological, learning, health, and daily life of a class of students. The homeroom teacher is the organizer, leader, and educator of a class, as well as the coordinator of teaching and educational work for all teachers in the class. It is also a bridge to communicate with the school, parents, and community. Doing a good job in class management is of great significance. By comparing the education statistics in 2012 and 2021, it can be found that the number of schools in the compulsory education stage has been reduced, the enrollment and students in school have increased to a certain extent, and the consolidation rate of nine-year compulsory education has increased; the gross enrollment rate in high school has increased by 6.4 %, full-time teachers have increased significantly, and the student-teacher ratio has been further optimized. Through the continuous implementation of the compulsory education consolidation rate and the promotion of the popularization strategy of high school education, the popularization level of basic education in my country has been significantly improved. To sum up, the key issues of Chinese basic education are mainly in the aspects of education evaluation, teacher team construction and informatization and digital empowerment education.*

**Keywords:** homeroom teacher; Class culture construction; Administration.

## 1. INTRODUCTION

Mencius said, "Without rules, one cannot form a square circle." A set of effective and practical class rules is a prerequisite for forming a good class atmosphere in a class. As a class teacher, we must make great efforts to formulate class rules and make class management rule-based. How to develop class rules and effectively implement them? The construction of class cultural system is mainly based on the daily behavior norms of middle school students and relevant school regulations, while reflecting the characteristics of the class according to the actual situation of the class. The time when new students enter the school and the class is established is a good time for institutional construction. As soon as students enter the school, they should do a good job in admission education, make every student understand the norms, attach importance to the implementation of behavioral norms, and formulate class rules and regulations. I have a quantitative assessment form for each student based on their performance, which includes assessment of discipline, hygiene, attendance, classroom performance, and homework completion. The evaluation is conducted at the end of the month, and the winning students are awarded the title of moral education model, in order to motivate them to strictly regulate themselves in daily life. I value student opinions. The main body of school education is students, who are the masters of the class. Therefore, in the process of building a class system and culture, it is necessary to fully respect the opinions of students. The class system can be formulated through student discussions, class committee modifications, and ultimately, voting by the entire class. The system formulated in this way will only be recognized by students, and will have vitality and effectiveness. The implementation of the system should be persistent. The implementation of the system must be adhered to for a long time, and cannot be constantly changed, let alone formulated without implementation. We must persist for a long time and focus on implementation. The implementation of the same system should be open, fair, and just. The class system is aimed at all students and cannot be avoided or dealt with lightly just because some students have good grades or teachers prefer a particular student. We must ensure the openness, fairness, and impartiality of the rules and regulations. From the date of implementation, the system must ensure its fairness.

## 2. ACTIVITIES TO PROMOTE CULTURAL CONSTRUCTION

Human abilities are cultivated and exercised through activities. Class activities are one of the effective ways to build class culture. Class activities can generally be divided into two categories: one is organized by schools, such as military training, sports meet, campus cultural festival, etc. This type of activity has a large scale and profound impact, which plays a significant role in forming a healthy, upward oriented, and united class team spirit. In view of this, during the military training process, I cultivate students' spirit of perseverance and teamwork; Actively treat the school sports meet and cultivate class cohesion; Carefully organize students to participate in campus cultural festivals, cultivate a sense of collective honor, and fully utilize the strengths of each student. Enable different students to find their own positions. Enhance self-confidence, self affirmation, and recognize one's own value. The other type is internal activities within the class, such as class meetings, debates, speeches, interest groups, etc. These activities have a wide range of content and diverse forms, and can have a subtle impact on students' thoughts and concepts. The development of information technology, the Internet technology with social platform, cloud computing, Big data and the Internet of Things as the core, has a certain impact on the development of all walks of life, especially the ideological and political education model of colleges and universities. From the perspective of the Internet, ideological and political education in universities should accept challenges, keep up with the times, adjust their teaching methods and thinking, and use advanced technology to enrich their knowledge of ideological and political education, in order to achieve the effectiveness of ideological and political education in universities. Therefore, studying the innovative path of

ideological and political education in universities from the perspective of the Internet is very important, not only for the comprehensive development of students, but also for the innovative development of ideological and political education in universities.

## 2.1 Historical Background of Industrial and Commercial Development in the Late Qing Dynasty

The late Qing Dynasty faced pressure from inside and outside. Internally, social contradictions intensified, including population growth, land annexation, peasant uprisings and other problems, which brought unstable factors to the development of industry and commerce. Externally, invasions and invasions by Western powers intensified the sense of crisis in the country and limited the development of industry and commerce. These internal and external pressures severely challenged and restricted the development of industry and commerce in the late Qing Dynasty.

With the continuous invasion of Western powers and the gradual expansion of trade with China, China's industry and commerce really began to develop. At the beginning of the 20th century, national capitalism was on the rise in China. National capitalists began to invest in building factories, developing industries and promoting the development of China's industry and commerce. During this period, many important national capitalist enterprises came into being, such as Hutchison Whampoa represented by Hu Xueyan and Jiangnan Shipyard represented by Zhang Jian. These enterprises promoted the development of China's industry and commerce, trained a large number of experienced business management talents, and raised the technological level of China's industry and commerce. Through foreign trade, China's industry and commerce have not only absorbed advanced Western science and technology and manufacturing technology, but also further expanded their market. At the same time, watercolor painting also gradually received the attention and influence of industry and commerce.

During this period, coastal cities such as Shanghai became one of the most important trading centers in China and also became the representative offices of many Western enterprises in China. At that time, Shanghai had gradually got rid of the old conservative pursuit, began to dare to face the changes and development of society, and gave proper evaluation in time. In Shanghai, there were a lot of China's first, the first female school, the first female publication, the first female business office publication, all of which showed that Shanghai's urban culture had changed from the old to the new.

Due to the restrictions of the closed-door policy, the influence of Western painting and art gradually penetrated into China. As a painting technique originating from the West, watercolor painting has attracted the attention of a group of visionaries and artists through its unique expression and bright colors. Watercolor painting has unique advantages in presenting details, colors and light and shadow in the development process of industry and commerce, which can better convey the atmosphere and spirit of industry and commerce. As a novel, delicate and relatively low price art, watercolor painting has been welcomed by the market. Therefore, the development of industry and commerce in the late Qing Dynasty provided a broad space for visual presentation and cultural transmission of watercolor painting. The economic prosperity brought by industrial and commercial development provided more art trading opportunities and market demand for watercolor painting.

In the late Qing Dynasty, with the reform of the education system and the introduction of western art concepts, art education gradually became a field of social importance. As a new art form, watercolor painting was favored by some progressive educators and artists, and was included in the category of art education. In 1909, Local News · Jiangsu Education Association held a Provincial School Performance Exhibition, which provided a broader platform for talent training and knowledge inheritance for the development of watercolor painting. Three points can be drawn from the exhibition. First, the exhibition aims to test the educational achievements. Second, watercolor is one of the painting subjects and has not formed an independent subject. Third, the purpose of the drawing subject is to cultivate students' sentiments.

The government also began to pay attention to the development of culture and art, and played a certain role in promoting and popularizing watercolor painting. In 1910, an article published in "Shenbao · Xuantong Dynasty · Shenbao" : Classified news · Miscellaneous notes · Jiaxing Great Opening of National Humiliation Memorial Meeting Venerable (Zhejiang), "It is the day of the venue to be reformed, the weather is cool, the national loyalty and anger, full of vitality without fatigue. Hanging song poem picture couplet of more than one hundred pieces, pictures to Jia Shan Sun Jia Zou watercolor painting, Li Xiangyi and the picture of the most, couplet to Xiushui Zhu Juntang have the first ten years together, look after ten years lessons; Wash that national humiliation, ask this moment for the most cloud of the people." It can be seen that another characteristic of watercolor painting is its aesthetic education function. Try to use watercolor painting as a way to conduct moral education in the national humiliation commemoration conference. We should not ignore the profound significance of this kind of art education for the society. This means the awakening of the painter's social public consciousness.

## 2.2 The Development of Water-Saving Color Painting in the Late Qing Dynasty

In the late Qing Dynasty, there were internal problems such as political corruption, social unrest and ethnic contradictions, which required reform to stabilize the national situation. Faced with foreign aggression and unequal treaties from Western

powers, Japan and other countries, the Qing government was alarmed. In the late Qing Dynasty, a series of reform attempts were made. The Westernization Movement was aimed at strengthening the national strength and coping with foreign aggression. By introducing Western knowledge and concepts, the movement stimulated the pursuit of science, rationality and modern values, and promoted the modernization process of traditional Chinese society.

With the dissolution of the government in the late Qing Dynasty, it marked the rupture and transformation of traditional values. With a great deal of contact, penetration and communication between China and the West, the Western painting became a new visual experience for the Chinese people who were closed off due to the country. [1]Under the influence of western artistic concepts, watercolor painters in the late Qing Dynasty began to dabble in different themes. Traditional Chinese paintings mainly focus on landscapes, flowers and birds. Influenced by the West, watercolor painters in the late Qing Dynasty began to depict various subjects such as urban life, portraits of people and historical stories, which made the fields of expression of watercolor paintings more diverse.

Western artistic concepts emphasized the observation and depiction of light and shadow, color and material, which had an important influence on the techniques and creation styles of watercolor painters in the late Qing Dynasty. They began to pay attention to the processing of light and shadow, the level of color and delicate depiction, and strive to present a more realistic visual effect. In 1911, published with the "declaration · Xuantong Dynasty · Declaration" on the article "commercial travel notes · View Si Lu Yuan Chang mirror frame No. Light and shadow of Chinese scenic spot painting record (Xiang Customer)" in the "more than a day to walk through Si road, see Shi Lu West head Yuan Chang mirror frame No. Hanging light and shadow in front of the law of scenic spot painting around China, if a few colorful photos. I initially thought that it was printed into, and look at it closely, but the painter is also. In recent years, only Tong Ailou, Xu Yongqing and Zhang Yuguang are good at light and shadow painting."

### **2.3 The Influence of Industry and Commerce on Watercolor Painting**

Commercial art refers to a kind of art that has social practical significance and reflects the purpose of life application. It is an art that can create economic value. During the period of the Republic of China, there were frequent trade activities between China and foreign countries, and a large number of foreign products entered the domestic market. At the same time, with the growth of the domestic industrial system, the output and quality of locally produced goods continued to improve, and the sales competition between different brands of domestic goods and between domestic goods and imported goods became increasingly fierce, making art "occupy a more important position in commerce"[2].

With the development of industry and commerce in China, people's living standards have gradually improved, and more and more people begin to have the ability and demand to buy art. As an emerging art form, watercolor painting is favored by more and more people. The commercialization of watercolor painting has also promoted the communication and cooperation among artists. The trend of commercialization has led to the formation of an industrial chain cooperative relationship between painting artists, which can not only promote the exchange and innovation of techniques, but also provide artists with more business opportunities and benefits.

## **3. CLASS LAYOUT PROMOTES CULTURAL CONSTRUCTION**

The teacher's environmental color is one of the symbols of the class image. Beautifying the classroom environment not only creates a good class image, but also cultivates people with a beautiful environment. Psychological research has proven that the natural environment and social reality can have a huge impact on people's psychology. A beautiful classroom environment can add joy to students' life and learning, and eliminate fatigue after learning. More importantly, a beautiful learning environment can help stimulate students' love for the class and school, promote students to strive for progress, and enhance the cohesion of the class. The bathroom of the classroom and the window of the class are symbols of civilization. To maintain a clean classroom environment, it is necessary to cultivate good hygiene habits among students, establish strict hygiene systems, involve everyone, strengthen inspections and supervision, and maintain the cleanliness and aesthetics of teachers. Encourage students to carefully design and cleverly arrange, striving for harmony and elegance among teachers. The classroom layout includes: class development goals (which can be posted in a prominent area of the classroom, such as the upper right corner of the blackboard); The promotional content (bulletin boards, class training, celebrity quotes, learning gardens, etc., can be arranged in different parts of the classroom). Based on the established regulations, the class I lead can receive the title of "Mobile Red Flag" and "Civilized Class" in the monthly evaluation. It promotes the development of watercolor art: commercialization makes more painters devote themselves to the creation of watercolor painting, increases the number and variety of watercolor painting creation, and also promotes the continuous innovation and development of watercolor painting techniques and artistic styles. It has entered the life of the common people and become a popular art form. This not only expanded the audience group of watercolor painting, but also promoted the public's understanding and appreciation of art. Promoted cultural exchanges: The commercialization of watercolor painting expanded the audience group of watercolor painting, making it a popular art form. The commercialization of watercolor painting makes the cultural exchanges between China and the West more frequent. The spread and promotion of watercolor painting also contributes to the exchange and integration between Chinese and Western cultures,

which has important cultural value. To meet the market demand: With the development of economy and social progress, people's demand for artworks is also increasing. Commercial watercolor products meet the market demand and provide people with more abundant cultural consumption choices.

### **3.1 Establishing a New Concept of Ideological and Political Education**

From the perspective of the Internet, the reform of ideological and political education in universities needs to rely on online channels to promote the transformation of traditional ideological and political education concepts, establish new ideological and political education concepts, and achieve the effectiveness of ideological and political education. In the establishment of a new type of ideological and political education, the following aspects should be carried out: firstly, in ideological and political education, adhere to the democratic education model. Under the traditional education system, teachers have long held a dominant position in ideological and political education, which seriously dampens students' enthusiasm for education. Especially from the perspective of diversified cultures, the freedom and autonomy of Western cultural transmission have led some students to resist traditional Chinese culture and educational forms. Therefore, it is necessary for teachers to change their teaching concepts, adhere to democratic educational forms, adopt diversified teaching methods, transmit knowledge of ideological and political education and cultural knowledge, correct students' thoughts, and enhance students' sense of identification with ideological and political education and culture. Secondly, teachers should continuously improve their comprehensive abilities, such as information resource mining, analysis, acquisition, and extraction. They should effectively use online education resources to enrich ideological and political education resources, broaden students' knowledge, and break the limitations of traditional education models. Finally, we should build up the ability of global thinking, explore multi-disciplinary and multi course knowledge, include excellent literature at home and abroad, take its essence, and use the essence part of teaching forms to pass on to students, help students establish a strengthened cultural belief, and then cultivate students' cultural self-confidence.

### **3.2 Update teaching content**

From the perspective of the Internet, the content of ideological and political education has been enriched, and it is necessary to update traditional education content, promote the integration of new and old ideological and political education content, and provide effective educational resources for students. In ideological and political education in universities, effective educational content can better educate students, guide them, promote their development, and lay a foundation for their future work, life, and learning. In the update of teaching content, firstly, relying on internet platforms and guided by the "Four Trusts" education, we will promote the integration of "Four Trusts" education and book education. Secondly, based on traditional cultural content, promote the integration of traditional cultural content and ideological and political education, and broaden the path of ideological and political education. China's traditional culture is vast and profound, containing rich and colorful educational content, which has irreplaceable effectiveness in educating students. In particular, in view of the lack of traditional cultural identity of some students, we should take traditional culture as the guide, Core Socialist Values as the guide, cultivate students' awareness and thought of Core Socialist Values, and cultivate students' good moral quality. Finally, strengthen online moral education, based on the uneven network information resources, strengthen online moral education, provide targeted guidance to students, establish a civilized online ideology, and update the content of ideological and political education.

### **3.3 Innovative teaching methods**

From the perspective of the Internet, in the reform of ideological and political education, it is necessary to innovate teaching methods, change indoctrination teaching methods, adopt diversified teaching methods to teach students, and cultivate students' good moral literacy. In the innovation of teaching methods, teachers can use many teaching methods, such as case teaching methods, lead-in teaching methods, group Cooperative learning methods, etc. Teachers should integrate these teaching methods into ideological and political education, and promote innovation in teaching methods, teaching concepts, and teaching content. At the same time, relying on internet platforms, we will carry out ideological and political education models and promote the development of online and offline teaching activities. Firstly, it is necessary to build an internet education platform that integrates ideological and political education knowledge, promotes the integration of knowledge and technology, produces courseware, and transmits the produced courseware to students, leading them to independently learn ideological and political education knowledge through the courseware. Secondly, in offline teaching of ideological and political education, teachers carry out exploratory teaching activities for students, leading them to practice and experience knowledge. For example, guided by case teaching, leading the analysis and reflection of cases, enhancing the understanding and mastery of knowledge through case analysis, and thus promoting the reform of ideological and political education.

## **4. BUILDING THE SOUL OF CLASS AND PROMOTING CULTURAL CONSTRUCTION**

Class spiritual culture belongs to the conceptual form layer and is the core content of class culture, including class spirit, class cohesion, team consciousness, class cultural activities, and other contents. These contents reflect the profound cultural values and outlook on life. A class should have a class spirit, which is the class spirit, gradually allowing students to understand and accept, and rooted in the hearts of all students. For example, at the beginning of building a class, I instilled in my students the concepts of "having youth, living happily every day" and "regretless youth". I seized every opportunity to explain the meaning



of these concepts to students, guiding them to gradually cultivate and form this class spirit in practice. Class cohesion is also very important for class spirit. Class cohesion is formed under the joint action of multiple factors. Among them, the school sports meet that is held once a year is the most capable of mobilizing the emotions of students in a class and reflecting the cohesion of the class. During the school sports meet, I tried my best to mobilize every student to participate in the sports meet. At the same time, I formed a publicity group, logistics service group, and hygiene and cleaning group for students who did not have the opportunity to participate in the school sports meet, so that every student could participate and understand that everyone should contribute to the class. Every sports meeting, our class's various activities can run in a tense and orderly atmosphere, often achieving good sports results while enhancing the cohesion of the class, and receiving a lot of goods.

#### **4.1 Enrich educational content**

The rapid development of information technology and the advent of the internet age have changed the way students receive information. The way students receive information no longer relies on classroom teaching, but more on the internet. They obtain a large amount of information through the internet, including news and hot topics, in order to expand their knowledge. It can be said that from the perspective of the Internet, ideological and political education has been enriched, but at the same time, due to the uneven quality of network information, it has had a certain impact on students' thinking, which also brings certain challenges to ideological and political education in universities. Long (1985) defined tasks as obligatory or remunerative work and developed a theoretical model of task-based language teaching from the perspective of second language acquisition, later known as interactive revision theory. Then, D. Nunan (1989) divides tasks into two types: real-world communicative tasks and pedagogic communicative tasks. It requires students to understand, practice and communicate in the target language. In this process, students' attention is mainly focused on the linguistic meaning rather than the form. Later, Willis (1996) explains, 'task' denotes to a goal-oriented activity in which learners use all available language resources to address a problem, such as playing a game or solving a puzzle. Compared to Willis, Ellis' interpretation of "task" bears some similarities to Willis' definition. According to Ellis (2003), a language teaching activity can be called a task only when it fulfills the criteria: (1) It is meaning-focused; (2) The information or meaning gap should exist; (3) Learners need to draw upon their language repertoire to complete the activity; (4) A well-defined outcome of the activity (not the use of language) should be stated. However, no matter which definition scholars favour, it is argued that the main focus in TBLT is meaning and learners can feel free to engage in meaningful, goal-oriented communication.

#### **4.2 Innovative methods of ideological and political education**

Under the traditional education system, the transfer of knowledge in ideological and political education in universities is mostly based on textbook knowledge, adopting a single teaching mode, such as indoctrination teaching methods, which transfer textbook and course knowledge to students. This not only narrows the scope of knowledge acquisition for students, but also affects learning effectiveness. From the perspective of the Internet, teachers promote the reform of ideological and political education by relying on online platforms and combining classroom teaching models to achieve online and offline forms of ideological and political education, broaden channels for ideological and political education, innovate teacher teaching methods, and enhance students' learning initiative. With the development of network technology, technology-mediated task-based language teaching (TMTBLT) has become a new and important research field in applied linguistics. Many foreign scholars have conducted research on this, proving that the combination of task-based teaching methods and technology provides the ways of promoting commutative tasks successfully (Doughty & Long, 2003). However, teachers have not paid enough attention to the integration of technology and pedagogy, and the problem in oral teaching is still prominent. With the deepening research of the theory and practice of task-based teaching, the design and implementation methods of tasks have been further improved. Prabhu (1987) initially proposed the TBLT model, which consisted of three stages: pre-task (a preparatory activity), task cycle (a meaning-focused or interactive process action), and post-task (an activity attending to form). Later, Willis (1996) further developed this model by introducing a framework that emphasized language teaching around a task, with three main stages: pre-task (introduction to the topic and task, preparation), task cycle (task performance, planning, and report), and language focus (language analysis and practice). To sum up, task-based language teaching has been attractive to scholars in the domain of SLA for several decades and widely adopted by educators teaching English as foreign language (EFL).

#### **4.3 The Framework of Technology-Mediated TBLT**

In order to address the components that make up a technique, Richards and Rodgers (2008) suggested a new model based on Anthony's model. The following model states that "a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure" (Richards, Rodgers, 2008). More specifically, technology-mediated TBLT on a design level employs the same strategy as TBLT but with added information context. According to Richards and Rodgers (2008), language is seen "primarily as a means of making meaning". On a design level, technology-mediated TBLT extends the physical boundary into virtual space, where different kinds of educational and pedagogical practices are used. On a procedural level, the three steps of pre-task, task (cycle), and post-task are primarily the emphasis. The pre-task stresses how the task is introduced and presented. The task cycle then discusses how the task is handled and finished with the teacher's assistance. The post-task demonstrates how the teacher extends students' reflective learning in class or thereafter and provides feedback. Task in both traditional TBLT and technology-mediated TBLT shares a series of

identical features with different expression. In terms of TBLT, a typical "task" is defined by four characteristics. To begin with, a task should primarily focus on meaning as the expression conveyed "the semantic and pragmatic meaning of utterance"(Ellis, 2009). After that, a task should have "information gap", and after the completion of task a "clearly defined outcome other than the use of language"(Ellis,2009) should be expected and measured. As for learners, they are anticipated to wield their intellectual capability to exploit any linguistic and non- linguistic resources available. The technology-mediated task, however, has five key characteristics despite all the common elements that make up a "task": it primarily emphasizes meaning, is goal-oriented, learner- centered, draws on real-world language use processes, integrates form-function-meaning, and involves reflective learning (González-Lloret, Ortega, 2014). The task can be completed in a technologically enhanced environment if it has such attributes.

## **5. HARMONIOUS INTERPERSONAL RELATIONSHIPS PROMOTE CULTURAL CONSTRUCTION**

Building harmonious interpersonal relationships is of great significance for spiritual and cultural construction. There are two very important interpersonal relationships to handle in a class: student student relationships and teacher-student relationships. Educating students to handle their classmates' relationships well includes the following contents: promoting the pleasure of helping others; Having others in mind; To judge others, one should first consider their strengths and weaknesses; Face up to one's shortcomings and shortcomings; Cultivate students' sense of humor; We need to have a sense of teamwork and a spirit of cooperation. To handle the teacher-student relationship well, it is necessary to pay attention to the following issues: teachers should first love their students; Teachers should improve their own literacy and personality charm to make students like themselves; Teachers should establish prestige through their words and actions; Teachers should cultivate a democratic style of work; Teachers should understand students' psychological characteristics and view them with a developmental perspective; Teachers do not hold prejudices or prejudices towards students and treat all students fairly; When there is a conflict between the party and students, it is necessary to be good at understanding the students. TBLT has been attractive to scholars in the domain of SLA for several decades and widely adopted by educators teaching English as foreign language (EFL). As the core of task-based teaching is communicative tasks, emphasizing the meaning and use of language, TBLT plays an important role in the practice of oral English teaching.

For oral English teaching in China, many empirical studies have shown that task-based teaching has a positive impact on it. Among them, Zhang and Yang (2016) receptively discussed the application of task-based teaching method in oral English teaching in colleges and middle schools, proving that Task-based teaching can effectively address the problem of the silence in oral English class and promote students' classroom participation. In addition, task-based teaching approach can improve students' oral English skills and their speaking performance by creating an authentic language situation (Pang, 2019). It is undeniable that TBLT provides great value in oral English teaching, but Chinese English teachers still face many difficulties in task- based teaching, such as: typically large classroom size in many EFL settings (Hwang et al., 2016), single task design and limited teaching time, etc. These problems greatly limit learners' active participation in tasks.

In modern education, the construction of class culture is receiving increasing attention and importance. As a class teacher, we must boldly explore and innovate in class culture construction to adapt to the development of modern education. In short, the homeroom teacher is the teacher who has the most contact with students in the school, responsible for the main daily education and management work. Only by comprehensively understanding students, establishing a long-term management and supervision mechanism, and effectively grasping the routine management of the class, can we enhance students' civilized taste, create a harmonious class, and promote the healthy and smooth development of the school. Task-Based Language Teaching (TBLT) offers great pedagogical value in oral English teaching. However, various challenges have been encountered in China, a common phenomenon of silence in speaking classes is still serious. Thus, implementing TBLT may not effectively foster language processing and conversational interaction in China. However, with the application and development of network technology, many scholars have conducted research on this, proving that combining Task-Based Language Teaching (TBLT) with technology can significantly help learners' oral input and output, and provide rich ways to enhance learners' speaking performance. Therefore, this study aims to synthesis TBLT approach and technology to explore technology-mediated task-based language teaching (TMTBLT) application to strengthen oral English teaching in China.

## **6. CONCLUSION**

In summary, from the perspective of the Internet, teachers utilize the advantages of Internet technology to carry out ideological and political education activities, more effectively tapping into students' learning needs and cultivating their autonomous learning abilities. Therefore, in ideological and political education in universities, teachers can base themselves on textbook course knowledge, explore educational resources related to books on the internet, introduce them into classroom teaching, enrich ideological and political education content, innovate teaching methods, and better educate students to achieve the effectiveness of ideological and political education in universities. Ideological and political education is an important part of the higher education system, which has guiding validity for students' words and actions. From the perspective of the Internet, there is a new opportunity for innovation in ideological and political education in universities, innovating methods, concepts, content,

and forms of ideological and political education, and promoting the effectiveness of ideological and political education. In this regard, this article focuses on analyzing the innovation opportunities of ideological and political education in universities from the perspective of the Internet, and proposes innovative ideas for ideological and political education in universities from the perspective of the Internet. The commercialization of watercolor painting in the late Qing Dynasty not only promoted the development of watercolor art, but also promoted the art and culture, promoted the cultural exchanges between China and the West, and also provided new opportunities for China's economic development. However, the commercialization of watercolor painting also brought some negative effects. Due to the requirements of commercialization, some painters may over-cater to the market demand when creating watercolor paintings, and lose their independence and creativity. Such commercialization trend may also lead to the art of painting gradually becoming a tool for commercial interests, and losing its original aesthetic and artistic pursuit.

## REFERENCES

- [1] Wang Yaling. Research on the Construction Strategy of the Moral Education Model of "Equal Emphasis on Management and Education" for Middle Vocational Class Teachers [J] *Scientific Research*, 2017 (08): 60
- [2] Ren Ying. Analysis of the Construction of the Moral Education Model of "Equal Emphasis on Management and Education" for Middle Vocational Class Teachers [J] *Modern Vocational Education*, 2016 (35): 163
- [3] Xia Hanying. Discussion on the Methods and Skills of Middle Vocational Class Teachers in Managing Classes [J]. *Intelligence*, 2015 (12): 108
- [4] Zhang Xiang, Zhao Mingkai, Cui Jinqi Analysis of the integration of entrepreneurship and innovation education and ideological and political education in colleges and universities from the perspective of "Internet plus" [J] *Journal of Hubei Open Vocational College*, 2019, 32 (11): 10-11+16
- [5] Cui Tian, Li Shumin Analysis of the Ways to Integrate Innovative Employment Education into Ideological and Political Courses in Universities from the Perspective of the Internet [J]. *Popular Literature and Art*, 2019 (03): 199-200
- [6] Pan Yaochang. The Concept History of Chinese Watercolor Painting [M]. Shanghai: Splendid Articles Publishing House. 2013.
- [7] Wang Shuangcheng, Zhang Kesheng, Jiang Zhenli. History of Chinese Watercolor Painting [M]. Guangxi Fine Arts Publishing House. 2000.
- [8] Yuan Zhenzao. History of Chinese Watercolor painting [M]. Shanghai Pictorial, edition. 2000.
- [9] DENG Ting. Research on the Taste of Ink and Brush in Contemporary Chinese Watercolor Painting [D]. Jiamusi University, 2022.
- [10] Zhou Zhan. Research on seeking common ground while reserving Differences between Chinese contemporary ink figure painting and Watercolor Figure painting [D]. Shandong Institute of Arts and Crafts, 2020.
- [11] QIAN Xiaopin. Evolution of Watercolor painting in China from the perspective of blending Chinese and Western Painting [D]. Hebei University of Science and Technology, 2019.
- [12] FAN Rongxuan. Beauty of Image -- On the Style Orientation of Chinese Watercolor Landscape Painting [D]. Hunan: Hunan Normal University, 2018.
- [13] HU Xiaomeng. Analysis on the Reasons for the Decline of Literati Painting in the Late Qing Dynasty [J]. *New Curriculum (Educational Academic)*, 2010(04):125.
- [14] Ye Jianxiu. Foreword. *Shang Mei* [J]. 1935, Vol. 1. Issue 1, page 2.
- [15] Dewey, J. (1997). *Experience and Education*. New York: Simon & Schuster.
- [16] Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings [J]. *International Journal of Applied Linguistics*, 19(3): 221-246.
- [17] Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford, New York: Oxford Applied.
- [18] González-Lloret, M., Ortega, L. (2014). Towards technology-mediated TBLT: An introduction [A]. In
- [19] M. González-Lloret, L. Ortega (eds.), *Task-Based Language Teaching: Issues, Research and Practice (TBLT)* [C]. Amsterdam: John Benjamins Publishing Company.
- [20] Hwang, W.-Y., Shadiey, R., Hsu, J.-L., Huang, Y.-M., Hsu, G.-L. & Lin, Y.-C. (2016) Effects of storytelling to facilitate EFL speaking using web-based multimedia systems. *Computer Assisted Language Learning*, 29(2): 215–241.
- [21] Long, M. H. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstma, & M. Pienemna (Eds.), *Modeling and assessing second language acquisition* (pp.77-99). Clevedon: Multilingual Matters.
- [22] Nunan D. (1989). *Designing Tasks for the Communicative Classroom* [M]. Cambridge: Cambridge University Press.
- [23] Peterson, M. Learner interaction in synchronous CMC: A sociocultural perspective [J]. *Computer Assisted Language Learning*, 2009, 22(4): 303–321.
- [24] Payant, C., Bright, R. (2017). Technology-mediated tasks: Affordances considered from the learners' perspectives [J]. *TESOL Journal*, 8(4): 791-810. Beijing: Foreign Language Teaching and Research Press.
- [25] Richards, J. C., Rodgers, T. S. (2008). *Approaches and Methods in Language Teaching* [M].
- [26] Willis, J. (1996). *A framework for task-based learning*. Essex, UK: Pearson Education Limited.
- [27] Feng YF, Tang XY. (2004). The use of task-based language teaching method in English teaching [J]. *Foreign Language and Foreign Language Teaching*, (06), 35-38.
- [28] Pang Ya. (2019). The facilitating effect of task-based teaching on spoken English: An empirical study [J]. *English Abroad*, (02): 8-10.

- [29] Yu, Dan. (2016). A study on the application of web-based TBLT in teaching spoken English majors [J]. English Abroad, (04):84-85.
- [30] Yang, Fengli. (2016).The application of TBLT in teaching English speaking in junior high school [J]. Western Quality Education, 2(16):172.
- [31] Zhang Nan. (2016).The application of TBLT in college English speaking classroom [J]. English Abroad, (19):62-63.