Investigating AI-powered Public English Language Teaching in Secondary Schools

Cheng Shike

[**Abstract**] Based on a study of nearly 1000 research papers on public English lessons in domestic middle schools, indexed by China National Knowledge Infrastructure (CNKI), this paper employs literature review, text analysis, and comparative research methods to reflect on and summarize public English lesson teaching in Chinese middle schools from multiple dimensions. Our findings suggest: Firstly, the teaching content of public English lessons in middle schools is becoming more intelligent and personalized, fully integrating technology, culture, and social issues related to Artificial Intelligence. Secondly, the teaching methods are increasingly interactive and gamified, leveraging AI to drive English learning and enhance classroom engagement and fun. Thirdly, the role of the teacher in public English lessons is transforming to become a facilitator, promoter, and collaborator in learning. Fourthly, evaluation methods are becoming more diversified and process-oriented, focusing not only on students' exam scores but also on their learning process, abilities, and qualities.

[**Key words**] middle school English; public lesson; intelligentization; personalization; teacher role; learning process

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1 Introduction

Middle school English open classes serve as crucial platforms for teachers to showcase their pedagogical skills, exchange teaching experiences, and enhance their overall teaching capabilities. Traditionally, research on open classes has predominantly focused on teaching philosophies, instructional design, and pedagogical methods. However, with the rapid advancements in Artificial Intelligence (AI), the education sector is experiencing unprecedented opportunities and challenges. Integrating AI technologies into middle school English open classes to achieve intelligent and personalized learning content, interactive and gamified teaching methods, a transformed role for teachers, and diversified and process-oriented evaluation approaches has become a significant topic in the current reform of middle school English open classes.

Building upon these evolving trends, and considering the requirements of the former Director of the Department of Education of the Ministry of Education, Wang Wenzhan, regarding questioning all students, as well as the related research of scholars such as Fu Jinglin (2012), Dai Qibing (2016), Zhao Jin (2018), Wang Xueying (2014), Feng Guangjun (2012), Wang Yan (2013), Wei Miao (2023), Gao Xiaofei (2023), Ju Qingling (2014), and Liu Jin (2021), this paper delves into the innovative transformations in teaching content, teaching methods, teacher roles, and evaluation approaches in AI-empowered middle school English open classes. The aim is to provide theoretical references and practical guidance for the reform of these classes.

2 Intelligent and personalized teaching content in AI-empowered middle school English open classes

Traditional English teaching models are often confined to textbook explanations and memorization of

grammatical rules, disconnected from the vibrant reality of daily life, and struggling to ignite students' enthusiasm. Facing the rapid pace of technological advancement and social change, how to innovate English teaching content to make it more contemporary, engaging, and practical has become a crucial issue for every English educator. The rise and widespread application of Artificial Intelligence (AI) technology offer new approaches and opportunities for addressing this challenge. AI technology can effectively assist middle school English open classes in achieving intelligent and personalized teaching content, organically integrating AI-related technology, culture, and social issues into the classroom, thereby significantly improving students' learning motivation and effectiveness.

AI technology is penetrating every corner of our lives at an unprecedented speed, from the convenience and comfort of smart homes to the intelligent safety of autonomous driving, from the precise and efficient medical diagnosis to the intelligent decision-making in financial analysis. However, many middle school students' current understanding of AI remains at the conceptual level, lacking in-depth comprehension and reflection. As an important form of teaching demonstration and exchange, middle school English open classes shoulder the crucial responsibility of guiding students to understand AI, recognize AI, think about AI, and ultimately adapt to the AI era.

Specifically, introducing AI issues into middle school English open classes has the following significant implications:

Stimulate learning interest and ignite the desire for knowledge: Traditional English teaching content often appears dry and uninteresting, making it difficult to resonate with students. AI issues, on the other hand, are closely related to current trends and students' daily lives, which can stimulate students' curiosity and spirit of exploration, prompting them to participate more actively in the learning process. For example, guiding students to explore the applications of AI in gaming and entertainment can spark their interest in AI technology itself.

Expand knowledge horizons and enhance cross-cultural communication skills: AI technology is global in nature, with different countries and regions focusing on different aspects of AI development. Understanding the current state and trends of AI can effectively expand students' knowledge horizons and help them recognize the application of AI technology in different cultural contexts, thereby enhancing cross-cultural communication skills. For example, comparing and analyzing the differences between China and the United States in AI development can cultivate students' international perspective.

Cultivate critical thinking and enhance innovation capabilities: The development of AI technology brings many opportunities, but also poses numerous challenges. Discussing and debating AI issues can guide students to think about the ethical and social impact of AI, cultivate their critical thinking and innovation capabilities, enable them to think independently, judge rationally, and become future talents with innovative spirit. For example, organizing students to debate AI ethical issues can improve their critical thinking skills.

Meet personalized needs and achieve individualized instruction: Each student has different learning foundations, learning styles, and learning interests. AI technology can provide personalized learning content and learning methods based on students' individual differences, thereby meeting the needs of different students and achieving individualized instruction. For example, the AI platform can intelligently recommend reading materials of different difficulty levels based on students' vocabulary and grammar mastery.

3 Interactive and gamified teaching methods in AI-empowered middle school English open classes

Traditional English teaching often relies on one-way lectures by teachers, with students passively receiving knowledge. This lack of interaction and engagement can lead to low learning efficiency. To address this issue, Artificial Intelligence (AI) technology is being widely applied in the field of English education, aiming to enhance

the interactivity and gamification of teaching methods, stimulate students' learning interest, and improve classroom participation and learning outcomes.

AI technology is being applied in English teaching in the following key areas:

Firstly, AI-driven interactive teaching tools provide personalized learning support for students. For example, AI voice assistants can provide real-time voice feedback and corrections, helping students improve their oral fluency and accuracy. Students can overcome barriers to oral expression and boost confidence through conversation practice with AI voice assistants. AI chatbots focus on grammar and vocabulary practice, providing personalized guidance and suggestions to help students solidify their basic knowledge and improve their language proficiency. AI writing assistants can provide real-time grammar and spelling checks and offer suggestions for improvement, helping students improve their writing skills and expressive abilities. These interactive tools not only increase student learning efficiency but, more importantly, enhance their learning enjoyment and spark their learning enthusiasm, making the learning process less tedious.

Secondly, AI-driven language learning games integrate English knowledge into various interesting game scenarios, such as role-playing games, puzzle games, and strategy games. In the process of playing games, students unconsciously learn English vocabulary, grammar, and expressions, combining education with entertainment, truly achieving "learning through play". This gamified learning approach can effectively stimulate students' learning interest, improve their learning motivation, and make them more willing to actively participate in learning.

In addition, AI-driven online competition platforms can organize various English competition activities, such as vocabulary competitions, grammar competitions, and oral competitions. Students can improve their English proficiency and competitive awareness through participation in competitions. They can also communicate and learn with other students, progressing together. This competition model can stimulate students' learning enthusiasm, enhance their teamwork awareness, and cultivate their competitive spirit and the courage to take on challenges.

Finally, AI-driven virtual reality (VR) learning environments provide students with an immersive English learning experience. Students can practice speaking, role-play, and simulate scenarios in VR environments, thereby improving their English application skills. This immersive learning experience can enhance students' learning engagement and make them more invested in learning, thereby improving learning outcomes.

In summary, AI technology effectively enhances the interactivity and gamification of English teaching by providing interactive teaching tools, language learning games, online competition platforms, and virtual reality learning environments. These innovative teaching methods can stimulate students' learning interest, improve their learning motivation, and help them better master English knowledge and skills. As emphasized by Gao Xiaofei (2023), the core of student-centered learning is student initiative. Only when students actively participate in classroom learning can they truly exercise their subjectivity and achieve efficient learning. The application of AI technology is precisely intended to stimulate student initiative and empower them to become masters of their own learning.

4 Transformation of teacher roles in AI-empowered middle school English open classes

In traditional English teaching, the teacher's role is that of a knowledge provider and classroom manager. However, in an AI-empowered environment, the teacher's role needs to transform into a learning facilitator, promoter, and collaborator.

AI technology can provide rich learning resources and personalized learning paths, and teachers need to guide students to utilize these resources, develop their own learning plans, and engage in self-directed learning. For example:

Guide students to choose appropriate learning resources: Teachers can recommend suitable AI learning platforms, online courses, and learning materials based on students' learning foundations and interests.

Help students develop personalized learning plans: Teachers can assist students in developing detailed learning plans, including learning goals, content, time, and methods.

Encourage students to engage in self-directed learning: Teachers can encourage students to use AI tools for self-directed learning, such as oral practice, grammar exercises, and writing practice.

AI technology can provide various interactive learning tools and collaboration platforms, and teachers need to promote interaction and collaboration among students, working together to solve problems and make progress together. For example:

Organize group discussions: Teachers can organize students to participate in group discussions, collectively exploring AI-related technology, culture, and social issues.

Organize project collaborations: Teachers can organize students to collaborate on projects, such as creating AI-related presentations, videos, or websites.

Utilize online collaboration platforms: Teachers can use online collaboration platforms, such as Google Docs, Microsoft Teams, etc., to promote communication and collaboration among students.

AI technology is a constantly evolving new field, and teachers also need to continuously learn and explore. Teachers can learn AI knowledge together with students, explore AI applications together, and make progress together. For example:

Attend AI training courses: Teachers can participate in AI-related training courses to learn the basic concepts, technologies, and applications of AI.

Explore AI tools together with students: Teachers can explore various AI learning tools with students, such as AI voice assistants, AI chatbots, and AI writing assistants.

Research AI teaching methods together: Teachers can research AI-driven teaching methods together with students, such as interactive teaching, gamified teaching, and personalized teaching.

Through the transformation of teacher roles, middle school English open classes can better leverage the advantages of AI technology, improve students' learning outcomes, and cultivate students' innovation abilities.

5 AI-powered diversification and process-oriented approach to evaluating middle school English open classes

Traditional English evaluation methods often prioritize exam scores, overlooking students' learning process, abilities, and overall development. In contrast, with the support of AI, evaluation methods should be diversified and process-oriented. The focus should shift from merely assessing exam scores to emphasizing students' learning journey, skills, and holistic competencies.

AI technology can offer various assessment tools to comprehensively evaluate students' diverse capabilities. For example:

Language Proficiency Assessment: AI speech recognition technology can assess students' fluency and accuracy in spoken English. AI natural language processing technology can evaluate students' reading comprehension and writing skills.

Cognitive Ability Assessment: AI machine learning technology can assess students' critical thinking and problem-solving abilities.

Social-Emotional Ability Assessment: AI sentiment analysis technology can assess students' learning attitudes and teamwork skills.

Through diversified evaluation, middle school English open classes can gain a more comprehensive

understanding of students' learning progress, enabling them to provide more personalized guidance.

AI technology can record students' learning processes and provide real-time feedback and assessment. Teachers can leverage insights from students' learning processes to understand their learning habits and approaches, enabling timely adjustments to teaching strategies.

Recording Student Learning Behaviors: AI platforms can record students' study time, learning content, and academic performance.

Providing Real-Time Feedback: AI platforms can provide real-time feedback and suggestions based on students' learning progress.

Evaluating Student Progress: AI platforms can evaluate students' academic progress based on their performance.

Through process-oriented evaluation, middle school English open classes can gain a deeper understanding of students' learning situations, identify problems promptly, and implement appropriate measures, thereby enhancing students' learning outcomes. As Dai Qibing (2016) points out, teachers should conduct diverse teaching evaluations to truly cater to everyone.

6 Conclusion

Artificial intelligence opens up broad prospects for innovation in middle school English open classes. AI empowerment can not only make teaching content more intelligent and personalized, incorporating cutting-edge contemporary issues, but also stimulate students' interest and participation through interactive and gamified teaching methods. At the same time, AI promotes the transformation of teachers' roles, becoming guides and collaborators in students' learning. More importantly, evaluation methods will be more diversified, focusing on students' learning processes, abilities, and overall quality, rather than just focusing on exam scores.

Of course, the integration of AI is not always smooth, and there are challenges in terms of technology, teachers and ethics. However, we have reason to believe that with the increasing maturity and improvement of AI technology, these challenges will eventually be overcome. Middle school English open classes empowered by AI will surely break through the limitations of traditional models, create a higher-quality and more dynamic learning experience for students, and help them grow into future talents with global vision and innovative spirit.

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The Development Trend of Activity-based Teaching Approach in English Reading Instruction in Chinese Junior High Schools

Zhang Luwen

[**Abstract**] This study systematically reviews the relevant theoretical and practical research on activity-based teaching methods both at home and abroad, and makes an in-depth investigation of its potential in enhancing students' reading interest, promoting in-depth understanding, and cultivating critical thinking. At the same time, in combination with the actual situation of Chinese education, a comprehensive analysis is carried out on the advantages and limitations of activity-based teaching methods in junior high school English reading teaching. Finally, this study, based on the existing research and practical experience, looks ahead to the future development trends of activity-based teaching methods in junior high school English reading teaching in China, and puts forward practical suggestions: first, optimize the activity design to make it more targeted and effective; second, strengthen teacher training to improve their ability to design and implement activities; third, make full use of information technology to innovate activity forms and provide students with a richer and more personalized learning experience. It is expected that through these efforts, this study can provide useful references for improving the quality of junior high school English reading teaching in China, effectively enhance students' reading interest and reading ability, and lay a solid foundation for their future learning and development.

[**Key words**] activity-based teaching method; junior high school English reading teaching; development trend; core competencies; teaching design

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1 Introduction

In an increasingly globalized world, the importance of English as an international language is becoming ever more pronounced. English reading, as a crucial component of English learning, is not only an important way for students to acquire knowledge and understand different cultures, but also a key element in cultivating their language skills, thinking abilities, and cultural awareness. However, for a long time, Chinese junior high school English reading teaching has generally suffered from problems such as low student interest in reading, weak reading comprehension abilities, and monotonous teaching methods. These issues severely restrict the improvement of students' overall English proficiency.

To effectively address the above problems, the domestic education sector has begun to introduce and explore various new teaching methods in recent years. Among them, the activity-based teaching method, as a student-centered teaching model that emphasizes interaction and participation, has received increasing attention. Activity-based teaching emphasizes the student's main role in the learning process, stimulating students' interest and promoting active participation through the design of rich and diverse activities, thereby improving learning outcomes.

This paper aims to provide theoretical references and practical guidance for relevant researchers and frontline teachers by deeply exploring the development status and future trends of activity-based teaching methods in Chinese junior high school English reading teaching. This aims to promote the effective application of activity-based teaching

methods in junior high school English reading teaching and ultimately enhance students' English reading abilities and comprehensive qualities.

2 Current situation and challenges of English reading teaching in junior high schools

While making certain achievements, English reading teaching in Chinese junior high schools currently faces many challenges. These challenges are mainly reflected in the three levels of students, teaching methods, and evaluation systems, which are interconnected and jointly restrict the improvement of students' English reading abilities and overall qualities.

2.1 Student level: low reading interest, lack of initiative and in-depth analysis skills

Low student reading interest and a lack of initiative are the primary factors restricting the effectiveness of reading instruction. In the traditional English reading teaching model, teachers often dominate, and students are in a state of passively accepting knowledge, lacking autonomy and a sense of participation. In terms of textbook content selection, there are also problems of insufficient timeliness and interest, making it difficult to stimulate students' intrinsic reading motivation. In addition, the long-standing examination-oriented education model has led students to view reading as a tool for coping with exams, rather than a means of acquiring knowledge and broadening horizons. This utilitarian learning purpose further suppresses students' interest in English reading.

At the same time, students' reading comprehension abilities are generally weak, and they lack the ability for in-depth analysis. In the reading process, students are often limited to understanding the literal meaning, and it is difficult for them to deeply explore the deeper meaning of the article and engage in critical thinking. Insufficient mastery of reading strategies makes it difficult for students to effectively cope with reading materials of different types and different difficulties. A lack of vocabulary and grammar knowledge also becomes a stumbling block for students in the reading process, leading to hindered reading fluency and increased comprehension difficulty.

2.2 Teaching method level: single methods, lack of innovation

The singularity and lack of innovation of teaching methods are another important factor restricting the effectiveness of reading teaching. Traditional English reading teaching methods mainly revolve around vocabulary and grammar explanations and text translation, lacking interactivity and interest. Teachers occupy an absolute dominant position in the classroom, and students' participation is not high, lacking opportunities for autonomous learning and cooperative learning. This teacher-centered teaching model is not conducive to students' active thinking, active exploration, and personalized development. In addition, the application of information technology in English reading teaching is not widespread and in-depth enough, failing to fully utilize modern technological means to provide students with diverse learning resources and learning experiences.

2.3 Evaluation system level: single methods, lack of comprehensiveness

Traditional English reading evaluation methods mainly use test scores as the sole standard, making it difficult to comprehensively reflect students' reading abilities and development potential. The evaluation content focuses too much on the examination of grammar and vocabulary, ignoring the evaluation of students' ability to use reading strategies, critical thinking abilities, and comprehensive language application abilities. This one-sided evaluation system not only fails to effectively stimulate students' learning interest and enthusiasm, but also intensifies students' examination pressure, further deviating from the essential goals of reading teaching. The evaluation method lacks process and motivation, making it difficult for students to obtain timely feedback and guidance, and unable to fully recognize their own strengths and weaknesses, thus affecting their learning enthusiasm and sustainability.

3 Theoretical basis and practical research of activity-based teaching method

3.1 Theoretical basis of activity-based teaching method

The theoretical basis of the activity-based teaching method mainly comes from constructivist learning theory, humanistic learning theory, and activity theory.

Constructivist learning theory believes that knowledge is not directly acquired through teacher instruction, but

is actively constructed by learners through interaction with the environment. Activity-based teaching methods emphasize the student's main role in the learning process, encourage students to actively participate and actively explore through the design of various activities, thereby constructing their own knowledge system.

Humanistic learning theory emphasizes people-oriented, respecting students' individual differences, and focusing on cultivating students' self-confidence and self-esteem. Activity-based teaching methods focus on students' interests and needs, providing personalized learning experiences, stimulating students' learning motivation, and thus promoting their all-round development.

Activity theory believes that learning is a purposeful and conscious activity. Learners achieve their learning goals by participating in activities. Activity-based teaching methods emphasize the practicality and contextuality of learning, and improve students' learning effectiveness by designing real and meaningful activities to connect learning content with real life.

3.2 Practical research of activity-based teaching method at home and abroad

Scholars at home and abroad have conducted a large number of practical studies on activity-based teaching methods, proving that it has a significant effect on improving students' learning outcomes.

Foreign scholars generally believe that activity-based teaching methods can effectively improve students' learning interest, participation, and learning outcomes. For example, the research by Johnson & Johnson (2009) shows that cooperative learning in small groups, as an important activity-based teaching method, can improve students' academic performance, promote their interpersonal skills and teamwork spirit. The research by Slavin (2014) also confirms that cooperative learning can improve students' learning motivation and enhance their self-confidence and self-esteem.

Domestic scholars have also actively explored and practiced activity-based teaching methods. For example, Yang Xiaozhe (2005) proposed a teaching design theory based on learning activities, emphasizing the importance of activity design in teaching. Lu Zhiping (2012) re-examined the design of curriculum learning activities from the perspective of activity theory, and proposed problems such as the lack of activity subjects, the uniformity of activity media, and the closed nature of the activity process.

4 Advantages and limitations of activity-based teaching methods in junior high school English reading instruction

4.1 Advantages of activity-based teaching methods in junior high school English reading instruction

Stimulating Students' Reading Interest and Enhancing Learning Motivation: Activity-based teaching methods, through the design of diverse and enriching activities such as role-playing, group discussions, and reading competitions, connect learning content with real-life situations, making the learning process more vivid and engaging. This stimulates students' reading interest and enhances their learning motivation.

Promoting Active Student Participation and Cultivating Self-Directed Learning Abilities: Activity-based teaching methods emphasize the students' central role in the learning process, encouraging them to actively participate in activities and explore proactively, thereby cultivating their self-directed learning abilities.

Improving Reading Comprehension Skills and Developing Critical Thinking: By designing various activities, activity-based teaching methods guide students to think deeply and analyze the deeper meaning of articles, thereby improving their reading comprehension skills and developing critical thinking.

Cultivating Collaboration Skills and Enhancing Team Spirit: Activity-based teaching methods emphasize collaborative learning, encouraging students to exchange ideas and help each other in collaboration, thereby cultivating their collaboration skills and enhancing team spirit.

Promoting Language Application Skills and Improving Overall Quality: Activity-based teaching methods provide students with opportunities to use language through the design of various activities, thereby improving their language application skills and promoting the development of their overall quality.

4.2 Limitations of activity-based teaching methods in junior high school English reading instruction

High Difficulty in Activity Design, Requiring Teachers to Possess High Professional Qualities: The effective implementation of activity-based teaching methods requires teachers to possess high professional qualities and be able to design activities that meet teaching objectives and stimulate students' interest based on their actual situations.

Complex Activity Organization, Requiring Teachers to Possess Strong Organizational and Management Skills: The implementation of activity-based teaching methods requires teachers to possess strong organizational and management skills and be able to effectively organize students to participate in activities and control classroom order.

Difficult Activity Evaluation, Requiring Teachers to Develop Scientific and Reasonable Evaluation Criteria: The evaluation of activity-based teaching methods requires teachers to develop scientific and reasonable evaluation criteria that can comprehensively reflect students' learning outcomes and development potential.

Long Activity Implementation Time, Potentially Affecting Teaching Progress: The implementation of activity-based teaching methods requires a long time, which may affect teaching progress. Teachers need to reasonably arrange teaching time.

Limited Activity Resources, Requiring Teachers to Actively Develop and Utilize Resources: The implementation of activity-based teaching methods requires rich activity resources. Teachers need to actively develop and utilize various resources, such as online resources, textbook resources, and community resources.

5 Development trends and recommendations for activity-based teaching methods in Chinese junior high school English reading instruction

5.1 Development trends

Activity Design Will Pay More Attention to Students' Individualized Needs: Future activity-based teaching methods will pay more attention to students' individualized needs and design more targeted activities based on students' interests, levels, and learning styles.

Activity Forms Will Be More Diversified, Integrating Information Technology: Future activity-based teaching methods will pay more attention to the diversification of activity forms and integrate information technology, such as using multimedia courseware, online platforms, and online games, to provide students with richer learning experiences.

Activity Evaluation Will Pay More Attention to Process-oriented Evaluation and Diversified Evaluation: Future activity-based teaching methods will pay more attention to process-oriented evaluation and diversified evaluation, focusing not only on students' learning outcomes but also on their learning process and development potential. Evaluation methods will be more flexible and diverse, such as adopting a combination of student self-evaluation, peer evaluation, and teacher evaluation, to comprehensively reflect students' learning situation.

Activity Resources Will Be Richer, Realizing Resource Sharing: Future activity-based teaching methods will pay more attention to the richness of activity resources and realize resource sharing. Teachers can use online platforms, teaching and research activities, and other channels to share activity design experiences and jointly develop activity resources.

Activity Implementation Will Pay More Attention to Teachers' Professional Development: Future activity-based teaching methods will pay more attention to teachers' professional development, improving teachers' activity design ability, organizational and management ability, and evaluation ability through training, seminars, and other activities.

5.2 Development suggestions

In order to better promote the application of activity-based teaching methods in Chinese junior high school English reading instruction, the following suggestions are put forward:

Strengthen Theoretical Research and Improve the Theoretical System of Activity-Based Teaching Methods: Strengthen theoretical research on activity-based teaching methods, deeply explore their core elements, basic principles, and implementation strategies, and build a theoretical system of activity-based teaching methods that conforms to China's national conditions.

Strengthen Practical Exploration and Promote the Successful Experience of Activity-Based Teaching Methods: Strengthen practical exploration of activity-based teaching methods, encourage teachers to actively try, accumulate experience, summarize laws, and promote the successful experience of activity-based teaching methods.

Strengthen Teacher Training and Improve Teachers' Professional Qualities: Strengthen teacher training, improve teachers' activity design ability, organizational and management ability, and evaluation ability, so that teachers can skillfully use activity-based teaching methods.

Strengthen Resource Construction and Provide Rich Activity Resources: Strengthen activity resource construction, develop and utilize various resources, such as online resources, textbook resources, and community resources, to provide teachers with rich activity resources.

Strengthen Evaluation Reform and Establish a Scientific and Reasonable Evaluation System: Strengthen evaluation reform, establish a scientific and reasonable evaluation system, comprehensively reflect students' learning outcomes and development potential, and stimulate students' learning interest and enthusiasm.

Strengthen Inter-School Cooperation and Realize Resource Sharing and Experience Exchange: Strengthen inter-school cooperation, establish collaborative learning communities, promote communication and learning between teachers, realize resource sharing and experience exchange, and jointly promote the development of activity-based teaching methods.

Utilize Information Technology to Innovate Activity Forms and Teaching Methods: Make full use of information technology to innovate activity forms and teaching methods, provide students with richer learning experiences, and improve learning effects. For example, multimedia courseware can be used to present vivid reading situations, online platforms can be used for online reading and discussion, and online games can be used to stimulate students' learning interest.

6 Conclusion

Activity-based teaching method, as a student-centered teaching model that emphasizes interaction and participation, has significant advantages and great potential in improving the quality of English reading teaching in junior high schools. Although there are still some challenges in the application of activity-based teaching methods in Chinese junior high school English reading teaching, with the deepening of theoretical research, the advancement of practical exploration, and the improvement of teachers' professional qualities, activity-based teaching methods will surely play an increasingly important role in Chinese junior high school English reading teaching.

By strengthening theoretical research, practical exploration, teacher training, resource construction, and evaluation reform, we can better promote the application of activity-based teaching methods in junior high school English reading teaching, thereby stimulating students' reading interest, improving their reading comprehension ability and overall quality, and contributing to the cultivation of innovative talents with international perspectives and cross-cultural communication skills.

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Practical Pathways for Integrating the Spirit of the Older Generation of Scientific and Technological Workers into University Students' Ideological and Political Education: A Case Study of Yuan Longping

Xie Xianggang

[**Abstract**] The spirit of the older generation of scientific and technological workers—especially the innovation, pragmatism, patriotism, and dedication exemplified by Yuan Longping—constitutes a valuable spiritual legacy in China's agricultural science and technology sector, as well as a crucial resource for ideological and political education among university students in the new era. This paper first outlines four defining characteristics of this spirit—resilient innovation, diligent pragmatism, patriotic devotion, and selfless dedication—and points out that these qualities not only shaped the remarkable achievements of scientists but also offer vivid role models for university students' moral and ideological growth. Building on this analysis, the paper further examines the threefold value of this spirit: guiding students in forming correct worldviews, values, and outlooks on life; inspiring patriotism and social responsibility; and enhancing their capacity for innovation and practical application. In response to current demands in higher education, the paper proposes five concrete educational pathways: innovative classroom teaching, enriched daily educational design, expanded practical education mechanisms, the construction of a culturally immersive ecosystem, and optimized policy and resource support. Through the systematic implementation of these pathways, the spirit of Yuan Longping and other veteran scientific and technological workers can be effectively integrated into all aspects of university ideological and political education, stimulating young students' innovative potential and practical perseverance, and nurturing a new generation with both a global perspective and a deep sense of national commitment.

[**Key words**] spirit of the older generation of scientific and technological workers; Yuan Longping; ideological and political education; university students

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In 2018, during an inspection at the National Southern Breeding Research Base in Hainan, General Secretary Xi Jinping emphasized: "We should carry forward the spirit of the older generation of scientific and technological workers; Comrade Yuan Longping is a role model" (People's Daily Online, 2022). Yuan Longping, as an outstanding representative in the field of agricultural science in China, is known as the "Father of Hybrid Rice" for his remarkable scientific achievements and noble character. He not only propelled revolutionary progress in China's grain production but also made significant contributions to global food security. The qualities of innovation,

pragmatism, dedication, and patriotism demonstrated throughout Yuan Longping's life vividly reflect the spirit of the older generation of scientific and technological workers and have become a model for the scientific spirit of contemporary Chinese scientists. These spiritual qualities not only embody Yuan Longping's noble pursuits but also constitute a valuable resource for the development of socialism with Chinese characteristics in the new era. Against the background of globalization and rapid socio-economic development, it is particularly important for university students, as future builders of the nation, to enhance their ideological and political qualities. Integrating the spirit of the older generation of scientific and technological workers—especially the exemplary deeds of Yuan Longping—into the ideological and political education of university students to help them establish correct worldviews, outlooks on life, and values has become a crucial topic for colleges and universities. This spirit not only inspires patriotic enthusiasm and innovative consciousness among university students but also cultivates their sense of social responsibility and spirit of dedication. In-depth research and promotion of the scientific spirit exemplified by Yuan Longping represent an important measure for implementing General Secretary Xi Jinping's directives on promoting the scientific spirit, and for carrying out the "Opinions on Further Promoting the Spirit of Scientists and Strengthening Work and Academic Conduct" issued by the General Office of the CPC Central Committee and the General Office of the State Council (General Office of the CPC Central Committee & General Office of the State Council, 2019), as well as for inheriting the spiritual lineage of the Communist Party of China (Liu, Wang, & Liao, 2023). Actively promoting this spirit in the ideological and political education of university students can help young people better understand the arduous journey of national development, strengthen their confidence in the path of socialism with Chinese characteristics, and firm up their ideals and beliefs in striving for the great rejuvenation of the Chinese nation. Therefore, exploring the practical pathways for integrating the spirit of the older generation of scientific and technological workers—especially the exemplary deeds of Yuan Longping—into the ideological and political education of university students is of great practical significance and far-reaching historical value.

1 The four major qualities of the spirit of the older generation of scientific and technological workers

The spirit of the older generation of scientific and technological workers embodies the era's ethos of Chinese intellectuals striving for the country and the people. Scientists represented by Yuan Longping developed qualities such as resilient innovation, pragmatic dedication, patriotism, and selfless devotion through long-term efforts. These characteristics not only forged their individual achievements and personal charisma but have also become a vital spiritual resource for the ideological and political education of university students in the new era, inspiring young people to strive for self-improvement and contribute to the nation.

1.1 Resilient innovative spirit: courage to break through and pursue continuous exploration

A resilient innovative spirit is a fundamental trait of the older generation of scientific and technological workers. Yuan Longping, as a representative, demonstrated extraordinary innovation and perseverance in the development of hybrid rice. His achievements were not the result of occasional inspiration, but of profound understanding of scientific laws and countless practical explorations. In the early 1960s, China faced a severe food crisis. Yuan Longping realized that traditional varieties could no longer meet the demands of a growing population. In 1961, he first discovered natural hybrid rice at the Anjiang Agricultural School experimental farm in Hunan (Yuan & Xin, 2010a). In 1966, he discovered the three-line hybrid rice system and published the paper "Male Sterility in Rice" in the journal Kexue Tongbao (Yuan, Xin, Fu, & Liao, 2010). On November 23, 1970, guided by Yuan's idea of "maximizing the genetic distance of hybrid breeding materials by crossing a distant wild rice with cultivated rice," his assistants Li Bihu and Feng Keshan found "Wild Abortive" in Hainan, opening the breakthrough for

indica three-line hybrid rice (Qi & Wei, 2002). After four years of arduous trials and unremitting effort, in 1974, Yuan Longping successfully bred Nan-you 2, the first high-yield hybrid rice variety for large-scale production, marking a historic breakthrough for hybrid rice promotion in China (Guo, 2016). This series of achievements not only solved China's food problem but also made China the world's first country to successfully promote hybrid rice. Yuan Longping's innovative thinking was not limited to hybrid rice research; he continuously upgraded technologies and eventually achieved breakthroughs in super hybrid rice, greatly increasing yields. His innovative spirit has had a profound impact, demonstrating the crucial role of scientific innovation in addressing major social challenges.

1.2 Dedicated pragmatism: down-to-earth and pursuing the truth

Pragmatism is a fundamental cornerstone of the spirit of the older generation of scientific and technological workers and the guarantee of their scientific achievements. Yuan Longping, as a representative, always adhered to a down-to-earth and truth-seeking scientific attitude throughout his career. He firmly believed in "finding answers from the land", conducting agricultural science research with a grounded approach. He once said, "A person is like a seed and should strive to be a good seed" (Gao & Li, 2024), a simple statement that reflects his deep emotional connection to science and the land. During the breeding process of hybrid rice, Yuan and his team experienced hundreds of failures, but he never lost heart, always conducting experiments and observations in the fields. He believed that real progress in agricultural science must be tested by practice, not just theory in the laboratory. Thus, he repeatedly braved the elements, traveling to places like Hunan and Hainan for field trials, meticulously observing rice growth, recording every experimental data point, and constantly reflecting and summarizing. It was this long-term commitment to field research and practical investigation that enabled Yuan Longping to keenly identify problems, promptly adjust breeding plans, and ultimately achieve breakthroughs. Moreover, Yuan attached great importance to the transformation and social value of scientific achievements. He did not confine the success of hybrid rice to the laboratory or academic papers but personally entered the fields to guide farmers in mastering scientific planting methods, solving real production problems, and turning scientific achievements into productive forces. This rigorous scholarship and pragmatic approach not only shaped Yuan Longping's success but also became a precious spiritual legacy, inspiring future generations to persevere.

1.3 Strong patriotism: devotion to the nation and commitment to mission

A strong sense of patriotism is a distinctive trait of the older generation of scientific and technological workers and serves as the fundamental driving force for their pursuit of excellence and service to the nation. Yuan Longping's entire career was closely intertwined with the fate of the country; he made solving China's food security issues his lifelong mission, always placing the interests of the nation and the needs of the people above his own. Born in 1930, Yuan grew up during a time marked by war and poverty. As a child, he witnessed firsthand the suffering caused by national turmoil and hardship, which made him acutely aware of the vital importance of food for the country and its people. These experiences inspired him to embrace the ideal of "contributing to the nation and the people" (Xie & Xiao, 2012). After the founding of the People's Republic of China, at a time when the nation faced acute food shortages, Yuan Longping resolutely devoted himself to agricultural scientific research, closely aligning his personal destiny with the needs of the country. For decades, he remained rooted at the grassroots level, quietly dedicating himself to research and continuously striving for breakthroughs, making tireless efforts to ensure China's food security and advance agricultural science and technology. The hybrid rice technology he led and promoted not only greatly increased China's grain output, but also won the country broad international respect and made China a leader in global agricultural science and technology. Yuan Longping once said simply, "A single grain of food can save a country, or it can topple a country. May everyone in the world have enough to eat"

(Zhang, 2022). This statement encapsulates his lifelong pursuit and deep affection for his motherland and the people. In September 2020, General Secretary Xi Jinping remarked at a symposium with scientists, "Science knows no borders, but scientists have a motherland" (Xi, 2020). Yuan Longping embodied this spirit through concrete actions, closely integrating his personal ideals with national missions. The sense of devotion and responsibility exemplified by the older generation of scientific and technological workers provides a shining example for today's university students, inspiring the younger generation to achieve excellence, serve the nation, and contribute their wisdom and strength to the great rejuvenation of the Chinese nation.

1.4 Selfless dedication: putting the collective first and wholehearted commitment

Selfless dedication is a defining character of the older generation of scientific and technological workers and a key driving force for the advancement of China's science and technology and social progress. Yuan Longping devoted his entire life to the research and promotion of hybrid rice, always putting the interests of the nation and the people first, regardless of personal honor or gain. He pursued not only scientific breakthroughs but was more concerned about whether his work could genuinely benefit society and improve the lives of hundreds of millions. As General Secretary Xi Jinping emphasized, "The cultivation of innovative talents is a fundamental plan for the long-term development of the nation and the people. Ultimately, competition in the world today is competition in talent and education" (Xi, 2018). Yuan Longping not only upheld the spirit of selfless dedication in scientific research but also practiced it in talent cultivation. He understood the importance of passing on the torch in scientific research and thus paid great attention to the development of young scientific and technological talents and team building. As a mentor, Yuan Longping not only imparted theoretical knowledge but also led his students to conduct hands-on experiments, observe crops, and record data in the fields. He repeatedly emphasized the need for bold hypotheses and careful verification, requiring both innovation and a down-to-earth approach, leaving no room for impatience or carelessness (Guo, 2016). Through his actions, he deeply influenced every student, requiring them to embrace the same dedication and selflessness. Yuan Longping's selfless spirit was also widely respected internationally. He served multiple times as an FAO consultant, helping promote hybrid rice technology in developing countries in Asia and Africa, contributing to global food security. When faced with lucrative offers from abroad, he resolutely chose to stay in China and encouraged his outstanding students to refuse foreign offers and remain in service to the nation (Xie & Xiao, 2012). He always acted with selflessness, fulfilling his original aspiration and mission of serving the nation through science and benefiting humanity. Yuan Longping's noble character of selfless dedication and wholehearted commitment not only forged his personal achievements but also set a shining example for the youth of the new era. This spirit is the most precious legacy of the older generation of scientific and technological workers and an important guide for today's university students as they grow, succeed, and serve society.

2 The threefold value of the spirit of the older generation of scientific and technological workers in ideological and political education

The spirit of the older generation of scientific and technological workers—especially the noble qualities of innovation, pragmatism, dedication, and patriotism represented by Yuan Longping—has become a valuable asset in both the advancement of agricultural science and the construction of social value systems. For the ideological and political education of university students in the new era, this spirit not only helps young students to establish correct worldviews, outlooks on life, and values, but also plays an irreplaceable role in strengthening ideals and beliefs, cultivating social responsibility, and fostering innovative awareness. In today's complex and diverse social environment, systematically promoting the spirit of the older generation of scientific and technological workers is particularly significant for guiding youth growth and talent development, as well as fulfilling the fundamental educational mission of moral development in universities.

2.1 Guiding the establishment of correct worldviews, outlooks on life, and values: shaping scientific rationality and value beliefs

Worldview, outlook on life, and values are the core of young people's ideological system and have a fundamental influence on their behavior and life goals. The spirit of the older generation of scientific and technological workers—particularly Yuan Longping's patriotic devotion, global perspective, and selfless dedication—provides a vivid model for contemporary university students in establishing the right values. Through a lifelong pursuit of scientific research, Yuan Longping exemplified what a truly meaningful and valuable life looks like. He not only cared about China's food security but also about the well-being and agricultural development of people worldwide. His global vision encourages students to link their personal destiny closely with the fate of the nation, society, and even the community of humankind, thereby cultivating a broad worldview and a sense of responsibility for all. In terms of life outlook, Yuan Longping always regarded selfless dedication as his life credo. He did not care about personal gains and losses, dedicating all his energy to the cause of agricultural research for his country. His example teaches students that the value of life is not about personal fame or gain, but about contributing to society and the nation. Yuan Longping's deeds guide young people to abandon utilitarian and short-sighted thinking, inspiring them to pursue higher and more meaningful life goals. As has been emphasized: "The value orientation of young people determines the future value orientation of society as a whole, and as youth are at a critical stage for value formation and establishment, it is extremely important to cultivate correct values at this stage" (Xi, 2018). Yuan Longping exemplified collective spirit, patriotism, and high moral character, providing university students with a lofty value model. Adopting such values helps young people, in a complex environment of social transformation and value pluralism, to strengthen their ideals and beliefs, resist negative trends, and reinforce their sense of social responsibility and historical mission. This is of great practical significance for ideological and political education in higher education and for students' personal growth and success.

2.2 Inspiring patriotism and social responsibility: inheriting red genes and shouldering the mission of the times

Patriotism and social responsibility are essential value objectives in the ideological and political education of university students in the new era. The older generation of scientific and technological workers, represented by Yuan Longping, always placed national interests first and closely linked their personal destinies with the future of the nation and the people. When facing the lure of high salaries and favorable conditions abroad, Yuan Longping resolutely chose to stay in China, dedicating all his wisdom and energy to the development of Chinese agriculture, fully demonstrating his profound patriotism and sense of responsibility. Yuan Longping's deeds serve as vivid teaching materials for guiding young university students to strengthen their love for the nation and cultivate a sense of social responsibility. In today's era of deepening globalization and informatization, young students face the impact and challenges of diverse values. How to maintain firm ideals and strong patriotism in a changing international environment has become a crucial issue in ideological and political education in universities. Yuan Longping demonstrated through a lifetime of action that patriotism is not only an emotional identification but also an active responsibility and historical mission. In times of national need, the younger generation should have the courage to take responsibility, combine personal efforts with national rejuvenation, and thus live up to the times and the people. By studying Yuan Longping's patriotism in depth, his exemplary effect can inspire stronger patriotic feelings among university students, thereby enhancing their sense of social responsibility and prompting them to consciously integrate personal aspirations with the destiny of the nation—contributing to national prosperity and people's well-being. Yuan Longping's story further educates students that patriotism should be reflected in concrete actions and in all aspects of learning, work, and social service, embodying a sense of service to the people

and giving back to society. Only by truly integrating personal development with national destiny can young people achieve the sublimation of personal value and the unity of personal and social value. This spiritual strength is precisely the key support for the new generation of university students to become capable bearers of the great task of national rejuvenation.

2.3 Enhancing innovation and practical ability: developing interdisciplinary thinking and hands-on skills

Innovation and practical abilities are core competencies that contemporary university students must possess. The spirit of the older generation of scientific and technological workers—especially the resilient innovative thinking and pragmatic approach exemplified by Yuan Longping—provides rich resources for innovation and entrepreneurship education and talent cultivation in higher education. Yuan Longping always emphasized that personal success depends on the combination of knowledge, hard work, inspiration, and opportunity. He believed that agricultural scientists must step out of the laboratory and into the fields; only through repeated exploration and courageous experimentation in practice can true scientific innovation be achieved. He often remarked that only scientific achievements achieved through sweat and hard work are truly solid (Xi, 2018). This philosophy not only reflects the law of integrating scientific innovation and practical experience but also offers valuable inspiration for university students. Through decades of tireless effort, Yuan Longping continuously made breakthroughs in hybrid rice research, ultimately leading his team to solve the food problem for both China and the world. His experience shows that outstanding innovative ability cannot be separated from a solid foundation of practical work and a profound understanding of real-world problems. In contrast, although today's university students generally possess a strong theoretical foundation, they still tend to lack practical and innovative abilities, as well as the persistence and systematic problem-solving skills needed when faced with complex challenges. By learning from Yuan Longping's spirit of relentless practice and innovation, students can better appreciate the close relationship between innovation and practice. Yuan Longping achieved remarkable scientific success through a strong scientific spirit, rigorous academic attitude, and unwavering perseverance. His journey demonstrates to university students that only by persevering through setbacks, bravely trying new things, and rising to challenges can true innovation be realized. Grasping the dialectical relationship between innovation and practice is essential for young students to grow into new-era talents with both an international perspective and a sense of social responsibility.

3 Five practical pathways for integrating the spirit of the older generation of scientific and technological workers into ideological and political education in universities

Promoting the spirit of the older generation of scientific and technological workers in the ideological and political education of university students—especially the spirit of innovation, pragmatism, dedication, and patriotism embodied by Yuan Longping—is not only an important measure for fulfilling the fundamental task of moral cultivation but also a key pathway for developing innovative talents and new-generation youth capable of shouldering the mission of national rejuvenation. Exploring practical and effective pathways can ensure that this spirit deeply permeates students' cognition and behavior, guiding them toward the unity of personal growth and social contribution.

3.1 Innovating classroom teaching models: strengthening the coordination of innovative thinking and perseverance

Classroom teaching is the core arena of ideological and political education in universities. To effectively integrate the spirit of the older generation of scientific and technological workers into classroom teaching, innovation is required in terms of content, methodology, and assessment mechanisms. First, the classroom should be problem-oriented, utilizing diverse and interdisciplinary discussion formats to encourage students to actively think

and dare to innovate when faced with complex real-world problems. Instructors can design open-ended case studies around themes such as "overcoming key technological bottlenecks" and "team collaboration in scientific innovation", encouraging students from different academic backgrounds to propose solutions from multiple perspectives. Such multidimensional discussions not only help cultivate students' problem awareness and innovative capabilities but also stimulate their enthusiasm for practical application. Second, teaching designs based on real-life scientific research cases are highly valuable. For example, by examining how Yuan Longping's team overcame numerous challenges in hybrid rice development to achieve technological breakthroughs, teachers can guide students to analyze the practical challenges and key decisions in scientific innovation and appreciate the perseverance and innovative spirit demonstrated by the older generation of scientific workers through persistent exploration and repeated experimentation. Through group discussions, role-plays, and case analyses, students can experience the close connection between theory and practice, thereby stimulating independent learning and innovative thinking. Modern teaching approaches such as flipped classrooms and situational simulations add further dynamism to the classroom. Flipped classrooms encourage students to learn foundational knowledge independently before class, while teamwork and focused discussions during class deepen their understanding and problem-solving skills. Situational simulations allow students to experience the pressures and challenges inherent in scientific innovation through simulated decision-making. These highly practical activities not only enhance classroom participation but also train students' ability to adapt, make quick decisions, and solve real problems. Finally, it is crucial to establish scientific and reasonable assessment mechanisms that not only focus on students' final outcomes but also emphasize their thought processes and teamwork during discussions, experiments, and simulations. With ongoing feedback and process-oriented assessment, students can identify weaknesses, adjust their learning strategies, and continuously improve their innovative and practical skills. Systematic implementation of innovative classroom teaching models helps students deeply understand the intrinsic logic of scientific innovation and practical application, preparing them to meet national and societal needs with innovative thinking and perseverance—and to become responsible, innovative young people for the new era.

3.2 Deepening everyday educational design: guiding autonomous exploration of disciplinary frontiers and tackling real-world challenges

Everyday education, as an important complement to classroom teaching, is an indispensable component of ideological and political education for university students. It provides a valuable platform for combining theoretical knowledge with social practice and, through a variety of educational activities, stimulates students' autonomous exploration and critical thinking, promoting the transformation of theory into practice. The exploratory persistence shown by the older generation of scientific and technological workers—especially Yuan Longping in his scientific research—offers a vivid spiritual model for designing everyday education for university students. First, everyday education should be problem-oriented, closely linked to the pressing issues and development challenges faced by the nation and society, guiding students to actively identify and analyze real problems. Through activities such as themed Party Day events, Youth League Day events, class seminars, and frontier research sharing sessions, teachers can organize interdisciplinary and small-group discussions around real-world topics like "food security and scientific innovation" or "ecological protection and regional development coordination", cultivating students' ability to apply theory to complex real-world problems. Yuan Longping's spirit of continuous experimentation and fearless breakthroughs in hybrid rice research serves as an exemplary model for students in independently discovering and solving problems. Second, everyday education should focus on fostering students' autonomous learning abilities. Unlike the highly structured nature of classroom teaching, everyday education places greater emphasis on developing independent thinking skills through activities such as data retrieval, analytical comparison,

and the articulation of personal viewpoints. By participating in research sharing, group investigations on disciplinary frontiers, and case studies of real-world challenges, students are encouraged to seek new knowledge proactively, focus on integrating theory and practice, and improve their capacity for innovation and practical problem-solving. Teamwork is also an indispensable element of everyday education. The diversity and complexity of real-world issues require students to learn cooperation and effective communication. Through interdisciplinary collaboration and group projects, students can inspire each other, learn from each other's strengths, and explore multiple pathways to problem-solving, thereby enhancing their collaborative awareness and organizational skills. Such experiences not only develop students' communication and collaboration abilities in the face of real-world challenges but also spark innovative ideas. During implementation, teachers should establish dynamic feedback and process-oriented evaluation mechanisms to promptly guide and summarize students' growth and shortcomings in independent exploration and teamwork, with a focus on how process evaluation encourages and guides critical thinking and innovative capacity. Through ever-improving educational design, students can gain valuable experience in independent exploration and teamwork, gradually strengthening their overall competence in meeting complex challenges. In summary, by deepening everyday educational design through problem orientation, autonomous learning, and teamwork, students are actively guided to engage with disciplinary frontiers and social realities, cultivating their ability to innovate and tackle real-world problems. Drawing on the spirit of persistent exploration and ongoing breakthroughs exemplified by Yuan Longping and his peers, everyday education provides university students with solid capability and spiritual motivation for serving the nation and society in the future.

3.3 Expanding practical education mechanisms: laying the foundation for focus and social responsibility

In contemporary higher education, practical education mechanisms are not only an effective bridge for transforming theoretical knowledge into real-world abilities but also a crucial platform for cultivating students' focus and sense of social responsibility. The perseverance and dedication to serving society exemplified by the older generation of scientific and technological workers—especially role models like Yuan Longping—offer invaluable examples for universities to draw upon in practical education. By constructing a systematic and dynamic framework for practical education, universities can purposefully organize projects closely aligned with national development and social progress, guiding students to experience the essence of real-world challenges and hone both sustained focus and a value orientation toward serving society. First, expanding practical education mechanisms should focus on addressing real-life problems. Universities can design targeted fieldwork projects centered on national strategies such as agricultural technology promotion, rural revitalization, and ecological environmental protection. Through research, site visits, and communication with various stakeholders, students directly confront grassroots realities and analyze real challenges in depth. In this process, they must identify the root causes of problems, propose innovative solutions, and continuously refine their approaches in practice. Just as Yuan Longping persevered through repeated trials in promoting hybrid rice, students will also experience setbacks and challenges in their projects, cultivating both focus and problem-solving abilities through sustained engagement. Second, practical education mechanisms should emphasize teamwork and interdisciplinary integration. Complex social issues often require the joint efforts of multiple fields of knowledge. By forming interdisciplinary teams and collaborating on problem-solving, students can broaden their horizons, leverage their individual strengths, and experience the power of collective intelligence. For example, in agricultural technology promotion projects, students from different academic backgrounds can collaborate in project management, technological innovation, data analysis, and policy interpretation, enhancing both the effectiveness of practical work and their cooperative spirit and sense of social responsibility. A scientific and dynamic management and evaluation system is essential for the effective operation of

practical education mechanisms. Projects can be structured into stages such as problem identification, solution design, implementation, and outcome assessment, with clear objectives and evaluation criteria at each step. Teachers and advisors should closely monitor students' logic, teamwork, innovative methods, and reflective abilities throughout the process, facilitating regular reporting, presentations, and discussions to encourage experiential learning and ongoing growth. A dynamic evaluation system motivates students to continually improve themselves in practice, internalizing focus and responsibility as personal qualities. More importantly, practical education mechanisms should guide students to integrate personal growth with national and social development. By participating in social practice projects closely related to national strategies, students gradually realize that their own progress is inseparable from social advancement and the country's destiny. Drawing inspiration from the enduring focus and selfless dedication shown by Yuan Longping and his peers throughout their research careers, students can translate social responsibility into real action, developing a strong sense of public awareness and historical mission as they continuously solve real-world problems. In summary, systematically expanding practical education mechanisms not only helps students cultivate a high degree of focus and responsibility through real projects but also lays a solid foundation for their future service to the country and society, preparing them to become the backbone of society capable of taking on the responsibilities of the era.

3.4 Building a culture of immersion: shaping individual value identification and understanding of success

Campus culture is vital soil for university education and has a profound impact on shaping students' values and perceptions of success. By creating a positive and inspiring campus environment that champions innovation and dedication, universities can help students internalize the spirit of "innovation, pragmatism, patriotism, and dedication" embodied by the older generation of scientific and technological workers, thus forming behavioral norms and value pursuits focused on scientific exploration and social service. Cultivating values through culture is not a single event, but rather a subtle, ongoing, and systemic process. First, themed activities are an effective vehicle for infusing the culture of scientific spirit. Universities can regularly host events such as "Spirit of the Older Generation of Scientific Workers Exhibitions", "Youth Innovation Forums" and "Stories of Scientific Figures", allowing students to gain firsthand insights into the challenges and achievements of Yuan Longping and other scientists on their research journeys, and to appreciate the essence of focus, resilience, and innovation. Inviting scientists and industry experts to deliver campus lectures and share real experiences in scientific exploration can deepen students' understanding of the persistence and accumulation behind success, thus forming value identification centered on exploration and dedication. Second, the daily integration of cultural elements is equally essential. Schools can set up themed displays in teaching buildings, laboratories, libraries, and other public areas, highlighting inspiring stories, famous quotes, and innovative achievements of the older generation of scientific and technological workers. This continuous cultural exposure in students' daily study and life helps reinforce the recognition of "persistent exploration and serving society", cultivating positive behavioral habits. In addition, on-campus competitions and project participation offer practical platforms for strengthening value identification and perceptions of success. Organizing knowledge contests, creative challenges, and hands-on projects around themes like "scientific and technological innovation", "food security" and "green development" enables students to experience firsthand the integration of personal effort and collective wisdom through teamwork and practice. Such experiences not only enhance problem-solving abilities but also deepen the understanding that success requires long-term focus, continuous exploration, and collective effort. To ensure the sustained effect of a culture of immersion, universities should systematically integrate the scientific spirit into campus culture construction and establish long-term mechanisms. For example, instituting an annual "Scientific Spirit Month", building "Scientific Spirit Cultural

Bases", and regularly holding related lectures, seminars, and salons all contribute to the ongoing enrichment of campus culture. This approach not only strengthens the soft power of campus culture but also ensures that students are continuously influenced and inspired on cognitive, emotional, and value levels. In summary, building a culture of immersion is a key pathway for universities to cultivate students' scientific value identification and correct perceptions of success. Through the organic combination of themed activities, daily cultural integration, and practical competitions, students can internalize the spirit of persistent exploration and social service, striving for excellence in their future studies and lives, and closely linking their personal aspirations with the progress of the country and society.

3.5 Optimizing policy and resource support: aligning national strategic needs with individual development pathways

Optimizing policy and resource support is a fundamental guarantee within the university talent cultivation system, facilitating the effective integration of individual growth with national strategies. By establishing a sound policy framework and efficient resource allocation mechanisms, universities not only provide students with platforms to tackle real-world challenges but also guide them to align their personal development goals with major national strategic demands, thereby promoting mutual empowerment. First, universities should proactively align with national development plans and the needs of industrial transformation and upgrading, actively implementing various special policies. Around key national fields such as "high-end equipment manufacturing", "green energy" and "digital economy", universities can establish targeted research projects and innovation programs, providing students with dedicated funding, laboratory facilities, and technical guidance. Just as Yuan Longping achieved technological breakthroughs in hybrid rice research by relying on national policy support and research resources, such policy guidance and resource assurance offer students valuable opportunities to access cutting-edge technologies and participate in major projects. Through these practical experiences, students come to appreciate the profound impact of scientific and technological innovation on the nation's destiny, thereby fostering ideals of serving the country and pursuing excellence. Second, resource integration and platform construction create a solid foundation for individual development. Universities should strengthen deep cooperation with research institutes, enterprises, and local governments, jointly establishing experimental bases, training platforms, and innovation incubation centers. By sharing resources and breaking down disciplinary barriers, universities can promote interdisciplinary collaboration and innovation. Students, by participating in practical projects, are able to enhance their capacity for independent innovation and problem-solving. Yuan Longping's own experience demonstrates that strong resource support and teamwork are crucial for both personal growth and scientific innovation. Universities should draw lessons from this model and continuously provide students with broad development opportunities. Establishing a long-term, incentive-driven mechanism is equally indispensable. Universities can create honors such as "Youth Innovation Award" and "Research Achievement Award", regularly host achievement exhibitions and academic exchanges, and foster a culture that encourages innovation. Such incentive mechanisms not only boost students' enthusiasm for scientific research and practical engagement but also help them identify the intersection between personal development and national needs, cultivating a value orientation toward the public good. To ensure the sustainability and adaptability of policy and resource support, universities should enhance collaboration with governments, enterprises, industry associations, and other stakeholders, establishing dynamic feedback and continuous improvement mechanisms. By regularly assessing the effectiveness of policies, optimizing resource allocation, and adjusting incentive measures, universities can ensure that talent cultivation systems always stay in sync with national strategic directions and the forefront of science and technology. A continually improving policy and resource system provides a solid guarantee for students' growth and success, and enables the country to cultivate more innovative

and socially responsible talents for the new era. In summary, optimizing policy and resource support is a key measure for achieving synergy between university education and national development. Through policy guidance, resource integration, and incentive mechanisms, universities not only build practical platforms for student development, but also guide them to closely integrate their personal pursuits with serving the nation. Drawing on the achievements of Yuan Longping and other members of the older generation of scientific and technological workers, who succeeded under strong policy and resource support, universities should continuously improve their talent cultivation models, helping young students become pillars of the era—equipped with international perspectives, innovative capabilities, and a strong sense of national commitment.

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Application of Project-based Task-driven Teaching Method in Cross-university Credit Courses—A Case Study of the Essentials of Management Course

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[**Abstract**] The sharing of high-quality online educational resources has become a new pathway for the development of higher education, especially in the post-pandemic era. Effectively enhancing the construction of cross-university credit courses has emerged as a critical issue in the current phase of higher education advancement. This paper introduces the connotation of the task-driven teaching method and elaborates on its design framework, including the preliminary learner analysis, the learning activity design, the integration of learning resources, the support for learning environments, and the evaluation of learning outcomes. It explores the implementation strategies of the task-driven teaching method in the cross-university credit course Essentials of Management, summarizes the effectiveness of its application, and offers valuable insights for other institutions seeking to improve teaching methodologies for cross-university credit courses.

[**Key words**] task-driven teaching method; the Essentials of Management course; course teaching and application

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Essentials of Management course for students majoring in Finance and Business at Guangxi Financial Vocational College. The course is based on the "Chaoxing Learning" platform, adopting a blended teaching approach that integrates both online and offline modalities to achieve the course requirements. To enhance teaching quality and learning outcomes, the teaching team employs a task-driven teaching method, using engaging situational contexts to stimulate students' learning motivation and actively involve them in practical public relations activities, so that this approach aims to improve students' logical expression skills as well as their ability to address real-world management problems.

1 Connotation of task-driven teaching method

The task-driven teaching method originates from the educational philosophy proposed by American educator John Dewey, who emphasized that learners construct their own cognitive systems through the process of problem-solving. This method advocates learning by doing and is widely applied in courses with practical and operational components. It utilizes engaging situational contexts to stimulate students' motivation to learn. Knowledge is transmitted through tasks as carriers, enabling students to acquire knowledge and skills while completing learning assignments. The core of the task-driven teaching method lies in the scientific and rational design of learning tasks. During instruction, teachers design knowledge objectives aligned with the goals of each learning module, with the learning tasks serving as a bridge between instructors and students. In the Essentials of Management course, instructors provide learners with clear overall learning objectives and help them analyze and break these down into several sub-tasks. Students are guided and encouraged to identify the core skills needed to accomplish each sub-task. This approach not only enhances learners' interest in autonomous learning but also progressively cultivates their comprehensive abilities to analyze management problems, formulate management strategies, and optimize organizational decision-making, thereby laying a solid foundation for their future roles in management.

2 Course design approach based on task-driven teaching method

2.1 Pre-course analysis

First, learner profile analysis. In implementing the online Essentials of Management course, students' cognitive levels and learning motivations are assessed through various methods, including questionnaires, learning portfolio analyses, and mining of learning behavior data. This comprehensive analysis identifies students' weaknesses in management theory, case analysis, and practical application. The diverse characteristics of the learner population—such as variations in academic year, disciplinary backgrounds, and prior online learning experience are thoroughly considered to enable a scientifically stratified and categorized design of teaching content and tasks. The course development prioritizes resource diversity and flexibility by constructing a multimodal resource system encompassing video lectures, knowledge maps, virtual simulations, online assessments, and learning guides. This multifaceted approach effectively overcomes the temporal, spatial, and interactional limitations inherent in traditional classrooms, enhances student engagement, and ultimately ensures precise alignment between course content and learners' developmental needs, thus facilitating the achievement of instructional objectives.

Second, analysis and design of teaching content. The course content is designed to balance practicality and theoretical value, ensuring students not only master theoretical knowledge but can also apply it effectively in real-world contexts. Specifically, this involves: (a) Defining learning objectives clearly to guide subsequent content development and instructional activities; (b) Selecting the learning themes and elements that stimulate learner interest and curiosity; (c) Designing situational and task-driven learning activities to boost student participation and motivation, thereby fostering deep understanding and long-term retention of knowledge. Moreover, the instructional design follows a three-phase model comprising task-setting, task implementation, and error-guidance. During the task-setting phase, students are introduced to the background, goals, and requirements of each task. In the task implementation phase, students complete the tasks and acquire knowledge through active practice. Finally, the error-guidance phase addresses common mistakes and misunderstandings encountered during tasks, providing clarifications to strengthen comprehension.

Third, analysis of the learning environment. The teaching team is committed to establishing an effective online learning environment that ensures users' proficiency in navigating platform functionalities, which include video lecture viewing, practical exercises, and self-assessment tools. Specifically: (a) Interactive video lectures integrate elements such as pop-up questions and discussion prompts to encourage learner engagement and critical reflection; (b) Practical exercises simulate real-world scenarios or cases, enabling learners to apply their knowledge to problem-solving or task completion, with convenient submission processes and timely feedback to enhance practical skills and application capabilities; (c) Self-assessment tools feature diverse formats including multiple-choice, fill-in-the-blank, and short-answer questions covering different knowledge levels and types. Prompt and constructive feedback supports learners in monitoring their progress and identifying areas requiring further attention.

2.2 Innovative teaching methods

First, design of the task-driven teaching method. Centering around specific learning tasks, both tasks and corresponding instructional activities are designed based on the course's learning objectives. By analyzing task content, instructors guide students in mastering the essential knowledge required for successful course completion. Offline practical exercises are subsequently arranged to facilitate the internalization and external application of knowledge, thereby achieving the goal of theory-to-practice transformation. The approach includes: (a) establishing clear and measurable learning objectives aligned with the core course content to inform task design; (b) formulating learning tasks with defined goals and concrete requirements that progressively guide students to acquire targeted knowledge and skills; (c) analyzing the task structure and content to help students understand the context, objectives, and expectations; (d) providing timely instructional support and scaffolding throughout task completion; (e) organizing offline practice sessions in which students apply theoretical knowledge to real-world

scenarios, consolidating and extending their learning outcomes.

Second, it is essential to adhere to the fundamental principles of the task-driven teaching method. First, the way of learner-centered approach should be adopted, with an emphasis on cultivating students' autonomous learning abilities. Instructors should design challenging and meaningful tasks that stimulate students' initiative and curiosity, enabling them to actively construct their own knowledge systems. Second, the authenticity and contextual relevance of task scenarios should be prioritized. Teaching tasks should be grounded in real-life or professional contexts to enhance the realism and practical value of learning, thereby improving student engagement and learning outcomes. Third, the development of students' collaboration skills should be emphasized. By organizing students into research-oriented teams, they are encouraged to engage in cooperative learning through resource investigation, problem analysis, and solution development, thereby strengthening their communication, coordination, and collaborative innovation capabilities during the task completion process.

Third, the design process of task-driven learning activities follows a structured sequence: context creation to stimulate interest-instructor guidance and task presentation-student clarification and collaborative completion-results presentation -evaluation and summary. For example, in a market research field study, students are guided to conduct on-site investigations to understand the market conditions and competitive landscape of a specific industry. The instructor introduces the industry background and current market status to spark students' interest and curiosity, encourages discussion on the significance and importance of market research, and assists in defining the research objectives and methods.

2.3 Integration of course resources

First, course learning resources should be fully considered to address the diverse learning needs of students. The course development team is encouraged to incorporate a wide range of materials that engage multiple sensory modalities visual, auditory, and audiovisual to stimulate learner interest and motivation. For examples they can use visual aids, audio content, multimedia resources, and other diverse instructional materials that enrich the learning experience.

Second, the task-driven online course framework should be scientifically and systematically designed to ensure a coherent progression of knowledge. Learning tasks should be organized in a hierarchical and modular fashion, enabling students to advance gradually from basic concepts to more complex applications. Each module should have clearly defined learning objectives aligned with the overall course goals, ensuring that all tasks contribute meaningfully to the achievement of intended learning outcomes.

Third, the teaching team should balance learners' cognitive development with the goal of holistic education. This includes broadening students' perspectives and enhancing their reading and cognitive abilities through the integration of rich educational resources such as video lectures, e-books, and academic literature. Furthermore, moral education, aesthetic appreciation, and physical education should be incorporated to foster teamwork, critical thinking, and social responsibility. Through academic exchanges, social practices, cultural engagements, and volunteer activities, the course framework can support well-rounded student development, expand their worldviews, enrich their knowledge systems, and enhance their overall learning capabilities.

2.4 Optimization of the learning environment

First, team collaboration and division of labor. The teaching service team for the Essentials of Management course consists of lead instructors, online teaching assistants, classroom practice instructors, and platform technical support personnel. The lead instructor is responsible for designing and delivering course content, ensuring the systematic and coherent presentation of knowledge. The online teaching assistant provides real-time academic support and learning guidance, assisting learners with questions and monitoring their progress. The classroom practice instructor organizes and supervises hands-on learning activities to bridge theory and practice. Meanwhile, technical support staff ensure the smooth operation of the online learning platform and provide necessary troubleshooting services to guarantee students' participation in online learning and interaction smoothly.

Second, technical support for the course. Effective technical support is essential to ensure students' smooth access to and engagement with the online learning platform. First, detailed user guides are provided to help students become familiar with platform navigation and functionalities. What's more, learning orientation modules and course notifications are used to guide learners in understanding the course structure, study pathways, and key learning milestones. In addition, instructors may leverage instant messaging tools such as WeChat and QQ to offer real-time academic consultation and individualized tutoring, thereby enhancing the efficiency and responsiveness of instructional support.

Third, learning resource support. Course resources include hardware, software, and extended learning materials. Hardware resources refer to multimedia classrooms, laboratories, and libraries. Software resources include student textbooks, audio-visual materials, and digital tools. Extended resources may include instructor-recommended readings, external links, and supplementary materials aligned with specific knowledge points, which together enrich the learning experience.

Fourth, learning environment support. The online learning platform supports core functions such as course access, video playback, material downloads, and assignment submissions. Learning resources include e-books, video lectures, and case analyses. The evaluation system adopts diversified assessment methods—including online quizzes, assignment grading, and discussion participation—to comprehensively measure students' learning progress and achievement. Interactive features such as discussion forums and instant messaging tools foster communication and knowledge sharing among students, contributing to a dynamic and engaging learning environment.

2.5 Improvement of course evaluation

When designing learning evaluation indicators, the teaching team mainly assesses learners' process evaluation and summary evaluation.

First, the instructor's guidebook. The guidebook includes sections on the course's background, design rationale, instructional design, course content, organization and implementation of teaching activities, and course evaluation. Instructors should tailor the guidebook content according to the specific context of the participating institutions. Given that different institutions may emphasize different aspects of the curriculum, the guidebook must be rich in content and present resources in a diversified manner.

Second, the student learning task sheet. This document systematically outlines the knowledge framework required for the course, helping students understand the relationships between different knowledge points. Notably, the task sheet should include learning objectives, activity titles, task requirements, task descriptions, and expected outcomes. Clearly defined learning objectives and tasks enable students to understand what they need to accomplish and the standards they must meet. The task descriptions provide detailed guidance on how to complete each task, thereby helping students organize their learning more effectively and improve learning efficiency.

3 Implementation path of task-driven approach in cross-university credit course essentials of management

3.1 Learner situation analysis

First, Student Profile. The Essentials of Management course is offered as a cross-university credit course. Learners include all students enrolled in this course via the Chaoxing Learning platform. The course duration is 90 minutes. Before teaching begins, instructors release learning resources on the Chaoxing platform. Students receive an online learning task list and complete both the course instructional videos and practical exercises.

Second, Teaching Content Analysis. The Essentials of Management course aims to cultivate students' mastery of fundamental management theories and methods totally, and to improve their organizational management and decision-making abilities. The content centers around the logical mainline of management functions, integrating theory with practice. The course is organized into modules covering planning, organizing, leading, controlling, and innovation. Each module reflects the entire management process while emphasizing the interconnections among knowledge points. Through progressive modular teaching, students gain a deep understanding of the essence of

management, master management tools and methods, and enhance their comprehensive abilities to analyze and solve organizational management problems.

Third, Learning Environment Analysis. The course employs a blended teaching model combining online and offline learning. Online learning relies on the "Chaoxing Learning" platform, which features learning behavior data tracking and intelligent monitoring of learning progress. This system tracks learners' time investment, progress, and interactions throughout the course, providing instructors with real-time insights into students' learning status and enabling precise supervision to ensure task completion. Offline learning emphasizes learner autonomy and flexibility, allowing students to choose suitable study locations based on their personal circumstances to meet individualized learning needs, thereby enhancing learner initiative and learning effectiveness.

3.2 Learning activity design

First, Clarify the Overall Learning Goals and Break Them Down into Sub-Goals.

The course's overall task is structured around five modules: planning, organizing, leading, controlling, and innovation. Through systematic study of these modules, students gain a comprehensive understanding of fundamental management concepts and methods. They master key analysis and response techniques in various management processes, thereby enhancing their abilities in organizational coordination, team collaboration, problem-solving, and innovative management. This foundation prepares them solidly for future careers in business or public management.

Second, Specify Concrete Learning Objectives and Set Sub-Tasks. The teaching team designs clear and actionable learning objectives considering knowledge and skills, processes and methods, as well as emotional attitudes and values. They formulate a detailed learning task list for the Essentials of Management course. For example, in the organizing module, emphasis is placed on students' exploratory thinking and real-world connections, especially relating to their own experiences. Students are expected to extensively research relevant materials online and in academic literature, proposing insightful and in-depth viewpoints or theories. The instructor leads the discussion, with students primarily engaging in presentations and discussions, while the instructor provides critiques and highlights key theoretical points, emphasizing depth of theory. The training goals include enabling students to achieve breakthroughs in self-awareness within organizational management contexts, cultivating psychological adaptability and expressive abilities in management communication (encouraging active speaking); enhancing students' understanding and application of organizational communication logic, leadership language arts, and strategies (ability to speak effectively); and strengthening students' integrative thinking skills to connect management theories with real-life situations, analyze problems, and propose solutions.

3.3 Learning resource design

First, Teacher's Guidebook. The teacher's guidebook includes sections such as the background of course development, rationale for course design, instructional design, course content, organization and implementation of teaching activities, and course evaluation. Teachers should tailor the guidebook content according to the actual conditions of the institutions offering the course. Given that different institutions may emphasize different aspects of the course, the guidebook must be rich in content and present diverse resources to meet varied needs.

Second, Student Learning Task Sheets. A well-structured knowledge mind map is provided to clearly outline the course knowledge that students need to master, facilitating their understanding of relationships between concepts. The task sheets must include learning objectives, activity titles, task requirements, task descriptions, and expected outcomes. Clear learning goals and task requirements help students understand what they need to accomplish and the standards they must meet. Task descriptions offer specific guidance and methods for task completion, helping students organize their learning more effectively and improve efficiency.

Third, Course Teaching Resources. These include micro-lectures, slide presentations, and knowledge expansion materials. To accommodate fragmented and mobile learning habits, micro-lecture videos are kept within 10 minutes to maintain student focus and learning efficiency. Slide presentations are designed with attention to color

schemes for visual appeal. Knowledge expansion materials are selected to include communication and problem-solving training content, aiming to enhance students' practical skills and learning experience.

3.4 Learning assessment design

Teaching and learning occur across multiple schools and span time and space, making assessment challenging. Establishing a scientific and effective blended online and offline assessment system is crucial for implementing cross-school elective courses. The Essentials of Management course evaluation consists of formative assessments and final exam scores. Formative assessments include online self-study monitored by the system; online quizzes scored automatically; offline practice submitted online with peer review; and final exam scores graded by the system, supplemented by teacher-led offline Q&A, discussions, and in-person instruction. The assessment breakdown includes online learning, post-lesson quizzes and final exams (60 points), online discussions (20 points), and reflection reports (20 points). Students earn points by completing corresponding tasks, and final weighted scores reflect overall performance. Students meeting the course completion criteria receive an electronic certificate of completion, while those who do not meet standards are given opportunities to restudy the course.

4 Implementation effectiveness of the task-driven teaching method in the cross-institutional credit course essentials of management

4.1 Course model aspect

Based on the task-driven teaching method, the Essentials of Management course has been effectively implemented with deep practical engagement, resulting in innovative teaching models both online and offline. Firstly, the online mode integrates MOOCs with self-directed learning, leveraging rich course resources to create a scenario-based, problem-oriented classroom experience. During instruction, teachers assign specific tasks that motivate students to actively explore and learn by connecting content with their interests and real-life experiences. Assessment combines class session, unit, and semester evaluations to concretely reflect student performance. Secondly, the offline mode incorporates practical activities such as flipped classrooms, emphasizing student engagement, initiative, and creativity during class participation. Thirdly, a blended approach combines online and offline modes to optimize communication channels, emphasizing the synergy between online learning and offline practice.

4.2 Teaching philosophy aspect

The course construction has significantly advanced innovation in teaching philosophy.

Firstly, the course design departs from traditional overloaded curricula by introducing specific learning tasks that guide students' active exploration, continuously optimizing the knowledge structure while eliminating redundant content, condensing the total course duration to under 10 hours.

Secondly, the task-driven model promotes interdisciplinary integration, encouraging students to extend learning beyond Essentials of Management to related disciplines such as psychology, communication studies, and sociology, thereby achieving a multidimensional fusion of theory and practice.

Thirdly, rooted in task-driven pedagogy, the course embraces learning characteristics of the internet era and organizational change trends, striving to establish a "knowledge-ability-quality-practice" integrated development framework. Focusing on core management functions planning, organizing, leading, and controlling—the course innovatively designs a series of tasks that prompt students to analyze management concepts within emerging organizational contexts like virtual teams, digital offices, and remote communication. This fosters understanding of the evolution from traditional management paradigms to digital governance logic. In terms of teaching mechanisms, the course transcends traditional knowledge transmission by emphasizing immediate knowledge application and real-world skill development. Task-embedded teaching enhances students' theoretical application, teamwork, and reflective capacities within complex problem scenarios, enabling them to identify management blind spots and personal growth areas through practice. Simultaneously, a deeply integrated online-offline teaching pathway is constructed: the online platform provides rich resources and learning process monitoring, while offline sessions

emphasize scenario-based practice and in-depth discussions, realizing multi-scenario collaborative learning and pioneering educational reform concepts.

5 Conclusion

The cross-institutional credit course Essentials of Management offers abundant online resources that address diverse learner needs. Learners enjoy flexible study schedules that break traditional time constraints, and teaching materials can be revisited multiple times. This flexibility not only liberates learner individuality but also clarifies learning intentions, motivations, and goals, further enhancing autonomous learning and collaborative interaction skills. The task-driven teaching method's advantages are unmatched by other instructional approaches. However, learners in private higher education institutions often exhibit weaker self-directed learning and self-management skills, necessitating instructor guidance and supervision to ensure task completion. Teachers should encourage students to independently organize and construct their knowledge frameworks. With appropriate guidance, learners can correct misunderstandings and progressively develop robust cognitive structures. Therefore, task-driven online course learning constitutes an effective pathway to advancing pedagogical transformation in higher education within the internet era.

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Ideological Risks in Cyberspace in the Big Data Era and How to Mitigate Them

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[**Abstract**] Ideological security is an integral part of national security and a necessary prerequisite for the stability of the regime and social harmony and unity. With the advent of the big data era, technological advancements have not only significantly transformed lifestyles and production methods but have also intensified and made ideological struggles more covert, exhibiting new characteristics. China is currently on the path toward achieving the second centenary goal, and the security of its ideological landscape determines whether it can accomplish this objective. Today, cyberspace has become a key platform for ideological exchanges. This paper focuses on cyberspace in the context of the big data era, analyzes the challenges China currently faces in ideological construction within cyberspace, and proposes corresponding measures to foster a cyberspace conducive to the healthy development of ideology.

[**Key words**] mainstream ideology; ideological security; big data; cyberspace

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1 Introduction

Ideological work is one of the core concerns of every country, and ideological security is of extreme importance to the survival of a nation. China is currently at a critical juncture in its transition from a developing major country to a socialist modernized powerhouse. Maintaining ideological security has become the top priority among all current national tasks. Compared to traditional media such as radio and newspapers, cyberspace has become the forefront of ideological struggle. The advent of the big data era has not diminished ideological struggles; instead, it has introduced new characteristics distinct from those of previous societies. Therefore, in the context of the big data era, focusing on ideological issues in cyberspace and analyzing potential risks and challenges holds significant importance for safeguarding China's national security.

2 Conceptual definition of ideology in cyberspace in the big data era

The analysis of ideology in cyberspace in the big data era is essentially a study of the new characteristics, forms, and issues that have emerged with the advent of ideology in the big data era. Therefore, clarifying the relevant concepts plays a fundamental role in identifying the risks that have emerged and proposing measures to mitigate them.

2.1 The meaning of the big data era

The term "big data" first appeared in the article "Big Data Managers" in the American journal Science. With the rapid development of information technology during the Third Industrial Revolution, an increasing number of countries around the world have turned their attention to data analysis research. In 2014, China first included the development of big data in its government work report, emphasizing its importance. Since then, data resources have been recognized by China as a foundational strategic resource, and detailed plans have been made for the development of big data-related industries.

The Big Data era is characterized by massive amounts of data as its core, utilizing technologies such as cloud

computing, the Internet of Things, and digital twins to cultivate digital thinking and make decisions based on data analysis. The rise of the internet has given rise to a virtual society distinct from the real world, leading to a rapid expansion of information volume. Compared to the traditional society, which had limited information sources, slow information dissemination, and restricted data storage capacity, the big data era relies on data technology to collect vast amounts of data comprehensively, throughout the entire process, and dynamically. It can also identify connections and patterns among massive datasets, enabling efficient data processing. Leveraging the inherent learning capabilities of big data, it can perform correlation analysis on collected data, predict future trends and directions, and enhance people's ability to discern and judge at the macro level.

2.2 The essence of cyberspace

In the era of big data, cyberspace is a product of the internet. Through virtual platforms developed using digital technology, various types of data and information are freely transmitted, received, and shared within these platforms, thereby constituting cyberspace. Within cyberspace, the dissemination of information breaks through the constraints of time, space, and geography. The internet has to a large extent become the medium through which daily life in an atomized society is conducted, influencing and even reshaping people's ways of thinking, production, and living.

Cyberspace is a virtual space. Essentially, cyberspace is a digital space without a physical entity, representing a digital projection of real life. Therefore, in cyberspace, people's activities are not restricted by national borders or geographical boundaries, exhibiting high mobility. Individuals can freely choose their identities and engage in anonymous communication. In cyberspace, everyone possesses equal speaking rights, unaffected by differences in identity, wealth, or status. Anyone can express their opinions and views, and internet society fully respects people's pursuit of individuality. However, the pursuit of individuality does not mean that cyberspace is an absolutely free space. As the number of internet users has grown significantly, the influence of the internet has increased, and various rules governing online social behavior have been placed within a legal framework. Cyberspace is increasingly viewed as a quasi-public domain.

2.3 Ideological security

Ideology refers to the spiritual form advocated by a specific political or social community. Ideological security is an integral part of national security, and every regime must ensure that the dominant ideology holds a leading position in the ideological sphere and gains the recognition and support of the people. Maintaining ideological security in our country means firmly upholding Marxism as the guiding ideology for our development, supporting and upholding the leadership of the Communist Party of China, resolutely adhering to the path of socialism with Chinese characteristics, and firmly resisting various erroneous ideologies.

Historically, one of the reasons for the collapse of the Soviet Union was the peaceful evolution of Western ideology, which psychologically breached the Soviet Union's defenses against Western countries. Today, we live in an era of peace and openness, and economic globalization has brought about exchanges and collisions between various cultures. With the support of digital technology, information can be transmitted to every corner of the world in a short period of time. It is not difficult to observe that China's cyberspace is also filled with various ideological trends. If left unchecked, this could pose significant challenges to China's security. Strengthening guidance and regulation of ideological trends in cyberspace not only helps create a positive cyberspace environment but is also an inevitable measure to safeguard China's national security.

3 Risks posed by ideological trends in cyberspace in the big data era

Since the 18th National Congress of the Communist Party of China, the Party and the state have increasingly emphasized ideological construction in cyberspace. Currently, China's cyberspace ideological domain has achieved significant development, such as the continuous improvement of digital infrastructure, the dissemination of

mainstream values through diversified media in an integrated manner, the strengthening of the public's sense of community, and the significant enhancement of high-quality mainstream works. However, it must also be recognized that Western countries continue to vigorously promote Western values in cyberspace, and issues such as the diversification of social trends and the existence of multi-layered subcultures persist.

3.1 Western ideological penetration

General Secretary Xi Jinping once pointed out, "Various hostile forces both domestically and internationally always attempt to make our Party change its banner and name, with the ultimate goal of making us abandon our faith in Marxism and our belief in socialism and communism." Taking the United States as an example, the export of ideology is a key component of its foreign policy. Through media channels, it injects Western ideological concepts into target countries to subvert the value systems of their populations, thereby advancing U.S. national interests. In reality, ideological struggles did not cease with the dissolution of the Soviet Union; they simply shifted to more covert forms.

In recent years, the international landscape of "the East rising and the West declining" has become increasingly clear. China's comprehensive national strength has significantly enhanced, impacting the interests of certain countries in economic globalization, thereby arousing concerns among Western nations about China's development momentum. By promoting the "China threat theory", they focus on some issues in China's development process, exaggerating them to undermine public confidence. In the big data era, utilizing technological means for ideological penetration is one of the primary methods. Currently, Western countries still hold a significant advantage in technological mastery. The United States possesses 70% of the world's large-scale databases. This data advantage enables Western countries to collect information on the preferences of China's citizens, thereby achieving precise, personalized customization, causing citizens to unknowingly accept Western value systems. Through online "wall-jumping", China's citizens can access negatively framed articles about China's development carefully crafted by Western countries. Over time, citizens may lose their objective and rational thinking about issues, easily shifting toward Western value systems. Additionally, recruiting and cultivating agents is another common tactic. The number of Sino-foreign joint venture internet companies is growing, with foreign capital interfering in internet content development, distorting the images of national heroes, misinterpreting national history, undermining public faith, and intentionally disseminating provocative statements to infiltrate ideological influences.

3.2 Diverse social ideologies

Social ideologies and ideologies are inseparable from social reality. In fact, ideology is the dominant social ideology. Ideology guides the differentiation and development of social ideologies, and ideological security also depends on the coordinated development of various social ideologies. In traditional societies, the state unilaterally imposed mainstream ideology on society through top-down methods. However, in the era of big data, people can access information from around the world more quickly and conveniently than ever before, which has led to the weakening of mainstream ideology.

Since the reform and opening-up, China has increasingly emphasized the role and value of the market. At the same time, recognition of the market economy inevitably accompanies the awakening of interest consciousness. The rapid increase in the number of internet users has drawn society's attention to cyberspace, objectively promoting the emergence and development of new media, making the dissemination and spread of social trends more difficult to control. Looking at the current situation, Western-promoted ideologies such as liberalism, consumerism, and individualism have also gained a foothold in China's cyberspace. At one point, individualism even gained significant momentum, shaking the Marxist beliefs of young internet users and blurring and reducing people's

with mainstream ideology. On the other hand, besides the influence of foreign ideologies, the mindset of the big

data era has also changed with the emergence of the internet. The openness, anonymity, and decentralization of cyberspace have led to increasingly diverse value systems and orientations among people. Faced with various ideological trends in the virtual cyberspace, individuals have the freedom to choose their value orientations based on personal preferences. When there is a significant gap between reality and expectations, or when negative social news emerges, this further weakens netizens' identification with the mainstream ideology. Additionally, the emergence and popularity of various subcultures challenge the authority of mainstream ideology. For example, feminism, extreme nationalism, the LGBT minority group, and environmental groups characterized by anti-globalization, "these are difficult to judge using traditional ideological frameworks such as 'good' or 'bad', but they challenge the ways in which humanity has thought and perceived the world up to now". The spread of these ideas poses higher demands on ideological and political education work.

3.3 The influence of online public opinion on the acceptance of mainstream ideology

In the era of big data, traffic not only signifies increasing attention but also a steady stream of wealth for entities. To secure traffic, online influencers manipulate the online public opinion ecosystem, weakening the influence of mainstream ideology and fueling social division and conflict.

In recent years, the frequency of social news stories that severely contradict mainstream values has risen sharply, challenging the public's worldview, outlook on life, and values. It is not difficult to observe that the frequent emergence of lowbrow news is closely linked to the public opinion guidance of online influencers. To cater to netizens' psychological preferences, online influencers may deliberately sensationalize certain lowbrow content, pushing the boundaries of morality. The more unconventional and anti-traditional the content, the more it seems to attract attention and satisfy entertainment-driven psychological needs. Online influencers exploit the entertainment-oriented nature of cyberspace to weaken the influence of socialist core values promoted by mainstream ideology. On the other hand, the convenience of information dissemination also facilitates the spread of rumors and erroneous ideas. The flood of information leaves the truth in a "blind spot", and netizens, unaware of the facts, are easily tempted to engage in irrational behavior that harms public interests. In the era of big data, mainstream ideology should be based on a truthful and rational environment, with consensus reached through free discussion. However, online influencers intentionally steer public opinion toward predetermined directions, disrupting the online environment and blurring mainstream values. Over time, this will hinder the healthy development of China's online environment.

Additionally, China is currently in a critical period of national rejuvenation. While achieving economic development through reform and opening-up, issues such as social changes, emotional detachment, and income disparities have emerged under the influence of the times, introducing unstable factors into society. Issues arising during development are amplified by online influencers, and some are even exploited by foreign criminals to disseminate politically inflammatory statements, causing the public to overly focus on negative aspects of development, alter their ideological orientation in political events, and promote specific value systems and political ideologies, thereby threatening China's ideological security.

4 Measures to optimize ideological security in cyberspace in the big data era

In the big data era, although new risks have emerged in China's ideological construction, if these issues are properly addressed, leveraging digital technology and integrating online and offline efforts will be more conducive to maintaining China's ideological security and increasing public recognition of the state and the government. Therefore, measures can be taken to strengthen internet regulation, optimize propaganda methods, enrich educational content, and establish early warning mechanisms to enable cyberspace to contribute to China's ideological security construction.

4.1 Strengthening cyberspace regulation

In the era of big data, algorithms are being widely applied, and strengthening algorithm regulation is an urgent priority for maintaining cybersecurity. Currently, China lacks systematic regulations in algorithm regulation. To

address this, China needs to clarify the objectives of algorithm registration, including safeguarding citizens' legitimate rights and interests, promoting socialist core values, and ensuring national security. It should also establish a collaborative mindset, a dialectical approach balancing development and security, and a systemic mindset within the algorithm registration process, guiding the algorithm registration system toward maturity and perfection through scientific methods. Transparency of algorithms to the public should be enhanced, with clear disclosure of algorithmic principles and potential biases, to create an environment of information symmetry. When making personalized recommendations to netizens, the traditional single-algorithm recommendation approach should be replaced with a dual "human-algorithm" recommendation system. This approach balances individual preferences in cyberspace while subtly promoting mainstream ideology, breaking information silos, and preventing users from becoming captive to algorithms. Additionally, instilling correct value concepts into algorithms is the fundamental prerequisite for safeguarding ideological security in cyberspace. Mainstream media should participate in the design and development process to guide value concepts, thereby fundamentally enhancing their influence and voice in cyberspace.

In addition to government regulation, the initiative of online social organizations can also be mobilized. Compared to the government's role as a regulator, online social organizations serve as a bridge, enabling a more authentic, comprehensive, and timely understanding of the ideological ecosystem in cyberspace. By directly engaging with grassroots communities, online social organizations can anticipate the fermentation of social hotspots and the formation of public opinion, demonstrating greater flexibility in problem-solving and complementing and reinforcing government management. Furthermore, unlike businesses with explicit profit motives, online social organizations lean toward public welfare organizations. Acting in the national interest, they can maintain neutrality and objectivity in cyberspace ecological governance, promoting the healthy development of algorithms. Therefore, the state should support the development of online social organizations, explore government-plus-online-social-organization cooperation models, clarify the division of labor and responsibilities between the two parties, achieve information sharing and complementary advantages, and realize the rational allocation of resources.

4.2 Optimizing the content of mainstream ideology dissemination

Ideology is not an abstract theory; it is the glue that binds a social community together. For ideology to truly take root in people's minds and hearts, its content is of critical importance. To ensure that mainstream ideology dominates the online space in the era of big data, we must interpret mainstream ideology in a way that aligns with the times, as President Xi Jinping has stated, "The vitality of theory lies in constant innovation". However, while interpreting theory in a contemporary manner, we must still adhere to the guidance of Marxism, innovate the theoretical framework of mainstream ideology, equip our minds with the latest theoretical achievements, and enrich the content of mainstream ideological discourse. Additionally, in the era of big data, mainstream ideology should not be limited to theoretical indoctrination and preaching. It should enhance its appeal to the public, consider their emotional needs and the characteristics of the era, integrate into the times, connect with the people, and be close to their lives. Using the criteria of "having ideas, warmth, and quality", we should create outstanding works recognized by the people, promote compelling stories, and enhance the acceptance of mainstream ideology among online audiences through an entertaining and educational approach.

Online ideological construction must not only focus on the central level but also be implemented at the grassroots level, and people's livelihood is an excellent vehicle for this. People's livelihood refers to the lives of the masses, and issues related to people's livelihood often spark concern and heated discussions among netizens. Public opinion typically ferments around issues related to people's livelihood. Due to the openness of the online space, diverse opinions can arise. If not properly guided, this can lead to negative social emotions. Therefore, online ideological construction should focus on social issues of concern to the public, such as labor protection,

employment, education, healthcare, and rural development, providing timely explanations and disclosures. By focusing on and safeguarding the people's interests, potential social risks can be mitigated, and the recognition and support of netizens can be earned.

4.3 Optimizing the dissemination methods of mainstream ideology

Compared to the traditional era, the dissemination methods in the big data era have undergone revolutionary changes. While the content of ideology is undoubtedly important, the dissemination methods also play a crucial role in achieving tangible results. On one hand, platforms like Weibo, WeChat, Douyin, and Xiaohongshu attract large audiences. New media platforms, with their low barriers to entry, openness, and interactivity, can be leveraged to swiftly deliver mainstream ideology into the daily lives of online audiences, promptly refute erroneous ideas, and guide public thought. On the other hand, integrated media has become a prominent trend in the development of the big data era. By "strengthening the construction of a full-media communication system", leveraging existing resources, establishing communication and coordination mechanisms, and achieving the integrated development of channels, platforms, and concepts, new development opportunities can be explored.

Additionally, communication methods should be refined and differentiated, with different approaches tailored to different age groups. Teenagers constitute a significant proportion of the online population, and their worldview, outlook on life, and values are still forming. Considering the age characteristics of teenagers, mainstream ideology promotion should balance seriousness and liveliness, incorporating technologies such as digital twins, VR, and AR to conduct promotion through short videos and animations, thereby guiding their thoughts in an entertaining and educational manner. Middle-aged individuals in cyberspace possess independent thinking and rational analytical capabilities. News and commentary-related information can be increased, leveraging data analysis of personal preferences to achieve precise dissemination of mainstream ideology. For elderly individuals in cyberspace, in addition to daily news, information related to the founding, reform, and development of the People's Republic of China can be emphasized. In summary, the dissemination of mainstream ideology must fully consider the audience and adopt diverse communication strategies.

4.4 Establish a risk prevention mechanism

In the era of big data, the speed at which public opinion spreads and ferments is unprecedented. Once public opinion has formed, the cost of calming it down is too high. Therefore, ideological security in cyberspace must be prevented before it occurs. Big data information collection and analysis technologies can be used to monitor and analyze online public opinion and establish a monitoring system. By leveraging digital technology to monitor public accounts, comment sections, live streams, and other online platforms, one can track changes in public opinion. Sensitive keywords and dialogue scenarios that may pose risks to national ideological security should be identified. When such sensitive content appears in cyberspace, big data can swiftly identify and report it to administrators, enabling them to assess new trends and developments in ideological struggles within cyberspace.

Maintaining ideological security also requires clarifying the responsible entities. The Communist Party of China is the ruling party of our country, and maintaining ideological security should be the responsibility of the Party committee. Party members and cadres must not only strengthen their theoretical learning but also understand basic data processing and analysis knowledge, master necessary modern information technology, enhance their ability to anticipate and respond to situations, and handle online public opinion in an orderly manner. On the other hand, think tanks can be established, such as those comprising experts in Marxist ideology, sociology, anthropology, big data technology, and other related fields, to pool collective wisdom and jointly safeguard ideological security. Additionally, warning levels should be clearly defined, categorized based on factors such as the scale of the risk, urgency, and potential harm. The impact of negative public opinion on the mainstream ideology should be predicted, enabling resources to be allocated and utilized more effectively according to the classification. Relevant

departments should be promptly coordinated to swiftly and appropriately address public opinion.

5 Conclusion

Maintaining ideological security in cyberspace in the era of big data is a top priority for China at present. As technology advances, ideological work has become more covert and intense. To safeguard ideological security, it is essential to discern new trends emerging in the development process and continuously explore pathways to utilize the latest technological achievements for this purpose. It is also crucial to remain steadfast and persistent in this endeavor. Under the strong leadership of the Party, socialist ideological work will undoubtedly achieve new progress and secure victory in this critical ideological battle.

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Research on the Feasibility of the Production-oriented Approach in Chinese Junior High School English Writing Teaching

Chen Jin

[**Abstract**] This paper aims to explore the development of the Production-oriented Approach (POA) in English writing instruction in Chinese junior high schools. Through methods such as literature review, questionnaire surveys, and case studies, it delves into the theoretical foundations, practical pathways, and potential challenges of applying the POA in Chinese junior high school English writing teaching. The main research content includes: (1) the alignment between the POA and the concepts of China's new curriculum standards, and its multi-dimensional promotional effect on students' writing abilities (e.g., content generation, organizational structure, language use, pragmatic appropriateness, etc.); (2) the transformation of teacher roles and the adjustment of teaching strategies; (3) potential constraints such as teaching resources and evaluation systems. This research hopes to provide a more practical and effective teaching paradigm for English writing instruction in Chinese junior high schools, with the aim of enhancing students' comprehensive English writing abilities and cross-cultural communication literacy.

[**Key words**] Production-oriented Approach; junior high school; writing instruction; feasibility; multi-dimensional

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1 Introduction

With the deepening process of globalization, English, as a universal language for international communication, has become increasingly important. China's "English Curriculum Standards for Compulsory Education (2022 Edition)" clearly states that core literacies in English learning include language ability, cultural awareness, thinking quality, and learning ability. Among these, language ability serves as the foundation, and writing, as a crucial form of language output, is one of the key indicators for evaluating students' comprehensive language proficiency. However, for a long time, English writing instruction in Chinese junior high schools has generally faced some prominent issues. Many students feel "they have nothing to say and don't know where to start" when writing, resulting in empty content, stiff language expression, and even frequent grammatical errors. Teachers also often encounter difficulties in effectively stimulating students' interest in writing and improving their writing skills. Traditional writing instruction models, either overly focused on grammatical explanations or emphasizing sentence pattern imitation, often overlook the thinking process, textual organization, and communicative purpose of writing, leading to students passively receiving knowledge and lacking the ability to actively construct and apply language.

Against this backdrop, the Production-oriented Approach (POA) proposed by Wen Qiufang from Beijing Foreign Studies University has injected new vitality into foreign language teaching reform in China. The POA is guided by the core philosophy of "learning and using in combination, learning first then using, and learning and using simultaneously". It emphasizes a student-centered approach with output tasks as the guide, and promotes active learning by students through a teaching cycle of "Production Task—Enabling Activities—Assessing Feedback", thereby facilitating the internalization and application of language knowledge. Applying the POA to junior high school English writing instruction is expected to overcome the drawbacks of traditional teaching, which

often overemphasizes input while neglecting output, thereby stimulating students' writing potential, cultivating their ability to think independently and express innovatively, and ultimately enhancing junior high school students' comprehensive English language proficiency.

This research aims to deeply explore the development of the Production-oriented Approach in English writing instruction in Chinese junior high schools, analyzing its theoretical foundations, application strategies, and the challenges and prospects it faces. By analyzing specific case studies of the POA in junior high school English writing teaching practice, this study summarizes its effectiveness and feasibility, providing valuable references for junior high school English teachers and thus promoting the reform and innovation of English writing instruction in Chinese junior high schools.

2 Overview of the Production-oriented Approach (POA)

2.1 The genesis and core philosophy of the Production-oriented Approach

The Production-oriented Approach (POA) is a new foreign language teaching theoretical system proposed and gradually refined by the renowned Chinese linguist Professor Wen Qiufang and her team in the early 21st century. This theory is rooted in the practical context of foreign language education in China, drawing insights from second language acquisition theories (such as the Output Hypothesis, Interaction Hypothesis, etc.) and pedagogical theories (such as Task-Based Language Teaching, Content and Language Integrated Learning, etc.). Its primary aim is to address the long-standing issue of "high input, low output" prevalent in Chinese foreign language education.

The core philosophy of the Production-oriented Approach is "integrating learning with using, learning before using, and learning and using in parallel". This implies that language learning is not merely the input and accumulation of knowledge, but more importantly, the output and application of language. It emphasizes using "output" to drive "learning", tightly integrating language learning with language use, and propelling the learning process through the completion of authentic, meaningful production tasks. Specifically, its core tenets include:

Production-oriented: The teaching process revolves around students' production tasks, with all teaching activities serving the ultimate output goal. Output is not the end of learning, but rather its starting point and driving force.

Student-Centered: Students are the main body of learning, while teachers act as guides and facilitators. Teaching activities should be designed to fully consider students' cognitive developmental levels, interests, and needs, thereby stimulating their initiative and enthusiasm for learning.

Emphasis on Integrating "Learning" and "Using": Traditional teaching models often separate "learning" from "using", leading to students acquiring knowledge but being unable to apply it effectively. The POA emphasizes "learning by using" and "using while learning", ensuring that knowledge acquisition and ability development proceed simultaneously.

Emphasis on Cyclical Progression: The teaching process is a continuously upward cycle. Through repeated cycles of "Driving Task—Enabling Activities—Assessing Feedback", students acquire new knowledge and skills in each cycle and internalize them into their own language proficiency.

2.2 Fundamental principles of the Production-oriented Approach

The Production-oriented Approach primarily adheres to the following three fundamental principles:

Driving Principle: This is the core of the Production-oriented Approach. It requires teachers to clearly define students' output goals and tasks at the beginning of instruction and to design the entire teaching process with these as the driving force. Output tasks should be authentic, comprehensive, and challenging, capable of stimulating students' motivation and interest in learning. For example, in writing instruction, a teacher might set "writing a short essay about a future school" as the driving task, rather than simply asking students to "practice the present perfect tense".

Enabling Principle: This principle emphasizes providing effective enabling support for students' language

acquisition. When students encounter difficulties while completing the driving task, teachers should provide timely and appropriate linguistic input and scaffolding. These enabling activities can include explanations of vocabulary, sentence patterns, and grammatical knowledge, as well as analysis of model texts, guidance on writing strategies, and group discussions. Crucially, these enabling activities must serve the purpose of completing the output task, being targeted and timely.

Assessing Principle: After the completion of production, effective evaluation and feedback are indispensable parts of the learning process. Evaluation is not merely about assigning grades; more importantly, it helps students identify problems, reflect on their learning process, and provides directions for improvement for future production. Feedback can take various forms, including teacher feedback, peer feedback, and self-assessment. Through feedback, students can clearly understand the strengths and weaknesses of their writing, thereby improving their writing skills.

These three principles are interconnected, forming a complete teaching cycle that collectively serves to enhance students' language proficiency.

2.3 Comparison of the Production-oriented Approach and traditional teaching models

As seen from the comparison in Figure 1, the Production-oriented Approach (POA) shows significant differences from traditional teaching models in its teaching philosophy, objectives, process, and evaluation methods. It places greater emphasis on being student-centered, focusing on the practical application of language, and aims to cultivate students' comprehensive language proficiency rather than merely staying at the knowledge level.

Figure 1. Comparison of the Production-oriented Approach and traditional teaching models

Feature	Traditional Teaching Model	Production-oriented Approach
Teaching Objective	Focuses on explaining and mastering knowledge points	Focuses on the application of linguistic knowledge and the development of productive skills
Teaching Subject	Teacher-centered, students passively receive	Student-centered, teacher as a guide and facilitator
Teaching Process	Knowledge input > Practice > Assessment	Task-driven > Knowledge facilitation > Output practice > Evaluation feedback
Teaching Content	Based on textbook knowledge points, step-by-step	Centered on output tasks, integrating linguistic knowledge and skills
Classroom Activities	Lecturing, explanation, imitation, drills	Task discussion, group collaboration, language exploration, real-life context application
Evaluation Method	Emphasizes summative assessment, mainly based on scores	Emphasizes process and developmental assessment, highlighting reflection and improvement
Teacher-student Relationship	Transmission and reception	Guidance and exploration, cooperation and support
Language View	Language as a knowledge system	Language as a tool for communication and cognition

3 Necessity and feasibility of applying the Production-oriented Approach in Chinese junior high school English writing teaching

3.1 Analysis of the current state of English writing teaching in Chinese junior high schools

Currently, English writing instruction in Chinese junior high schools faces numerous challenges, primarily in the following aspects:

Lagging Teaching Concepts: Many teachers are still influenced by traditional exam-oriented education, viewing writing as merely piling up grammar and vocabulary, rather than as an expression of thought and a tool for communication. The teaching focus often lies on grammatical rules and word spelling, neglecting the structure, logical coherence, and communicative purpose of writing.

Lack of Student Interest in Writing: Tedious writing exercises and topics lacking real-life contexts make students lack interest and motivation in writing. Many students perceive writing tasks as a burden, completing them perfunctorily, which hinders the improvement of their writing skills.

Monotonous Teaching Methods: Traditional writing teaching methods mostly involve explanation, imitation, and copying, depriving students of opportunities for independent thinking and creativity. Teachers often provide model essays directly, asking students to imitate them, rather than guiding students to create based on their own experiences and thoughts.

Imperfect Evaluation Methods: Writing evaluation often uses "right or wrong" as the standard, focusing on surface errors like grammar and spelling, while neglecting content, ideas, organization, and expressive effect. The lack of process-oriented and developmental evaluation makes it difficult for students to receive effective feedback from evaluations and identify directions for improvement.

"Nothing to Say, No Idea How to Start": Limited by vocabulary and grammatical knowledge, as well as a lack of thinking training, students often find themselves with nothing to say when faced with writing tasks, and even if they have ideas, they struggle to express them accurately in English.

Time and Resource Constraints: English teaching class hours are limited, compressing writing training time. At the same time, the insufficiency of writing teaching resources (such as model essays, writing tools, evaluation rubrics, etc.) also restricts teaching effectiveness.

These problems lead to common issues among Chinese junior high school students, such as weak writing abilities, poor discourse awareness, and a lack of creativity in expression, which severely hinders the improvement of their comprehensive English application skills.

3.2 The Production-oriented Approach's suitability for solving existing problems

The Production-oriented Approach (POA) offers effective solutions to the above problems, with its core philosophy highly compatible with the needs of junior high school English writing instruction:

Stimulating Writing Interest: POA is driven by "Production-oriented tasks", which are typically designed to be authentic, interesting, and challenging, thus stimulating students' learning interest and intrinsic motivation. For example, asking students to write an email to a virtual foreign friend introducing their hometown can resonate more with students than simply writing a descriptive essay.

Enhancing Discourse Awareness: POA emphasizes achieving complete discourse output as its goal, prompting students to focus on the holistic nature of writing, including rhetorical structure, logical organization, and paragraph cohesion. In "facilitating activities", teachers can guide students to analyze the structure of model essays and learn how to construct clear and coherent discourse.

Cultivating Autonomous Learning Ability: POA empowers students by giving them control over their learning, encouraging them to solve writing problems through independent exploration and collaborative communication. The teacher's guidance and scaffolding help students develop habits of independent thinking and self-improvement.

Promoting the Active Application of Knowledge: In traditional teaching, students' accumulated vocabulary and grammar knowledge often remain fragmented and difficult to integrate effectively. POA, through authentic

writing tasks, prompts students to actively mobilize their existing linguistic knowledge and integrate it into context, achieving the activation and internalization of knowledge.

Improving the Evaluation Mechanism: POA emphasizes "evaluative feedback" and advocates for diverse evaluation methods, including teacher evaluation, peer assessment, and self-assessment. This type of evaluation not only focuses on the outcome but also on the process and development, helping students identify problems, reflect on progress, and achieve a spiral increase in writing ability.

Breaking the "Nothing to Say" Dilemma: In "facilitating activities", POA provides rich language input and cognitive scaffolding, such as brainstorming, concept mapping, keyword extraction, and model essay analysis, to help students organize their thoughts and accumulate material, thereby effectively solving the problem of "nothing to say".

3.3 Favorable conditions for applying Production-oriented Approach in Chinese junior high school English writing instruction

Despite the challenges, the application of the Production-oriented Approach (POA) in English writing instruction in Chinese junior high schools also possesses several favorable conditions:

Policy Support: At the national level, there is a continuous emphasis on cultivating holistic education and core competencies, encouraging innovation in teaching models. The "English Curriculum Standards for Compulsory Education (2022 Edition)" also highlights the development of language application abilities, which aligns perfectly with the philosophy of the POA.

Development of Educational Informatization: The development of modern information technology provides convenience for the implementation of the POA. Students can search for information online, collaborate virtually, and use writing assistance tools, greatly enriching teaching resources and formats.

Improvement of Teachers' Professional Competencies: With strengthened teacher training and the promotion of new curriculum concepts, an increasing number of junior high school English teachers are beginning to focus on student subjectivity and are willing to try new teaching methods, laying the foundation for the promotion of the POA.

Reform of Textbooks and Supplementary Materials: Some textbooks and supplementary materials have begun to integrate task-based teaching concepts, providing initial textual support for the practice of the POA.

Therefore, promoting and applying the Production-oriented Approach in Chinese junior high school English writing instruction is not only necessary but also feasible, possessing promising development prospects.

4 Practice and effectiveness of the Production-oriented Approach in Chinese junior high school English writing instruction

In recent years, the Production-oriented Approach has garnered widespread attention and preliminary practice in Chinese junior high school English writing instruction. Many educational researchers and frontline teachers have attempted to integrate the philosophy and teaching procedures of the POA into daily writing classes, achieving certain positive outcomes.

4.1 Stimulating students' interest and enthusiasm in writing

Traditional writing instruction often overemphasizes grammar rules and vocabulary usage, and writing content frequently deviates from students' real-life experiences, leading to a general lack of interest in writing. The POA stimulates students' interest and enthusiasm by setting guiding tasks that are close to students' lives and have real communicative purposes, such as:

Writing a letter to a pen pal introducing the characteristic attractions of one's hometown;

Designing an activity poster for the school's English corner;

Composing an advocacy letter about environmental protection;

Describing an unforgettable travel experience;

Creating a short story based on picture prompts.

These tasks clarify the meaning and purpose of writing for students, making them write not for the sake of

writing, but to complete a meaningful communicative task. In the process of completing tasks, students' subjectivity is fully unleashed, leading to active thinking and enthusiastic participation, and a significant increase in writing interest. Research indicates that students who receive POA instruction demonstrate higher engagement in writing classes and are more willing to think and express themselves actively (Zhang Li, 2018).

4.2 Enhancing discourse organization and logical thinking skills

The Production-oriented Approach emphasizes the completeness and coherence of discourse. In the enabling activities stage, teachers guide students through:

Brainstorming: Helping students to broaden their thinking and collect relevant materials and ideas for the writing topic.

Mind Mapping: Assisting students in organizing their thoughts and constructing the logical framework of the essay.

Discourse Structure Analysis: Through model essay appreciation, guiding students to learn the organizational structures of different text types, such as general-to-specific, chronological order, spatial order, etc.

Use of Connectors and Transition Words: Teaching students how to use appropriate connectors and transition words to make their writing natural, smooth, and logically clear.

Through these activities, students no longer simply pile up sentences but learn how to organize information and arrange paragraphs, making their essays complete in structure and rigorous in logic. This is crucial for junior high school students to develop rigorous logical thinking and clear expression skills.

4.3 Promoting accuracy and richness in language use

The Production-oriented Approach does not neglect linguistic forms but integrates language learning into language use. In enabling activities, teachers will provide focused explanations and drills on language difficulties that may arise in the guiding tasks, for example:

Core Vocabulary and Phrases Related to the Theme: Concentrated learning and differentiation.

Application of Specific Grammatical Phenomena: Such as adjectives and adverbs in descriptive writing, modal verbs and subjunctive mood in argumentative writing, etc.

Sentence Pattern Diversity: Encouraging students to use simple, compound, and complex sentences to enhance the expressive power of their sentences.

Model Essay Imitation and Rewriting: Learning authentic expressions and beautiful sentence structures from model essays and applying them in their own writing.

Furthermore, detailed guidance in the assessment feedback stage also helps students identify and correct linguistic errors, improving the accuracy and authenticity of their language. Through repeated "production-feedback-reproduction", students' language knowledge is consolidated and can be flexibly applied in practice, thereby effectively improving the accuracy and richness of their language.

4.4 Cultivating students' autonomous learning and reflection skills

The Production-oriented Approach advocates for diversified assessment agents, encouraging students to engage in peer assessment and self-assessment. In these stages:

Peer Assessment: While reading and evaluating others' work, students can not only learn new expressions but also discover deficiencies in their own writing, learn from each other, and make collective progress.

Self-Assessment: Based on assessment criteria, students reflect on their writing process and results, identify problems, summarize experiences, and enhance their self-monitoring and self-correction abilities.

This student-centered assessment approach effectively cultivates students' critical thinking, problem-solving abilities, and autonomous learning skills, transforming them from passive knowledge recipients into active and proactive learners.

5 Conclusion

This paper has discussed the theoretical foundations and core research areas of the Production-oriented

Approach (POA). Furthermore, in its preliminary application within junior high school English writing instruction in China, the POA has already demonstrated strong vitality and positive teaching effects. It has addressed the traditional pedagogical flaw of "emphasizing input over output", effectively stimulated students' learning interest, and enhanced their writing abilities, thus offering valuable exploration for the future development of junior high school English writing instruction in China. However, no reform proceeds without challenges, and the Production-oriented Approach still faces numerous difficulties and obstacles in practical application. These are precisely the core issues that our subsequent research will delve into.

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