



American Utopias of the First-generation Korean Immigrants in *East Goes West*

Donghui Guo

Shandong Academy of Sciences, School of Foreign Languages, Qilu University of Technology
guodh2005@163.com

Abstract: The paper concentrates on *East Goes West* by Younghill Kang, who, as the first Korean immigrant to write novels in English in the first-generation Korean American writers, offers an alternative voice on the immigrant life in the host land against the strategies adopted by most Korean American writers. Within the nascent Korean American literature by most first-generation Korean American writers, the bulk of them display strong Nationalism of resistance in oppositional terms to Japanese occupation or Western imperial culture, epitomizing Korea and the Korean patriotic spirit in their literature instead of Korean Americans in the U.S. They expose a collective trauma, the displacement from the ancestral homeland with yet an attachment to the home in term of custom, language and folk culture that exist consciously or subconsciously in the memory. Unlike his peers who are mainly riveted by the Korean memory, Younghill Kang attempts to query and subvert the imagining of a monolithic American Dream. With his four major Korean immigrants who fail to achieve their American dreams, Kang doubts and challenges American mottos of progress, equality, assimilation and upward mobility by keeping the contradictions between the promise of freedom and the reality of race discrimination, between economic survival and dreams of intellectual accomplishment, and between the ideal of America and actual experience of life in its marginal existence. By intersecting Emersonian American dream and Franklinian American dream through the characters, Kang reveals that both a moral Utopia and a material Utopia are daydreams for the marginal Korean immigrants.

Key words: American utopias; the first-generation; Korean immigrants

1. Younghill Kang, the First Generation of Korean American Writer

Unlike his peers who mainly concentrate the Korean memory, Younghill Kang, as the only and first Korean immigrant to write novels in English in the first-generation Korean American writers by 1965, describes his immigrant experiences in the U.S. Most of Korean immigrant writers of the first generation demonstrated the Korean nationalism in their literature. However, Younghill Kang concentrates more on the new life of Korean Americans on the host land. In *Asian American Literature: An Introduction to the Writings and Their Social Context*, Elaine H Kim comments on Kang: “Kang was a unique figure for his time, the only Korean immigrant to have written book-length fiction in English, and autobiographical fiction at that. In this and in many other ways he was completely unrepresentative of his people, yet became something of a spokesman for Koreans in America almost by default” (Kim 33). As the first Korean American to write novels, although with an autobiographical touch, Kang represents Korea and Koreans to Western readers, for whom he is an importer of both the unfamiliar, in terms of a remote Oriental nation, and reinforcer of the familiar, in terms of popular notions about backward peoples craving for the American dream.

Kim once pointed out that Kang saw himself not as a guest or visitor to the United States but sincerely tried to find a place for himself in the country and to make, at a very early point in his life, the transition from Korean to Korean American (Berner 109). Although he is the person who attempts to

find a place in the new land in a proper way and wants to be assimilated into the American society, Kang finds out that he is separated by the very U.S. as a colored people who should have the self-knowledge that these glaring American dreams are not for them because they are in a de-privileging position, and that there is a discrepancy between the west they know from literature and the west they themselves experience.

In his second autobiographical fiction of *East Goes West*, Kang creates four characters of Park, George Jum, Chuang-pa and To Wan Kim who endeavor to find their American Utopias in their various ways. Instead of taking readers on an immigrant's journey from a penniless immigrant to a successful citizen, Kang depicts his four major Korean immigrants who fail to achieve their American dreams. By intersecting Emersonian American dream and Franklinian American dream through the characters, Kang reveals that both a material Utopia and a moral Utopia are daydreams for the marginal Korean immigrants. Their process of pursuing material value and spiritual harbor gradually evolves a heartbreaking nightmare. They want to be a part of the U.S., yet they are apart by the very U.S. that advocates beliefs in the unity of the family, the healthiness of competition in society, the need for success and money on a low level, and emphasizes that the new self should be a moral self, with its duty of always becoming, always extending and newly uttering the possibilities of life on a high level.

2. The Material Utopia and the Mental Utopia

The word of utopia first occurred in More's *Utopia*, written in the form of a conversation between Thomas More, the writer, and Raphael Hythloday, a returned voyager. The name "Utopia" derives from two Greek words which mean "no place" and is compounded by More as the name of his ideal commonwealth. In the ideal commonwealth, the institutions and policies are entirely governed by reason, and inhabitants exist under seemingly perfect conditions.

The mottoes of progress, equality, assimilation and upward mobility advocated by American dream appeal to the Koreans who want to find their spiritual peace in the mental utopia and wealth in the material utopia. One American dream is represented by Benjamin Franklin, the original representative of American dream, which is actually a kind of material value that thousands of American common mass multitudes pursue at all costs. Thus, Franklin's American dream is a material utopia to these immigrants. The other American dream is embodied by Ralph Waldo Emerson, the radical representative of American dream, which is one of spiritual ideals perceived as a promise of prosperity for its people. Emerson's American dream represents the immigrants' mental utopia, to some extent. With the portrayal of the sundry male characters in *East Goes West*, Younghill Kang intertwines and shatters the Korean immigrants' Emersonian and Franklinian dreams which represent a mental utopia and a material utopia, respectively.

3. Disillusionment of American Mental Utopia

East Goes West is the miserable record of Chung-pa Han's unsuccessful search for his Emerson's American dream of his imagination— a mental utopia which is a place of regeneration, a glorious version of fascination and romance, and a secular format of a spiritual home. At the very beginning of the novel, Kang makes Han construct his Emersonian American dream by having learned about the West world through struggling to read Chaucer, Shakespeare, Romantic poetry, and Victorian prose. So, he yearns for America for he believes that "you can think anything, see anything, learn anything" in America. (*East Goes West* 165) After he notices bitterly the miserable condition of his father land which has become "a wasteland that had no warmth, that was under an infernal twilight, Han is grimly determined that he would hurtle forward to a foreign body where "a younger culture" drew him "by natural gravity. (*East Goes West* 4) He hopes that he "entered a new life like one born again" and

“wandered on soil as strange as Mars, seeking roots, roots for an exile’s soul”. (*East Goes West* 5) Determined to quest for his mental utopia, Han sets off from the old walled Korean city some thousand years old—Seoul—famous for poets and scholars to New York, where he hopes to seek an opening into American life through scholarship and study. With his American dream of becoming “educated like J.P. Ok, A.B., B.D., M.S.T., M.A., Ph.D.”, Han starts to pursue his mental utopia by attending night school college classes, hoping to find unifying principles he is looking for (*East Goes West* 57).

In the process of pursuing his mental utopia, Han is exploited, ridiculed, despised, mistreated, and utilized by various employers and whites. His American dream gradually disintegrates. Han’s failure to fulfill his dream comes from his experiences at the margins of the U.S though he constructs his spiritual utopia through the mainstream western classics. When he interacts with paternalistic missionaries, avaricious businessmen, and haughty politicians, or when he works as a house servant, kitchen helper, farm hand, peddler, and department store clerk, Han confronts the various troubles and problems that the books he read are unable to give a reply. He is desperate to find that:

...somehow I could not recite Thomas Carlyle and John Ruskin with quite the old satisfaction in my drab little room... “Work, work, work, there is a perennial nobleness, even sacredness in work...Blessed is he who has found his work let him ask no other blessedness...” How did that fit in with selling cherry-wood stands? As for Ruskin, “Magnanimous, magnanimous, magnanimous is life”... I had always liked that adjective, magnanimous, but Ruskin now sickened me...I read once more about Maude and Madelaine, then threw the book from one end of the room to the other. Even Browning was English fog in the lungs... (*East Goes West* 328-329)

The above desperate soliloquy derives from his miserable personal experience in the U.S. when he pursues his mental utopia. Having been refused a job at the Harlem, which is reserved only for whites, he sleeps in nickel flophouses and mingles with the bums there and roves with the Korean exiles in New York Chinatown. Then he has the chance to work as a domestic servant for a white family who mistreats him like a cat or dog. After that he finds a job as a busboy in a Chinese restaurant, where Asian waiters with PhDs and medical degrees serve the white prostitutes and petty criminals. He vends tea from place to place in Harlem, where he and his fellow Koreans are not abused as they are by the whites with steely eyes and superior shrewdness uptown. Even though a missionary scholarship offers him the chance to jumble with non-Asians in a small theological college in British Columbia and he seizes the opportunity, his experiences on the campus only reinforce his estrangement and alienation. Experiencing various plights of being exploited, derided, contemned and abused from various employers, he finally works as a clerk in a department store and overhears racist remarks. Bit by bit, Kang smashes his protagonist’s mental utopia, until Han comes to view the department store as a microcosm of the world and fully perceive the secret of American life:

This is American life...All day long the moving multitudes of humanity, with busy legs, constantly darting false smiles to cover their depressed facial expression, the worn-out machine bodies turning round in the aisles...two eyes to look at the customer, two hands to count the change... then to make a sale check, to carry the goods to the packing room, then to run with legs’ tottering strength after a new customer, for fear of losing that sale to another salesman, at last the dead-tired body moving from the cloak-room to breathe the

air—the street air, the dusty, respectable, stale air of staid Philadelphia. But where were all the enchantment and romance, the glorious vision, which I had seen in my dreams of America as a boy? (*East Goes West* 318)

Keenly perceptive and highly sensitive to the apparently new and exciting world around him, Han finds out the secret core of the world in his dream—hypocrisy, covetousness and desperation without enchantment and romance he expects before. Astonished and disappointed by white ignorance and racism he encounters at every turn, he cannot understand why his hopes and desires never seem to match the reality that he confronts with year after discouraging year.

Despite the sad examples of his fellow exiles, Han is sure that he can succeed where they failed. But hunger starts early to interfere with his attempts to study the ideal of Western civilization in his lonely and cold room: “In utter solitude and with a chilling heart, I feared pavement famine with plenty all around but in the end not even grass to chew... it was hard to concentrate. Even in the midst of Hamlet’s subtlest soliloquies, I could think of nothing but food” (*East Goes West* 32-33). There remains one possibility for Han to belong to America through an American girl. Influenced by Kim’s romance with an American girl, he attempts to form an association with an American woman. He is so attracted with the idea of Western romantic love that he considers if he participates in it, even unrequited, he will become one part of western civilization. No matter efforts he makes, the American girl has no intention of befriending Han. His love for her is like his dream of America, only a hopeful fantasy.

After his failure of attempts to integrate into the United States through scholarship and study as well as an association with an American woman, Chung-pa Han realizes that his daydream of belonging in America is doomed to be shattered. Where there is progress, there is slavery, starvation, racial discrimination and no soul. Leaving Korea for America, Han is anxious to find a way to make of himself a bridge between developing East and developed West. He depicts his “purpose in coming to the West”:

More and more I intellectualized my instinctive purpose in coming to the West. On my own cultural heritage, I wanted to ingraft the already ancient tree of the Renaissance, to make from that something different, something new... my own rebirth. Thus, in approaching the West I was eager to feel its life in an unbroken stream pass though by heart-blood... Homer, Aeschylus, Christ, Augustine, Dante, Chaucer, Shakespeare... linked in continuous process of ... life with its vast onward momentum.... I wanted the whole Western hemisphere in one block. (*East Goes West* 204)

According to the exposure of Han’s instinctive purpose, readers readily know that the aim of the writer is to graft the best essence in the Western culture to the old East and advocate the integration of the East and West to create a mental utopia. However, in the end, Chuang-pa Han is unsuccessful to make himself into a bridge that could communicate barriers between the East and the West. He remains an outsider because he is not granted access to American society. Like Cervantes’s Don Quixote, Han sets forth to battle windmills throughout the American landscape, never ceasing to be deflated by the racial discrimination he encounters. He meets a chapter of disappointment, misunderstanding, loneliness and alienation which forces Han to reject his daydream of melting into the United States and accept the irreconcilable worlds of actuality and desire. Like Fitzgerald’s great Gatsby, Han’s ideal mental utopia dies through his picaresque adventures which expose the shallow materialism, hypocrisy, philistinism

and inhumanity of life in capitalist America.

The novel ends with a significant dream, in which Han is struggling toward a dangerous suspension bridge to reach his childhood friends and a “paradise of wild and flowery magic” on the other side when he suddenly drops his money and car keys. Scrambling after them, he is beset by a dark cellar only to find himself trapped in with “some frightened-looking Negroes”. Some red-faced white men are to set them all on fire. Both mental and material utopias having failed him, Han turns to Asia for the answer:

I have remembered this dream, because, according to Oriental interpretation, it is a dream of good omen. To be killed in a dream means success and in particular death by fire augurs good fortune. This is supposed to be so, because death symbolizes in Buddhistic philosophy, growth and rebirth and a happier reincarnation. (*East Goes West*, 401)

Disillusionment of the American dreams ultimately forces the protagonist to retreat to a Buddhist interpretation of the dream—that he will be reincarnated to a better life. In the end, Chung-pa Han fails to find an entry into American life. Kang deconstructs Han’s spiritual Garden of Eden by keeping the contradictions between the promise of freedom and the reality of race discrimination, between dreams of intellectual accomplishment and economic survival, and between the ideal of America and actual experience of life in its marginal existence. Thus, Younghill Kang succeeds in smashing his protagonist’s Emersonian American dream. Han became disillusioned about his mental utopia at last after experiencing countless struggles and numerous intentional efforts.

4. Disillusionment of American Material Utopia

The material utopia of Franklin format is a sequence of beliefs in acquirement of material possessions, the unity of the family, the need for success and the quest for freedom and equality. Except Chuang-pa Han who is endeavoring to search for an ideal and mental utopia—a spiritual home, Kang depicts another type of Korean exiles who are attempting to pursue their material utopia of Franklin format in the host land: acquirement of material possessions, the integrity of the family, the healthiness of competition in the society and the need for success. Although they attempt to realize the material utopia, most of these Korean immigrants are doomed to fulfill it at last.

Kang deconstructs the integrity of family by showing Pak’s dilemma of being never able to accumulate enough wealth to get back and settle down in his native land. Almost all the typical Korean exiles long for the integrity of the family in their mother land although Chuang-pa Han is absorbed by his desire to find his place in American society and would have ignored, if he could have, his Korean past, his Korean identity, and his Korean compatriots. These drifting Korean exiles often give their life’s savings to support the independence movement in their native land across the Pacific Ocean. Intense desire for Korean independence from Japanese occupation has characterized every class of Korean living in Hawaii and the mainland U.S. for four decades. Farmers, waiters, and domestic servants by day become independence workers at night. Kang depicts Pak as one of these most typical Koreans who have the revolutionary fervor for the independence of Korea and plan to return one day to a liberated homeland:

He was most typical Korean, an exile only in body, not in soul. Western civilization had rolled over him as water over a rock. He was a very strong nationalist; so he always sat in at the Korean Christian services, because they had sometimes to do with nationalism. With

his hard-earned money, he supported all societies for Korean revolution against Japan. Most of his relations had moved out of Korea since the Japanese occupation—into Manchuria and Russia—but Pak still lived believing that the time must come to go back... he had bought a minute piece of land to the north of Seoul. For fifteen years his single ambition had been to get back there and settle down. On Korean land, he wanted to raise 100 per cent Korean children, who would be just as patriotic as himself, and maybe better educated in the classics. (*East Goes West* 58)

According to the above vivid description, it is readily to discern that Pak wanders in the American continent only in body, not in soul and he hopes that he could have enough money to travel back, get married, settle comfortably down and bring up pure Korean descendants who are as fiercely loyal as their father. However, in the land of material utopia, the marginal ethnic group is hard to accumulate their wealth as those white people because of racial discrimination. As a houseboy who is always unemployed, Pak could never save enough money to go home for fifteen years. Thus, Kang grinds Pak's utopia by showing the plight of being unable to scrape up enough property to return and settle down in his native land eternally.

Furthermore, Younghill Kang shatters the need for success, another aspect of material utopia in Franklin format, through the character of George Jum who gives up his Hollywood dream, withdraws from New York to Hawaii in seclusion and admits in frustration that he has not failed and he has only not succeeded. Since he wants to know and melt into the U.S., and since most fellow Koreans make him uncomfortable with their simple nationalism, Chuangpa Han befriends the only two exiles who are at all interested in Western literature and culture and seem successful figures in the circle of Korean exiles. George Jum, an unemployed cook who imagines himself a dapper New Yorker is the boyfriend of a white call girl. Having known Korean nobles and court officials working as waiters and houseboys in the U.S., Jum has declined Korean culture as useless to material and psychological survival in the modern world. When he discusses Confucius with Han, Jum shows his opinion:

Confucius, I admit, has nothing to each on the subject of love. That's where I leave him behind. For love is the beginning of a real, new and true life leading you into the Garden of Paradise, maybe Eden. It's a pity that they in English say falling in love. It is not a falling, but it is a rising. If it is a falling action, you will have no more life. But because it is a rising action, you get more done. But maybe in English they have a more ironic attitude toward love than I have... (*East Goes West* 41-42)

According to his statement about love, readers readily comprehend that George Gum has rejected Korean culture and accepted western ideology. In his friend's view, Jum belongs to America because he can flirt, neck, drink and tell dirty jokes like an American college boy. Wherever he arrives, there was a chair waiting for him and a jocund audience. Unfortunately, Jum's American dream shatters when his girlfriend finally casts him aside, which forces him to face the fact that he might be only a guest in the house of the host land. He marries a Korean American and settles down in Hawaii. Han receives a letter from him saying,

"You will want to ask me about Hollywood. Only minor parts there. I was disgusted. So I have come to Hawaii...It is a hot country, and that means there is more love. I am going to

get married and settle down. I am engaged to a Korean girl, one American-born, with a good stenographic training, and very pretty to see...So here in Hawaii I will spend all my hours in eating, loving and sleeping. Is love the be-all and the end-all, am I still romanticist? I never go back on my words. But what is the difference? ... P.S. For the rest, I have not failed. I have only not succeeded" (*East Goes West*, 399).

According to the letter from Jum to Han, readers comprehend that Jum's American dream of the need for success at last shatters although he wants so desperately to succeed. With Jum's abandoning his Hollywood dream, retreating from furious New York to remote Hawaii and admitting in frustration that he has not failed and he has only not succeeded, Younghill Kang grinds the need for success of the Korean immigrant.

With To Wan Kim who failed to assimilate into the host land as a racialized other, Kang smashes the third aspect of material utopia in Franklin format—the quest for freedom and equality, namely melting into the American society. Besides pursuing American dreams of the integrity of family and the need for success, most of Korean immigrants' quest for freedom and equality, namely melting into the American society as other Caucasians. Han's another friend is To Wan Kim, who has lived in the West for 16 years, supported by money sent him by his wealthy landowning parents in Korea. Kim has benefited from everything Asia had to offer: his family has a large amount of property; he is well educated in Chinese poetry; his manner is princely; he is aristocratic and cosmopolitan.

Undoubtedly, To Wan Kim, a cosmopolitan Korean immigrant, should readily realize his American dream and melt into the U.S., a cosmopolitan country. It turns out, however, that Kim's American dream has been no more successful than Jum's or Han's. Kim could claim to belong to the same brotherhood as his hero T.S. Eliot who was born in the U.S. and naturalized as a British subject, but his rootlessness and racial alienation restrain him from being accepted by the western literary establishment as nothing more than an adopted child. As a result, his identity is always an observer, a taster, and a wanderer, never a participant. Left marooned and impecunious on a student passport when the family of the New England girlfriend he loves divides them and his own family in Korea loses their property, Kim kills himself. Kim's death is caused by rejection from his own country and alienation from the country to which he wants so desperately to belong to. The dream of assimilation into the host land as other Caucasian immigrants from Europe is doomed to be fractured because To Wan Kim is only a Korean immigrant—the racialized Other who is prevented from questing for the freedom and equality.

5. Conclusion

In conclusion, *East Goes West* presents an objective view of the American life from the perspectives of people banned by the racial discrimination and reveals moments in the lives of the invisible ethnic group to American readers—Korean exiles in the 1920s and 1930s. Younghill Kang manages to smatter the mottos of progress, equality, assimilation and upward mobility advocated by American dream by his four major Korean immigrants who fail to achieve their ideal mental and material utopias: Park, the nationalist, is marooned in the U.S., working as a domestic houseboy and failing to achieve the dream of returning to his colonized homeland; Jum, the gadfly, tries to be American in his all walks of his life, in the end, admits that he has not failed and he has only not succeeded; Kim, the aristocrat, fails to gain access to American high culture and commits suicide finally; Han, the narrator, finds no entry into his spiritual Garden of Eden by being unable to eradicate the contradictions between the promise of freedom and the reality of race discrimination, between dreams of intellectual accomplishment and

economic survival, and between the ideal of America and actual experience of life in its marginal existence. Through picaresque adventures of Pak, Chuang-pa Han, George Jum, and To Wan Kim, Kang exposes that both a material Utopia and a moral Utopia are daydreams for the marginal Korean immigrants. The process of pursuing material value and spiritual harbor gradually evolves a grievous nightmare. Different from their contemporary writers, Younghill Kang does not follow the routine way to satisfy the desire of the American mainstream readers. He delineates the first stories about the immigrant life in the host land and counterattacks the accepted thinking modes. He transcends the majority of their contemporaries and enriches our understanding of human existence, and he constitutes a portion of the essence of the Korean American literatures, never a mere decoration.

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A Study on the Engagement and Learning Outcomes of Non-English-Speaking Students in EMI Classrooms

Jindi Jiang¹ and Angela Farrell^{2*}

1.School of Foreign Languages, Shandong University of Technology, Zibo 255000, China

2.Faculty of Arts Humanities and Social Sciences, University of Limerick, Limerick V94 T9PX, Ireland

jiangjindi@sdut.edu.cn

*Corresponding author: emillybronte618@gmail.com

Abstract: In the context of globalization in education, economy, and culture, global connections are increasingly strengthened. EMI (English-Medium Instruction) classrooms have gradually been widely established in non-English speaking countries, aiming to continuously improve students' language skills and cross-cultural adaptability. Student engagement has a direct impact on the quality of EMI classroom teaching and students' learning outcomes. Therefore, this paper first provides a brief analysis of the impact of student engagement on learning outcomes in EMI classrooms in non-English speaking countries. It then explores the value of the EMI classroom environment in enhancing student engagement and discusses strategies to increase student engagement in EMI classrooms. The goal is to significantly improve student engagement in EMI classrooms in non-English speaking countries and promote better learning outcomes for students.

Keywords: Non-English speaking students; EMI (English-Medium Instruction) classrooms; engagement; learning outcomes

1. Introduction

In the context of cross-cultural communication, the importance of English as an international lingua franca has become increasingly prominent. Non-English speaking countries are placing greater emphasis on building EMI classrooms as part of their talent development processes. The fundamental goal is to improve students' language skills and academic achievements, ultimately enhancing their cross-cultural communication abilities. However, some students experience foreign language anxiety in EMI classrooms, which can directly affect their engagement and learning outcomes. Studies abroad have indicated that to fully utilize EMI classrooms to cultivate students' language skills, it is essential to focus on creating an effective EMI classroom environment that helps students adapt to new cultural contexts in both academic and social settings. English-Medium Instruction (EMI) is a prevalent approach in higher education, particularly in European and Asian countries, aimed at internationalizing institutions through teaching in English (Iryna, Myhovich, 2022). The implementation of EMI programs requires significant changes in teaching methods and content delivery, often necessitating training for lecturers to effectively teach in a non-native language (Maria, del, Mar, Sánchez-Pérez, 2020).

In this context, it is crucial to actively draw on international research findings to formulate targeted teaching strategies, optimize classroom interaction modes, and provide personalized learning paths. In recent years, as globalization has accelerated, the importance of English as an international lingua franca has become increasingly evident. The application of English-Medium Instruction (EMI) in

higher education has become increasingly widespread. Researching the engagement and learning outcomes of non-English speaking students in EMI classrooms has become an important topic in current educational research. Domestic studies on the engagement and learning outcomes of non-English speaking students in EMI classrooms primarily focus on several aspects: the application of EMI in teaching Chinese, students' learning strategies, teachers' teaching abilities, the impact of policies and practices, and students' motivation for engagement. Liu Yuanman and Li Jingwen investigated the supportive role of English as a medium in teaching Chinese to non-native speakers, noting that in multi-national mixed classes, English, as a common medium, can assist in teaching, textbook compilation, and student learning(Liu Yuanman & Li Jingwen, 2023). Tian Chaofang and Qin Mi explored the use of English as a medium in the initial stages of teaching Chinese as a foreign language, suggesting that it helps overcome teaching difficulties in the early stages(Tian Chaofang & Qin Mi, 2023). Zhang Xiaohan and Zou Bin studied the translation learning strategies of Chinese university students in an EMI setting, finding that translation has potential effectiveness in overcoming language barriers, particularly in reading and writing activities(Zhang Xiaohan & Zou Bin, 2023). Hu Zhuanglin conducted a systematic study of the all-English teaching model and teachers' EMI capabilities in Chinese universities, highlighting the challenges and opportunities faced by universities in advancing educational internationalization(Hu Zhuanglin, 2015), and noting that teachers' teaching abilities and course settings are key to improving EMI teaching effectiveness(Hu Zhuanglin, 2021). Lin Xiao analyzed the EMI policies of universities in Malaysia, Singapore, Thailand, and Europe, finding significant policy support and socio-cultural background influences in these regions(Lin Xiao, 2016). Shen Qian analyzed the impact of students' interests, motivations, and curiosity on EMI teaching effectiveness(Shen Qian, 2023). Chen Jie and Yu Yutian pointed out that current EMI courses suffer from being overly simplistic and inefficient, suggesting that these could be improved by enhancing teacher training, promoting small-class teaching, and encouraging multi-modal interactive teaching(2018). Domestic research has provided useful insights for further improving the quality of EMI teaching and has identified practical issues that need to be addressed. Future research should focus more on diversifying teaching methods, meeting students' personalized needs, and optimizing policy support to promote the effective implementation of EMI in non-English speaking countries.

Studying the engagement and learning outcomes of non-English speaking students in English-Medium Instruction (EMI) classrooms has significant theoretical and practical importance. By analyzing student engagement and learning outcomes, this paper aims to reveal several key issues:

- (1) Explore the impact of student engagement on language skill development. This paper examines how student engagement in EMI classrooms affects their language skill development through data analysis. We believe that students with higher engagement show better performance in language skills, which effectively enhances their English listening, speaking, reading, and writing abilities.
- (2) Study the relationship between student engagement and academic achievement. This paper analyzes the relationship between students' engagement in EMI classrooms and their academic achievement. By comparing the average academic achievement scores of students with different levels of engagement, we demonstrate that students with higher engagement achieve greater academic success.
- (3) Explore the impact of student engagement on cross-cultural adaptability. This study investigates the enhancing effect of student engagement in EMI classrooms on their cross-cultural adaptability. Students with high engagement have more opportunities to interact with and adapt to different cultural backgrounds during classroom interactions, which is crucial for cultivating their cross-cultural communication skills.

2. The Impact of Engagement of Non-English Speaking Students in EMI Classrooms on Learning Outcomes

2.1 The Impact of Engagement on Language Skill Development

The engagement of students in EMI classrooms directly affects the development of language skills. Teachers can only gradually enhance students' language skills by focusing on increasing student engagement and enriching classroom resources based on this (Zhou Ying, 2023). The reason why student engagement can improve language skills is that only by actively participating in the classroom can students use English to express their opinions, exchange ideas, and engage in immediate language use, thereby training their oral expression abilities. Furthermore, enhancing student engagement can also lead students to actively engage in learning English knowledge, such as actively listening to the teacher's explanations and reading English textbooks, which helps students gradually accumulate a large vocabulary and become familiar with grammatical structures, ultimately further enhancing their reading comprehension abilities. It is worth noting that in EMI classrooms, teachers can not only guide students in continually practicing basic language skills but can also help students gradually learn to use English in specific academic and cultural contexts. By continuously increasing student engagement, teachers can guide students to more frequently encounter and adapt to academic English expressions and use them effectively in professional fields, ultimately laying a solid foundation for students' future academic and professional development in an international environment (Nguyen A, 2023). Therefore, there is an inseparable link between student engagement in EMI classrooms and their language skill development. See figure 1 for details.

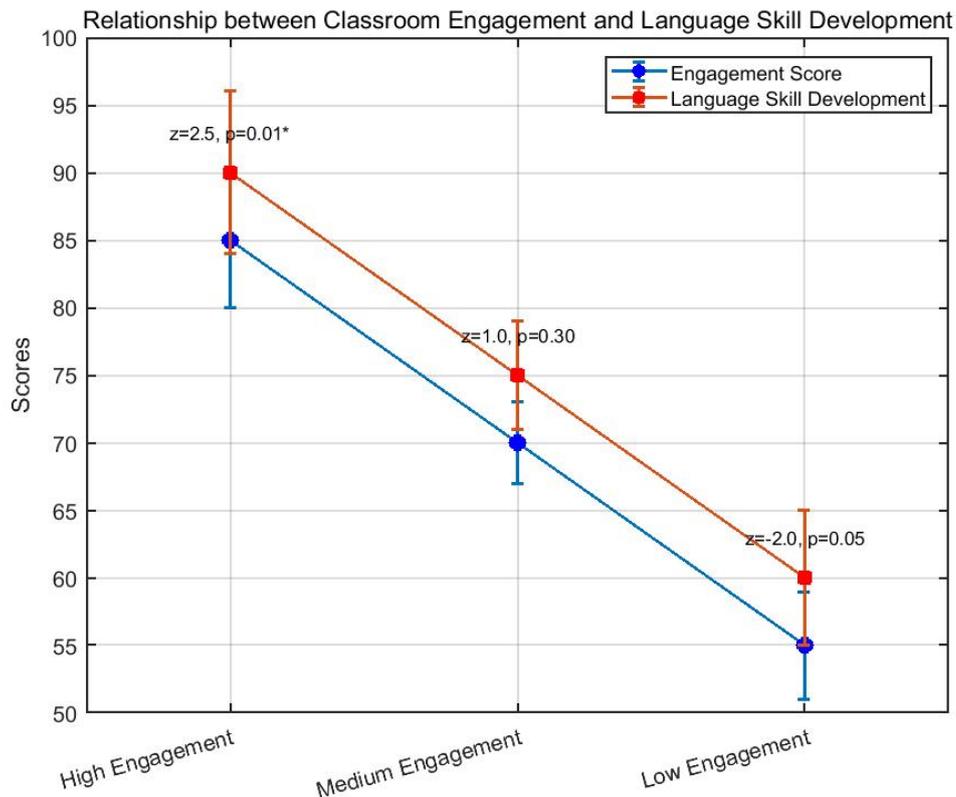


Figure 1: Relationship between Classroom Engagement and Language Skill Development

As can be seen from figure 1, students in the high-engagement group achieved an average score of 90 in language skill development, significantly higher than the 75 scored by the medium-engagement

group and the 60 scored by the low-engagement group. From a statistical perspective, the gap is very significant, with a z-value of 2.5 between the high-engagement group and the low-engagement group, and a corresponding p-value of 0.01, indicating that the difference between the two groups is highly significant at a 99% confidence level. As student engagement increases, there is also a rising trend in the development of language skills, which can be observed from the changes in the average scores, as well as the z-value and p-value; the z-value decreases and the p-value increases as engagement moves from high to low, showing that the positive correlation between engagement and language skill development gradually weakens until it becomes insignificant in the low-engagement group. Thus, it is evident that the engagement of non-English speaking students in EMI classrooms has a significant impact on the development of language skills, where high engagement significantly enhances students' language skills, while low engagement may lead to lagging in language learning. Therefore, actively taking effective measures to enhance student engagement in EMI teaching is crucial for promoting the development of students' language skills and improving overall learning outcomes.

2.2 The Impact of Engagement on Academic Achievement

For non-English speaking students, the primary way to engage with and use English during academic studies and interactions is through EMI classrooms. Therefore, the classroom teaching model and learning atmosphere directly impact students' academic achievements, and only by continuously enhancing student engagement and guiding students to actively engage in learning and explore knowledge can their level of academic achievement be strengthened(He Juanjuan, 2024). In typical EMI classroom discussions, students with higher engagement can more frequently engage in intellectual exchanges with classmates and teachers, which helps them to understand and master knowledge more deeply, thereby enhancing learning outcomes. Additionally, highly engaged students are more proactive in participating in academic lectures and actively collecting and learning from a vast array of academic resources, which is crucial for broadening their academic horizons and enhancing their academic literacy(Calvo L C S, Cogo A, Kadri M S E, et al., 2022). The relationship between the engagement of non-English speaking students in EMI classrooms and their academic achievements can be seen in figure 2:

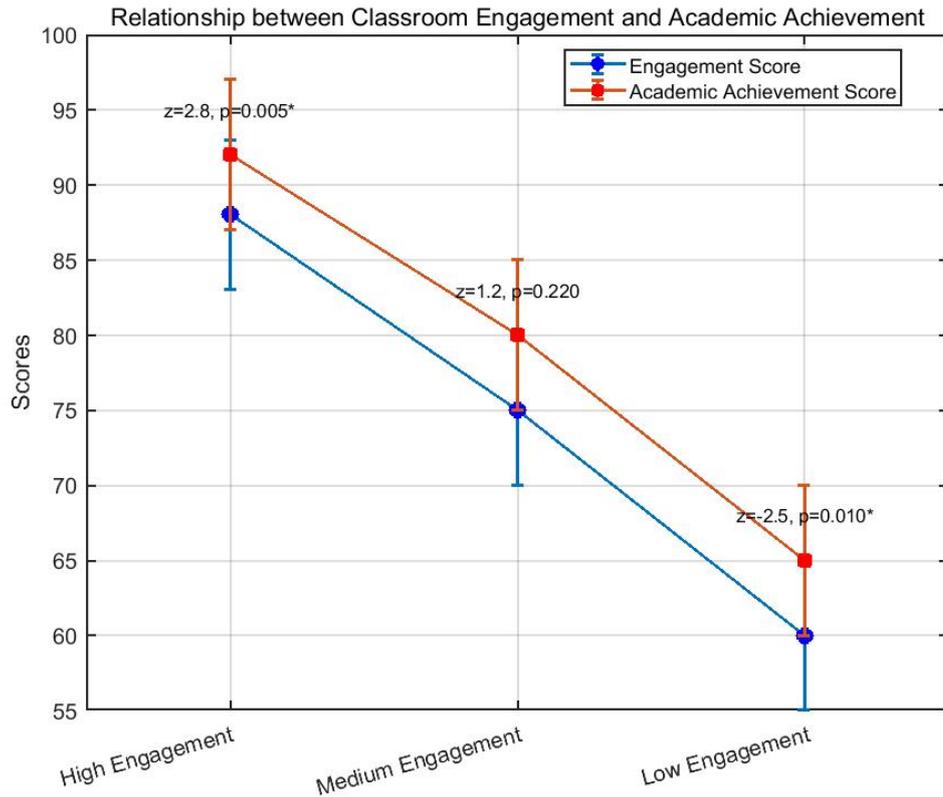


Figure 2: Relationship Between Classroom Engagement and Academic Achievement

As seen from figure 2, there are significant differences in academic achievements among students with varying degrees of engagement. Students in the high-engagement group scored an average of 92, which is considerably higher than the 80 scored by the medium-engagement group and 65 by the low-engagement group. Statistical results adequately demonstrate this; the z-value between the high-engagement group and the low-engagement group is 2.8, with a corresponding p-value of 0.005, indicating that the differences between these two groups are highly significant at a 99.5% confidence level. Moreover, there is a clear positive correlation between student engagement and academic achievement. As student engagement increases, so does academic achievement, as evidenced by the changes in average scores and the values of z and p; from the high to the low-engagement groups, the z-value gradually decreases and the p-value increases, indicating that the positive correlation between engagement and academic achievement weakens until it becomes insignificant in the low-engagement group. This demonstrates that the engagement of non-English speaking students in EMI classrooms significantly impacts their academic achievement; high engagement significantly enhances academic success, while low engagement may lead to relatively lower academic research levels. The academic achievements of students in the medium-engagement group, while lower than those in the high-engagement group, are higher than those in the low-engagement group, and their z and p values show that the difference between the medium and low-engagement groups is significant, but not significant when compared to the high-engagement group. This indicates that increasing engagement can positively affect students' academic achievements.

2.3 The Impact of Engagement on Cross-Cultural Adaptability

In the construction of EMI classrooms, the English language environment can create a platform for language learning practice for non-English speaking students, increasing interaction between students and teachers from different cultural backgrounds, which greatly enhances cross-cultural

adaptability(Yang Xiaoxia, 2023). Student engagement directly affects the enhancement of students' cross-cultural adaptability. Students with high engagement can continuously improve their academic English expression skills through classroom speaking, academic reports, and other activities, enabling effective academic communication in a multicultural environment and enhancing cross-cultural adaptability. Furthermore, when facing cultural differences and conflicts, highly engaged students gradually learn to listen and understand perspectives and thoughts from different cultural backgrounds, developing an open and inclusive attitude, which fosters the formation of cross-cultural adaptability and mastery of handling cultural differences and conflicts, further enhancing their cross-cultural adaptability. From this perspective, it is crucial for teachers in EMI education to highly value enhancing student engagement as an effective way to promote the improvement of cross-cultural adaptability and optimization of learning outcomes(Mao Yuanyuan & Gao Zhen & Qiao Panpan, 2023).

3.The Value of the EMI Classroom Environment in Enhancing the Engagement of Non-English Speaking Students

3.1 The Facilitating Role of the Immersive Language Environment

The immersive language environment in EMI classrooms helps students use English as the primary language of communication, offering a comprehensive, immersive language learning experience that significantly enhances students' language abilities and greatly promotes their active participation in the classroom(Zheng Zhenjie, 2023). This is because in EMI classrooms, all teaching activities and communications are conducted in English, compelling students to constantly use English to understand and express themselves, increasing their opportunities to engage with and use English, helping them consolidate and expand their language knowledge, and enhancing their willingness to participate in the classroom. In such an immersive language environment, where students come from various cultural backgrounds, the mode of communication and interaction itself becomes a cross-cultural experience. Therefore, under conditions of high classroom engagement, students can gain rich cross-cultural experiences, broadening their international perspectives and cultivating their cross-cultural communication skills, thus fully leveraging the immersive language environment in EMI classrooms to benefit students' learning outcomes(Cheng Fang & Ma Ying, 2024).

3.2 The Value of an Inclusive Classroom Culture

EMI classrooms focus on using English as the medium of instruction to build the teaching environment, which for non-English speaking students is not only a platform for language learning and practice but also a new cultural environment to adapt to and integrate into. In this context, building an inclusive classroom culture plays an indispensable role in promoting student engagement and enhancing learning outcomes(Kai K, Mikko V, Sirkka K K, et al., 2024). This inclusive classroom culture focuses on understanding each student's cultural background and learning needs, encouraging students to actively express their views and ideas in the classroom. The cultural environment and learning atmosphere formed on this basis can stimulate students' enthusiasm for learning, attract their attention, and guide them to actively participate in discussions and activities in the classroom, ultimately enhancing their activity and engagement in the classroom.

3.3 The Cognitive Stimulation Function of Internationalized Content

Compared to other courses, EMI classrooms exhibit certain uniqueness with a major feature being the internationalization of teaching content, which provides non-English speaking students with a variety of learning materials, aiding in enhancing their cognitive functions and strengthening the learning effect as student engagement increases. The reason why the cognitive stimulation of internationalized

content can be greatly advantageous is that the teaching content in EMI classrooms mainly consists of knowledge, perspectives, and cultural elements from different countries and regions. Over time, this can broaden students' international perspectives, helping them encounter diverse ideas and concepts. This diversity in knowledge can stimulate students' curiosity and thirst for knowledge, guiding them to actively and continuously explore and deeply think about the knowledge, which is important for students to gradually develop strong critical thinking and innovative capabilities (Zhao Shujun, 2024). As students continually engage in learning internationalized content in EMI classrooms, their cognitive functions are gradually stimulated and enhanced, their cross-cultural communication skills are strengthened, and by attempting to use English to understand and express internationalized content, students can form a solid linguistic foundation, which is significantly important for them to gradually build strong confidence in using English for academic communication. As students' language and thinking abilities, as well as confidence, continue to improve, not only can this enhance student engagement in the classroom but it also plays an indispensable role in strengthening teaching effectiveness. An analysis of the impact of the EMI classroom environment on the engagement and learning outcomes of non-English speaking students can be seen in figure 3.

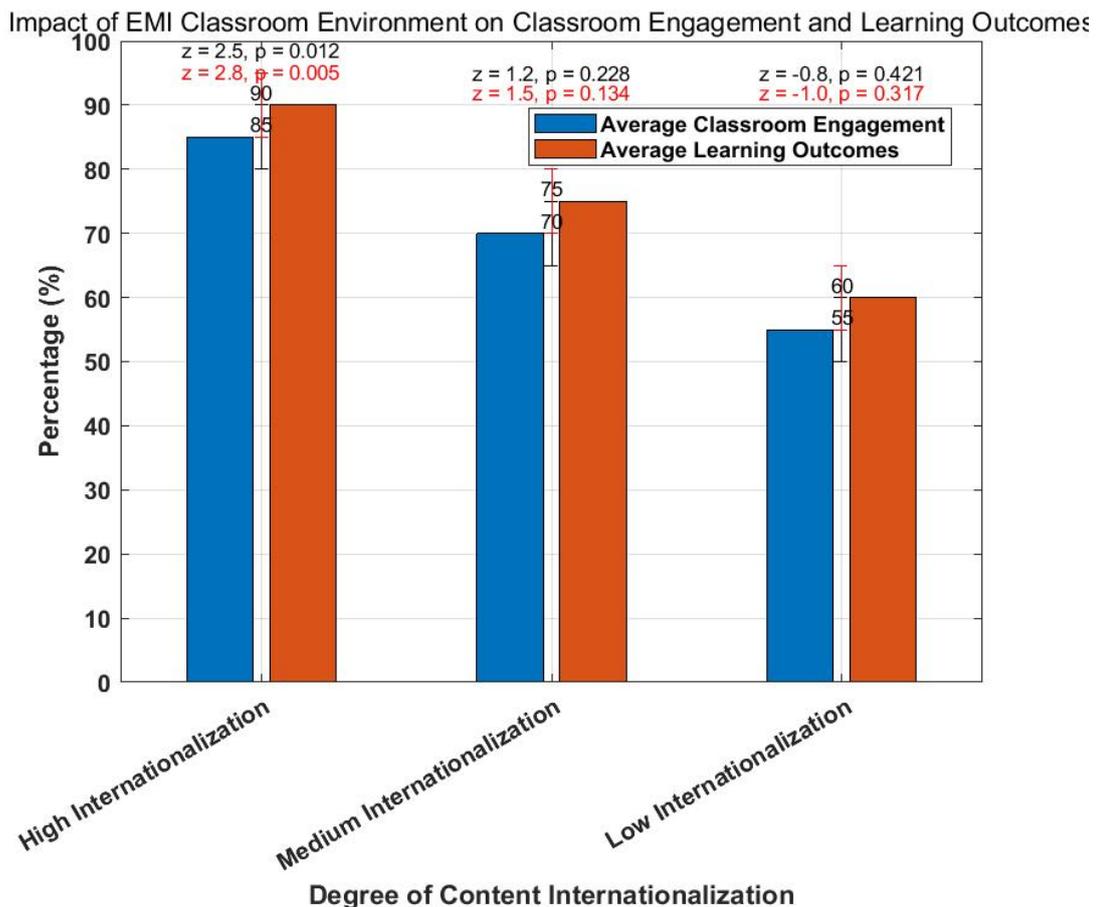


Figure 3: Impact of EMI Environment on Classroom Engagement and Learning Outcomes

As shown in figure 3, the different levels of internationalization of teaching content presented in EMI classrooms have a direct impact on the classroom engagement and learning outcomes of non-English speaking students. Data analysis comparing Group A (high internationalization), Group B (medium internationalization), and Group C (low internationalization) shows that Group A students have the

highest average classroom engagement rate (85%), compared to 70% for Group B and 55% for Group C. This indicates that as the degree of internationalization of teaching content increases, there is a clear upward trend in students' classroom engagement. The Z-value for Group A is 2.5 with a P-value of 0.012, further illustrating a significant positive correlation between highly internationalized teaching content and student classroom engagement. Additionally, the average learning outcomes for Group A students reach 90%, while for Groups B and C, they are 75% and 60% respectively, further demonstrating that higher internationalized teaching content plays a positive role in enhancing the learning outcomes of non-English speaking students. With a Z-value of 2.8 and a P-value of 0.005 for Group A, there is a significant positive correlation between highly internationalized teaching content and student learning outcomes.

4. Strategies to Enhance the Engagement of Non-English Speaking Students in EMI Classrooms

4.1 Innovative Teaching Methods

Innovative teaching methods are crucial for enhancing student engagement in EMI classrooms. In practice, teachers can adopt task-based learning to innovate EMI classroom teaching, guiding students to use English for communication and thinking while completing tasks, thereby enhancing their language skills and cross-cultural communication abilities. Additionally, the flipped classroom can be utilized for innovative teaching models, providing more time and opportunities for language input and output, guiding students to actively participate in discussions and interactions, and flexibly applying their knowledge during deep thinking processes. This promotes the development of language learning and cross-cultural communication skills in an EMI environment, leading to significant improvements in learning outcomes.

In the International Business Management (EMI) course, teachers can combine task-based learning with the flipped classroom model to enhance student classroom engagement and learning outcomes. Teachers pose a practical question: "Design a market entry strategy for a new international market." Subsequently, students are divided into groups, each selecting a country as their target market to conduct detailed market research, collecting information about the economy, culture, and legal aspects of the market, and based on their findings, developing a detailed market entry strategy including market positioning, competitive analysis, marketing strategies, and financial plans. Each group prepares a comprehensive market entry strategy report in English and a presentation to be delivered in the classroom.

In the flipped classroom model, teachers upload study materials such as market research methods and strategic planning steps to an online learning platform beforehand, allowing students to study independently before class. During class, students discuss their market entry strategies in groups, with the teacher providing guidance and feedback. Students can also ask each other questions and share their insights and experiences. Through this pre-class preparation and classroom discussion, students have more time to think deeply and apply their knowledge flexibly to solve real problems. By using innovative teaching methods such as task-based learning and the flipped classroom, students can practice their language skills in real situations, enhance their teamwork and cross-cultural communication skills, and deeply think and flexibly apply their knowledge. This not only improves student engagement in EMI classrooms but also significantly enhances their language usage and mastery of professional knowledge.

4.2 Optimizing Classroom Interaction Models

From the perspective of the learning needs and characteristics of non-English speaking students, in actual EMI classroom teaching, teachers can continuously optimize classroom interactions to promote

learning outcomes. Implementing collaborative learning encourages students to interactively learn in groups, where each group of students needs to collaboratively complete a learning task or solve a problem. On this basis, teachers can fully exercise their guiding role, encouraging students to analyze the structure of an English article, discuss solutions to environmental issues, etc. Throughout the learning activity, students engage in ample discussion and collaboration, enhancing their English speaking and listening skills, as well as fostering teamwork and communication abilities, which helps to increase student engagement in EMI classrooms.

In the “Sustainable Development” EMI course, teachers might pose the question: “What are the challenges and opportunities for sustainable development in your country?” Subsequently, students are required to form groups to research, write reports in English, and orally present their findings in class. Active interaction allows students to practice and apply English in real situations, gain in-depth knowledge about sustainable development, and enhance their global awareness and cross-cultural communication skills. It is evident that continuously optimizing classroom interaction models plays a crucial role in effectively enhancing student classroom engagement and learning outcomes, as shown in figure 4.

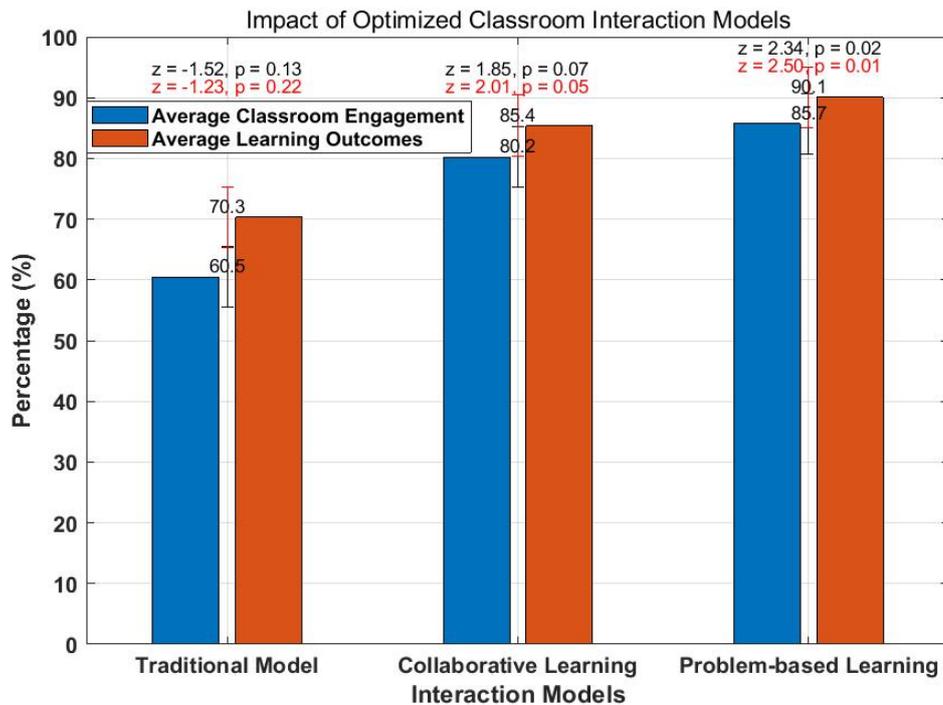


Figure 4: Impact of Optimized Classroom Interaction Models

As indicated by figure 4, within the context of optimized classroom interaction models, different interaction modes significantly affect the engagement and learning outcomes of non-English speaking students in EMI classrooms. A comparative data analysis of Group A (traditional model), Group B (collaborative learning), and Group C (problem-based learning) shows that Groups B and C had notably longer preparation times before class, at 20.5 minutes and 25.3 minutes respectively, compared to only 10.0 minutes for Group A. This suggests that optimized interaction models require students to engage in more extensive preparation before class to better participate in classroom interactions, highlighting that such optimized models place higher demands on pre-class preparation. From the perspective of average classroom engagement, Groups B and C show significantly higher engagement, at 80.2% and 85.7% respectively, compared to only 60.5% for Group A. This adequately demonstrates

that collaborative learning and problem-based learning, as optimized interaction models, can effectively enhance the engagement of non-English speaking students in EMI classrooms. The Z-values and P-values indicate significant statistical differences in engagement between Groups B and C compared to Group A, affirming the necessity of these differences. From the perspective of learning outcomes, Groups B and C also outperform Group A, with average scores of 85.4% and 90.1% respectively, compared to 70.3% for Group A, further proving that optimized classroom interaction models play a positive role in enhancing the learning outcomes of non-English speaking students in EMI classrooms. The Z-values and P-values also show significant differences in learning outcomes between Groups B and C compared to Group A, further verifying the effectiveness of the optimized interaction models.

4.3 Providing Personalized Learning Pathways

From the perspective of the learning characteristics of non-English speaking students, it is crucial for teachers to focus on enhancing student engagement in EMI classrooms, and providing personalized learning pathways is essential. For instance, in teaching environmental protection, to increase student engagement and enhance classroom teaching effectiveness, teachers can recommend simple articles and vocabulary lists to students with lower English proficiency levels to gradually increase their understanding of environmental protection. For students with higher English proficiency levels, teachers can provide more in-depth articles and discussion topics to challenge their thinking and language expression abilities. Under the framework of personalized learning pathways, students can learn at their own pace and according to their English proficiency level, which promotes improvements in their learning outcomes.

In the International Environmental Protection EMI course, teachers can enhance student engagement and learning outcomes by providing personalized learning pathways. Considering the learning characteristics and English proficiency differences of non-English speaking students, teachers design learning materials and tasks of varying difficulty and depth to meet individual student needs. Teachers pose the question: “What are the main challenges and opportunities for environmental protection in your country?” For students with lower English proficiency, teachers recommend simple articles and vocabulary lists to help them gradually understand environmental protection issues and ask them to write a short essay in simple English describing an environmental problem and possible solutions in their country, followed by organizing group discussions in class to share their findings and thoughts. For students with higher English proficiency, teachers provide more in-depth scholarly articles and discussion topics, asking them to write detailed reports analyzing their country’s role and policy recommendations in international environmental protection, and encouraging them through debates and group discussions to engage in critical thinking and interactive communication.

Through these personalized learning pathways, students can study at their own pace and according to their English proficiency, maximizing their classroom participation. Students with lower English proficiency gradually improve their understanding and expression abilities; students with higher proficiency enhance their cognitive and language skills through in-depth research and discussion. By establishing a more active, interactive, and targeted learning environment through personalized pathways, teachers can facilitate comprehensive development of non-English speaking students in EMI classrooms.

5. Conclusion

To enhance the engagement of non-English speaking students in EMI classrooms, it is beneficial to innovate teaching methods, optimize classroom interaction models, and provide personalized learning

paths, creating a more active, interactive, and personalized learning environment that can further improve students' learning outcomes. However, this study also has limitations; future research could expand the sample size and extend the study period to more comprehensively explore the relationship between student engagement and learning outcomes in non-English speaking students in EMI classrooms.

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The Mechanism of Cultural Awareness in English Learning Effectiveness: A Theoretical Exploration Based on Tolerance of Ambiguity

Junnan Huang¹ and Hongbing Zhou^{2*}

1.School of Foreign Languages, Hubei University, Wuhan 430062, China

2.School of Foreign Languages, Hubei University, Wuhan 430062, China

Junnan Huang: 634186799@qq.com

Hongbing Zhou: 20040237@hubeu.edu.cn

Abstract: Against the backdrop of increasing globalization and cross-cultural communication, the importance of Cultural Awareness in English learning has become increasingly prominent. However, traditional test-oriented education often neglects the cultivation of Cultural Awareness, and existing research predominantly focuses on the direct relationship between cultural awareness and English learning effectiveness, paying insufficient attention to its underlying mechanism of action. This study aims to construct and explore a theoretical model of the ‘Cultural Awareness--Tolerance of Ambiguity--English Learning Effectiveness’ mechanism. By integrating constructivist learning theory, Krashen’s input and affective filter hypotheses, cognitive load theory, and intercultural communication theory, this paper proposes that cultural awareness can not only directly promote English learning effectiveness by providing cultural schemata but also indirectly influence learning effectiveness by enhancing learners’ Tolerance of Ambiguity. As a crucial psychological variable, Tolerance of Ambiguity plays a mediating role between cultural awareness and learning outcomes by reducing learning anxiety and optimizing the allocation of cognitive resources. This study provides a novel theoretical perspective for understanding the interaction between affective and cognitive mechanisms in English learning, offering implications for future empirical research and the reform of English teaching practices.

Key words: Cultural Awareness; Tolerance of Ambiguity; English learning effectiveness

1.Introduction

Against the backdrop of globalization, nations have placed increasing emphasis on second language education, with English established as a global lingua franca. However, an exclusive focus on the acquisition of linguistic knowledge, while neglecting the learning of the target language’s culture, is increasingly inadequate to meet contemporary demands. Language serves as a carrier of culture; thus, cultural awareness largely determines a learner’s ability to accurately comprehend and flexibly employ the language they are learning. Learners deficient in cultural awareness are often prone to pragmatic failures and may even experience confusion and aversion towards the target language, consequently hindering their learning effectiveness.

Concurrently, encounters with ambiguous, uncertain, or polysemous phenomena are inevitable in the process of English learning. Learners’ psychological responses to such ambiguous contexts directly impact their learning efficiency and ultimate achievement. As a crucial individual difference variable, Tolerance of Ambiguity reflects a learner’s attitude and coping capacity when confronted with uncertainty. Existing research indicates that a higher level of Tolerance of Ambiguity can help reduce learning anxiety, foster motivation, and thereby enhance language learning effectiveness. Nevertheless, the relationship between Cultural Awareness and Tolerance of Ambiguity, and how they interact to

jointly influence English learning, remains relatively underexplored.

In light of this, this paper aims to construct a theoretical model illustrating the mechanism of ‘Cultural Awareness--Tolerance of Ambiguity--Learning Effectiveness’ based on a review of relevant theories. It seeks to explore the interactive effects of cultural and psychological factors in English learning from a theoretical perspective, thereby providing a reference for future empirical research and pedagogical practices.

2. Research Background

2.1 The Need for Cultural Exchange in the Context of Globalization

In recent years, rapid economic and technological prosperity, along with profound changes in social life, have increasingly interconnected nations worldwide. Under the influence of globalization, exchanges and cooperation between different countries have grown significantly, naturally leading to strengthened cultural interactions. English has now become a global lingua franca. However, due to differences in lifestyles, geographical environments, historical backgrounds, and value systems across nations, cultures around the world vary greatly. In this context, when people use English for communication, focusing solely on superficial linguistic symbols and mechanically applying language knowledge and grammatical rules—while neglecting the underlying cultural connotations—can lead to communication barriers, misunderstandings, and even conflicts. Language cannot exist independently of culture [47]. Yet, due to the cultural gap between Chinese and English, pragmatic or semantic errors are likely to occur frequently, hindering effective output of native culture and inevitably leading to intense cultural clashes. Thus, the cultivation of cultural competence is a crucial process [17]. To better adapt to the development of the information age, contemporary students should possess a certain level of cultural literacy.

2.2 The Need for Cultivating Cultural Awareness in Exam-Oriented Education

English culture teaching operates at two levels: cultural knowledge and cultural understanding. It must transcend the former and achieve the latter, with cultural awareness education serving as the bridge between these two levels [7]. However, English instruction in exam-oriented education is predominantly test-driven, prioritizing the acquisition of knowledge and skills over the cultural nurturing role of education.

For instance, English teaching in China primarily employs the grammar-translation method, emphasizing the learning of vocabulary and grammatical knowledge while neglecting the acquisition of cultural knowledge of the target language country [39]. Senior high school English instruction in China still focuses mainly on the transmission of linguistic knowledge and the practice of language skills. There is a lack of awareness and practice in integrating culture into the classroom, a neglect of guiding cultural appreciation and dissemination, and an oversight of the educational role of culture, manifesting as an emphasis on knowledge imparting over cultural connotation [33]. Some teachers themselves have deficiencies: insufficient personal reserve of cultural knowledge and a need to enhance their own sensitivity to Cultural Awareness [15]. Therefore, the traditional teacher-centered instructional model can no longer meet the students’ need to develop Cultural Awareness.

2.3 The Need for Enriching Foreign Language Learning Theory Research

Most current research focuses on the relationship between Cultural Awareness and students’ English reading scores, or discusses the problems and countermeasures in cultivating Cultural Awareness, while paying less attention to whether mediating variables influence the relationship between Cultural Awareness and English reading performance. For example, a significant positive correlation exists between the Cultural Awareness of senior high school students and their overall English performance

[26]. Teaching that integrates Cultural Awareness can improve students' English reading scores [43]. The cultivation of Cultural Awareness is positively correlated with the English reading scores of senior high school students; such cultivation has been shown to enhance students' performance in English reading comprehension. In reading instruction, improving Cultural Awareness can motivate students' enthusiasm for English learning, foster a broad interest in the cultural concepts behind the language, thereby elevating cultural literacy, which in turn promotes the improvement of language knowledge and learning ability, leading to a significant increase in reading scores [18].

In summary, to comply with the needs of cultural exchange under globalization, meet the students' need to develop Cultural Awareness, and explore more effective pathways for cultivating students' Cultural Awareness, this paper will introduce Tolerance of Ambiguity as a mediating variable to investigate the specific mechanism through which Cultural Awareness influences English learning effectiveness.

3. Research Objectives

To enrich the theoretical research on the relationship between Cultural Awareness and foreign language learning: While existing studies predominantly focus on the direct relationship between Cultural Awareness and English achievement, this research introduces Tolerance of Ambiguity as a mediating variable, thereby further deepening the understanding of the mechanism through which cultural factors and cognitive factors operate in English learning.

4. Literature Review

4.1 Core Concepts

4.1.1 Cultural Awareness

Scholars from various fields and disciplines hold different understandings and perspectives on this concept. For instance, Cultural Awareness refers to sensitivity to cultural components in cross-cultural communication[44]. It is 'the knowledge, skills, and attitudes that foreign language learners must master to understand a specific culture and communicate across different cultures' [6]. Other scholars have proposed more concrete definitions: awareness of cultural diversity and tolerance toward cultural differences, empathy for people from different cultures, and cognition and reflection on one's own language, cultural values, and behavioral patterns [21]. China's Ministry of Education, in the newly promulgated English Curriculum Standards for Ordinary Senior High Schools, defines Cultural Awareness as the understanding of Chinese and foreign cultures and the identification with excellent cultures, manifested as students' cross-cultural cognition, attitudes, and behavioral orientations in the context of globalization.

This paper posits that Cultural Awareness constitutes the knowledge, skills, and attitudes that learners must master to communicate effectively in different cultural contexts.

4.1.2 Tolerance of Ambiguity

Research on Tolerance of Ambiguity originated from psychological studies on intolerance of ambiguity. Intolerance of ambiguity is a tendency to perceive ambiguous situations—those that are novel, complex, or insoluble—as sources of threat [3]. Individuals who are intolerant of ambiguity tend to view ambiguous, incomplete, uncertain, incoherent, or contradictory information as causes of potential psychological threat [40]. In ambiguous situations, individuals with high Tolerance of Ambiguity can accept unclear matters, whereas those with low tolerance cannot endure such ambiguities, as these often cause them discomfort[9]. Individuals with high Tolerance of Ambiguity are more willing to take risks and more readily accept change [35]. This paper adopts the definition by Zhang Qingzong (2004), which characterizes Tolerance of Ambiguity as a learning style primarily reflecting a learner's attitude

toward learning materials or objects that are ambiguous, unfamiliar, or heterogeneous. This attitude encompasses a spectrum from active acceptance to passive resistance[61].

4.1.3 English Learning Effectiveness

Learning Effectiveness refers to the gains learners achieve after a period of study or completion of a specific instructional unit [49]. Evaluating whether learning is effective involves assessing whether expected outcomes are met. Learning is considered effective when preset learning objectives are achieved, learning efficiency is reasonable, and learners experience comprehensive development during the process. The result of effective learning is learning effectiveness [34]. It represents the ratio of the comprehensive learning outcomes of students' learning behaviors to the comprehensive learning costs incurred to achieve these outcomes—i.e., the comprehensive learning results per unit of learning cost [51]. Extensive literature review reveals that the influence of Cultural Awareness and Tolerance of Ambiguity on English learning effectiveness is primarily manifested in reading and listening competencies.

4.2 Current Research Status

4.2.1. Research on the Relationship Between Cultural Awareness and English Learning Effectiveness

Current research on the relationship between Cultural Awareness and English learning effectiveness is relatively scarce and primarily focuses on the impact of Cultural Awareness on English reading scores. Researchers have found that Cultural Awareness has a significant positive influence on learners' English performance. For example, a significant positive correlation exists between senior high school students' English Cultural Awareness and their overall English performance [26]. Instruction integrating Cultural Awareness can enhance students' English reading scores [43]. The cultivation of Cultural Awareness is positively correlated with senior high school students' English reading scores; such cultivation has been shown to improve students' performance in English reading comprehension [18]. Intercultural awareness, as a component of Cultural Awareness, can enhance students' English reading ability and performance when fostered[42].

4.2.2. Research on the Relationship Between Tolerance of Ambiguity and English Learning Effectiveness

Since Budner's 1962 publication "Intolerance of Ambiguity as a Personality Variable," research on tolerance of ambiguity has spanned five decades, yet overall remains relatively underdeveloped.

The question of whether Tolerance of Ambiguity positively influences English performance has garnered significant academic interest. Oxford (1990) emphasized a positive correlation between Tolerance of Ambiguity in language learning and academic achievement [1][22][41]. Students with high Tolerance of Ambiguity are more willing to experiment with new knowledge, particularly when encountering new vocabulary, and their learning efficiency surpasses that of learners with low tolerance [50]. When faced with diverse learning content, learners with high Tolerance of Ambiguity can selectively employ learning strategies, whereas those with low tolerance cannot endure ambiguities in language learning and apply strategies indiscriminately, with considerable blindness and randomness [61]. One study surveyed 193 English majors to measure the impact of Tolerance of Ambiguity on their TEM-4 scores. The results indicated a significant correlation between students' TEM-4 scores and their Tolerance of Ambiguity[11]. Compared to students with low tolerance, those with high Tolerance of Ambiguity performed significantly better, while students with moderate tolerance also outperformed those with low tolerance [63].

An increasing number of researchers are focusing on the relationship between Tolerance of Ambiguity

and specific English skills.

Tolerance of Ambiguity and English Listening:

Studies have found a positive correlation between senior high school students' Tolerance of Ambiguity and their use of listening strategies [10]. Students with high Tolerance of Ambiguity are more adept at using listening strategies than those with low tolerance [32]. Another study tested first-year English majors and found that, at the beginning of the semester, there was no significant correlation between Tolerance of Ambiguity and overall listening comprehension ability or specific sub-skills. After a semester of training, by the end of the semester, participants with high Tolerance of Ambiguity showed greater improvement in overall listening comprehension scores and in skills such as post-listening question answering, inference, and gist listening than those with low tolerance [68].

Tolerance of Ambiguity and English Reading:

Students with high Tolerance of Ambiguity often possess stronger reading comprehension abilities [24]. The higher students' Tolerance of Ambiguity in English reading, the more frequently they employ English reading strategies [58].

Some researchers have explored mediating variables between Tolerance of Ambiguity and English reading performance. For example: Tolerance of Ambiguity and reading anxiety are negatively correlated, reading anxiety and reading performance are negatively correlated, but Tolerance of Ambiguity and reading performance are positively correlated. Reading anxiety plays a partial mediating role between Tolerance of Ambiguity and reading performance [28]. Both Tolerance of Ambiguity and reading self-efficacy positively influence English reading performance, and together they can positively predict 41.5% of the variance in English reading scores. Additionally, reading self-efficacy partially mediates the effect of Tolerance of Ambiguity on English reading performance [29].

However, excessive Tolerance of Ambiguity can hinder language learning, as it may prevent effective organization and absorption of useful information cognitively, leading to taking information out of context and rote memorization without comprehension. This results in imprecise language acquisition and is thus detrimental to foreign language learning. Therefore, Tolerance of Ambiguity should be moderate [23][56][62].

In summary, Cultural Awareness is positively correlated with learners' English reading performance, and Tolerance of Ambiguity has a significant positive impact on English learning effectiveness—learners who can tolerate uncertainty acquire language more easily. However, no existing research has integrated 'Cultural Awareness' and 'Tolerance of Ambiguity' within a causal pathway. Therefore, this paper introduces Tolerance of Ambiguity as a mediating variable to further explore the specific mechanism through which Cultural Awareness influences English learning effectiveness.

5.Theoretical Foundation

5.1 Constructivist Learning Theory: How Does Cultural Awareness Influence English Learning Effectiveness?

Constructivism emphasizes that learners have already formed rich experiences through daily life and previous learning. When presented with a problem, they can often draw upon relevant experiences and their knowledge abilities to formulate certain explanations for the problem. This is not random guessing but rather logical hypotheses derived from their experiential background. Furthermore, learning is not the mere transmission of knowledge from teacher to student but a process where students construct their own knowledge. Learners are not passive absorbers of information; instead,

they actively construct the meaning of information, a process that cannot be replaced by others [55]. In English learning, learners need to understand new knowledge through existing experiences and multiple perspectives.

Cultural awareness helps learners understand linguistic phenomena from different cultural perspectives, reducing confusion and resistance towards new language phenomena, thereby enhancing their Tolerance of Ambiguity. More importantly, it provides learners with the necessary cultural schemata, enabling them to more easily construct meaning when encountering target language discourses, directly promoting English learning effectiveness.

Taking the English greeting ‘How are you?’ as an example, native Chinese speakers often rely on their original pragmatic experience, interpreting it as a substantive concern and expecting to give a specific response. However, in British and American cultures, this expression primarily serves a ritualistic phatic function rather than a genuine inquiry. Without corresponding Cultural Awareness, learners are prone to cognitive conflict and pragmatic negative transfer, leading to confusion and resistance towards the target language phenomenon. When teachers clarify its social function as a greeting rather than a question, learners can reintegrate their cognitive schemata, transforming literal ambiguity into conventionalized communicative routines. This enhances their tolerance for pragmatic ambiguity and facilitates the construction of meaning for new knowledge.

5.2 Krashen’s Input Hypothesis and Affective Filter Hypothesis: How Does Tolerance of Ambiguity Influence English Learning Effectiveness?

Comprehensible input refers to language data that learners read or hear which is understandable and slightly more difficult than their current level. Krashen argued that merely increasing the amount of language input is insufficient; second language learners need comprehensible input. Only then can the learner’s internal processing and acceptance mechanisms for language materials truly operate [70]. The affective filter is a psychological barrier that prevents language acquirers from fully absorbing the comprehensible input they receive. When learners lack motivation, experience excessive anxiety, or have insufficient self-confidence, the filter is raised, hindering language input from being absorbed. Conversely, when learners are highly motivated, confident, and have low anxiety, language input passes through the filter smoothly and is acquired [45].

When learners possess corresponding Cultural Awareness, they can better infer and understand ambiguous contexts, thereby more effectively receiving input that is slightly above their current level. Learners with high Tolerance of Ambiguity experience less anxiety when facing ambiguous contexts, resulting in a lower affective filter and more efficient absorption of language input. Existing research has proven: a negative correlation exists between Tolerance of Ambiguity and reading anxiety [40].

5.3 Cognitive Load Theory: How Does Tolerance of Ambiguity Optimize Cognitive Resource Allocation?

Cognitive Load Theory was first proposed by cognitive psychologist John Sweller (1988). The theory has two theoretical foundations: the limited capacity theory and schema theory. The basic premise of limited capacity theory is that the overall resources available for cognitive activities are limited. Therefore, the total amount of allocable resources is fixed. When handling multiple activities simultaneously, if one activity requires more cognitive resources, others will consequently receive less. Thus, based on this, Cognitive Load Theory posits that the overall cognitive resources available to students during learning are limited. The total cognitive resources required for a student’s learning activities cannot exceed the total resources they possess. If cognitive resource allocation is insufficient, the student’s learning efficiency decreases, hindering effective completion of the current learning

task—this state is considered cognitive overload [50].

Based on schema theory, Cognitive Load Theory holds that knowledge should be stored in long-term memory in the form of schemata. A schema is a knowledge structure composed of a certain category of information, an information unit formed by relevant data. When learning new knowledge, students can efficiently extract schemata related to this information from their brains. The construction of schemata enables students to input and extract information effectively. Therefore, schema construction can reduce cognitive load. Through sufficient practice, students can achieve schema automation—meaning learning activities practiced extensively can be mastered proficiently. Consequently, new learning tasks, being allocated more cognitive resources, can be completed efficiently.

Learners with high Tolerance of Ambiguity can allocate cognitive resources more efficiently (e.g., by ignoring secondary ambiguous information), reducing cognitive overload caused by cultural differences. Existing research has proven: learners with high Tolerance of Ambiguity can selectively employ learning strategies when faced with different learning content [61].

5.4 Intercultural Communication Theory: How Does Cultural Awareness Enhance Tolerance of Ambiguity?

The term "intercultural communication" was first introduced and used by Edward Hall (1959), simply defined as communication between people from different cultural backgrounds [25]. Intercultural communication occurs when a member of one culture generates a message for consumption and use by a member of another culture. It includes international, inter-ethnic, and inter-regional communication. Byram's model of intercultural communicative competence (ICC), comprising five dimensions—knowledge, skills of interpreting and relating, skills of discovery and interaction, attitudes, and critical Cultural Awareness—is one of the most influential theoretical models [4].

- **Knowledge:** Understanding of one's own and other countries' cultures and social interaction rules.
- **Skills of Interpreting and Relating:** Ability to interpret cultural phenomena and relate them to another culture.
- **Skills of Discovery and Interaction:** Ability to learn about new cultures and interact flexibly in new situations during communication.
- **Attitudes:** Openness, curiosity, and respect for other cultures.
- **Critical Cultural Awareness:** Ability to critically analyze cultural differences and make value judgments.

The ICC model emphasizes that learners must approach cultural differences with attitudes of openness, curiosity, and respect. This Cultural Awareness helps students perceive 'ambiguous' or 'uncertain' expressions as normal cultural differences rather than errors or threats. Therefore, enhancing Cultural Awareness can increase a learner's Tolerance of Ambiguity.

6.Theoretical Framework and Mechanism of Action

Supported by the aforementioned theoretical foundations, this study constructs a mechanistic framework of 'Cultural Awareness → Tolerance of Ambiguity → English Learning Effectiveness.' Overall, Cultural Awareness may not only indirectly promote English learning effectiveness by enhancing learners' Tolerance of Ambiguity but also directly impact English learning effectiveness by providing cultural schemata and improving intercultural communication competence. Tolerance of ambiguity plays a mediating role in this process; its enhancement can reduce learners' anxiety levels and optimize the allocation of cognitive resources, thereby facilitating the absorption and processing of language input. Consequently, the theoretical framework of this study comprises two pathways:

Cultural Awareness → Tolerance of Ambiguity → English Learning Effectiveness

Cultural Awareness → English Learning Effectiveness (Direct Effect)

The mechanism of action is illustrated in the following figure(Figure 1):

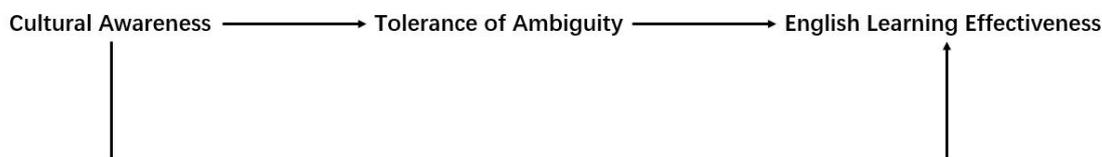


Figure 1

7. Conclusion

7.1 Research Findings

This study aimed to theoretically explore the mechanism through which Cultural Awareness influences English learning effectiveness, introducing Tolerance of Ambiguity as a mediating variable for analysis. By reviewing constructivist learning theory, the input hypothesis and affective filter hypothesis, cognitive load theory, and intercultural communication theory, this paper has constructed a theoretical framework linking Cultural Awareness, Tolerance of Ambiguity, and English learning effectiveness.

7.2 Research Innovation

This study proposes that Cultural Awareness not only directly influences English learning effectiveness but also indirectly enhances language learning performance by improving learners' Tolerance of Ambiguity. This inference provides a new perspective for explaining the affective-cognitive mechanisms operating in the English learning process.

7.3 Limitations and Future Research Directions

As primarily a theoretical deduction, this study lacks empirical support. Future research should empirically investigate or experimentally validate the proposed mechanistic model, and further examine its applicability across different learner populations.

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Language Services and Smart Scenic Spot Emergency Management under the Background of the Belt and Road Initiative

Rao Lyuyinuo¹ and Lv Ronghua^{2*}

1. College of Safety Science and Engineering, Xi'an University of Science and Technology, Xi'an 710054, China

2. College of Humanities and Foreign Languages Xi'an University of Science and Technology, Xi'an 710054, China

RaoLyuyinuo@163.com

*Corresponding author: Lvronghua000586@xust.edu.cn

Abstract: Under the promotion of the Belt and Road Initiative, cultural and tourism exchanges between China and partner countries have become increasingly close, and the inbound tourism market continues to expand. As a window for external display, the importance of emergency management capabilities in smart scenic spots has become prominent, with language services serving as a key supporting element therein. This paper discusses the current situation, problems, and optimization paths of language services in the emergency management of smart scenic spots in the Belt and Road context. The research finds that current emergency language services in scenic spots exhibit problems such as insufficient multilingual coverage (e.g., lagging behind for minority languages and dialects), incomplete implementation of technical tools (e.g., lack of offline functionality and weak linkage with emergency platforms), a gap in personnel emergency language capabilities (e.g., insufficient reserve of professional medical and safety terminology), and absence of policy standards. These issues cause foreign tourists to face information access barriers during scenarios like sudden health incidents and safety evacuations, affecting emergency response efficiency and tourist safety assurance. On this basis, this paper proposes a three-dimensional improvement system of "Technology Empowerment-Process Optimization-Policy Support" by deploying dual-mode "online+offline" translation equipment, constructing a tripartite "Scenic Spot-Hospital-Public Security" multilingual linkage mechanism, and incorporating multilingual emergency services into the 5A scenic spot assessment indicators, to improve the emergency language service system of smart scenic spots. The research aims to provide theoretical reference and practical paths for enhancing the internationalization and humanized level of emergency management in smart scenic spots in the Belt and Road context, aiding the high-quality development of China's cultural and tourism services.

Keywords: language services, smart scenic spot, emergency management

1. Introduction

Against the backdrop of the Belt and Road Initiative continuously releasing cooperation dividends, cultural and tourism exchanges between China and participating countries are shifting from "one-way attraction" to "two-way interaction," and the inbound tourism market is experiencing explosive growth. Data from the National Immigration Administration shows that from January to August 2025, 15.89 million foreign nationals entered China visa-free, accounting for 62.1% of inbound foreign nationals, a year-on-year increase of 52.1%.[1] During the same period, 10.739 million visitors from ASEAN countries entered mainland China, a year-on-year increase of 27.5%, among which 9.054 million

entered visa-free, a year-on-year increase of 28.4%. The purposes of entry were mainly for tourism sightseeing, business activities, etc., indicating sustained active personnel exchanges and interactions between China and ASEAN countries.[2] However, the sharp increase in the number of foreign tourists has also gradually highlighted shortcomings in scenic spot services. At the level of daily services, most scenic spots still have significant deficiencies, apart from a few core scenic spots such as the Beijing Palace Museum, the Emperor Qinshihuang's Mausoleum Site Museum (Terracotta Army), the Mogao Caves in Dunhuang, and Jiuzhaigou Valley in Sichuan, which can provide multilingual signage and guided services in languages such as English, Japanese, Korean, and Russian. More crucially, the gap in language services at the emergency management level is even more prominent. In emergency scenarios, scenic spot staff have a severe lack of professional vocabulary reserve, and emergency guidance and first aid signs are mostly in Chinese. Tourists have difficulty obtaining effective help in a timely manner during sudden health conditions or safety incidents. Research shows that situations where overseas tourists cannot understand scenic spot safety instructions due to language barriers also occur frequently. This problem not only affects the travel experience but also concerns life safety, urgently requiring scenic spot management to pay attention and make systematic improvements.

2. Current Situation and Problems of Language Services in Emergency Management at smart scenic spots

The Encyclopedia of China defines a smart scenic spot as one that utilizes modern technological means such as the Internet of Things, mobile internet, cloud computing, big data, and spatial information technology to conduct comprehensive, systematic, real-time, and accurate active perception, intelligent analysis, interactive sharing, prediction, and decision-making regarding the resource environment, infrastructure, tourists, business activities, and disaster risks of scenic spots. It is an intelligent scenic spot possessing advanced comprehensive "wisdom" capabilities.[3]

The Smart Scenic Spot Construction Guide considers a smart scenic spot as one that uses information technologies such as space-air-ground remote sensing, sensor networks, and the Internet of Things to conduct comprehensive, thorough, and timely perception of natural and cultural resources, various environmental conditions, tourist behavior status, scenic spot staff activities, and scenic spot infrastructure and service facilities. It achieves visualizable management of tourists and scenic spot staff, assists in optimizing and re-engineering scenic spot business processes and intelligent operation management, forms strategic alliances with upstream and downstream enterprises in the tourism industry, realizes effective protection of natural resources and cultural heritage, improves service quality, and achieves comprehensive, coordinated, and sustainable development of the scenic spot's environment, society, and economy.[4]

The Ministry of Culture and Tourism (formerly the National Tourism Administration before March 2018) designated 2014 as the "Smart Tourism Year" and issued the Notice on Printing and Distributing the 2014 China Tourism Theme Year Promotion Theme and Promotion Slogans. The notice pointed out that all regions should combine the development direction of the tourism industry, take smart tourism as the theme, guide the construction of smart tourism cities, scenic spots, and other tourism destinations, and especially strengthen the development and integration of tourism resources and products in three aspects: smart services, smart management, and smart marketing. This aims to promote the transformation of tourism into a modern service industry through informatization, strive to enhance the modern technological management level and service level of tourism enterprises such as travel agencies, tourist attractions (sites), and tourist hotels, innovate development models, and promote the sound and rapid development of China's tourism industry.[5]

Obviously, we can understand smart scenic spots from these three dimensions. First, smart services refer to providing multilingual intelligent customer service, emergency rescue positioning, and personalized recommendations, such as recommending routes or attractions based on tourist preferences, to meet diverse tourist needs. Second, smart management refers to using intelligent monitoring, environmental monitoring (e.g., temperature, humidity, PM2.5), and facility inspection systems, such as intelligent manhole covers, streetlights, etc., to achieve real-time supervision and efficient dispatch of the scenic spot environment, equipment, and personnel. Third, smart marketing involves analyzing tourist profiles based on big data, carrying out precise advertising, operating membership points systems, and planning online activities (e.g., live-streamed cloud tours) to enhance the scenic spot's visibility and secondary consumption conversion. Among the three aspects of operations in smart scenic spots, "smart services" are an important element for enhancing the tourist experience and ensuring the safe operation of the scenic spot. In the Belt and Road context, how to provide smart services for tourists from countries along the Silk Road and from all over the world is a huge challenge faced by scenic spots nationwide. From the perspective of emergency management, a smart scenic spot should be "a management system supported by smart technology, covering the entire emergency process of the scenic spot (Prevention-Preparation-Response-Recovery)," with its core goal focused on "tourist safety assurance."

In the emergency management of smart scenic spots, language services face specific problems such as incomplete implementation of technology, insufficient scenario adaptation, and a gap in personnel language capabilities. These problems are reflected in practical cases from multiple scenic spots in China:

2.1 Insufficient Coverage of Technical Tools and "Dead Spots" of Multilingual Intelligent Devices

2.1.1. Single-function equipment, unable to cope with complex scenarios.

Although the IP network broadcast system of Huangshan scenic spot can achieve real-time emergency information broadcasting, it only supports Chinese and English. The "Zhiyou Huangshan" mini-program provides an intelligent customer service and translation function interface, but its functions are limited. The translation function is only based on WeChat's translation function, so the use of this function is limited by the tourist's WeChat version. The intelligent customer service, namely the Huangshan Official AI Travel Assistant, can communicate with tourists, but its ability to answer questions intelligently is very limited. When asked "*Can this scenic spot offer multi-language service?*", "*Can this scenic spot help tourists from Russia, Japan, Korea and other countries?*" and "*I come from Russia, do you have staff speaking Russian to help me in case of emergency*", the travel assistant's replies were: 1). *Sorry, the content you proposed involves relevant sensitive words, please correct the question content and ask again.* 2). *Sorry, I don't seem to fully understand what you mean. You can ask me travel-related questions, or describe the question more clearly.* Based on these situations, this scenic spot's ability to deal with complex scenarios must be very limited. It is suggested to optimize the mini-program's translation function to get rid of the restriction on tourists' WeChat versions.

2.1.2 Lagging adaptation for dialects and minority languages.

Some surveys indicate that as a 5A scenic spot, the Qingxiu Mountain scenic spot in Guangxi has not paid sufficient attention to local languages like Zhuang in its multilingual signage, showing a deviation in the targeting of language services.[6] The Mosuo people, an ethnic minority living in the area of Lugu Lake scenic spot, have their own ethnic language but no writing system. There is a lack of this ethnic language in emergency broadcasts. It is suggested to prefabricate Mosuo emergency short sentences (e.g., 'Please don't panic').

2.2 Rigid Service Processes and "Time Gap" in Emergency Response

2.2.1 Systems idle, tools available but not effectively used.

According to the Notice of the Beijing Municipal Tourism Development Commission on Further Strengthening the Use of the Beijing Tourism Safety and Emergency Management System, multiple travel agencies and scenic spots in Beijing were criticized for problems with the use of the tourism safety and emergency management system. Among them, during the system use process, omissions and misreporting of basic information and safety monthly reports, and failure to submit documents as required were relatively prominent. Some units had never used the system at all. Among the list of those criticized for not using the system were several 4A-level scenic spots including Wendu Water City and Jingdong Grand Canyon, as well as the only 5A-level scenic spot, the Olympic Forest Park, which was named and criticized.[7]

2.2.2 Cumbersome information release process, leading to missing the golden opportunity.

The release of emergency information requires multiple layers of manual approval. In time-critical emergency situations, this process directly causes delays. The management measures of Huangshan scenic spot stipulate that urgent voice information release requires the principal responsible person of the applying unit to request approval from the responsible leader of the Management Committee before it can be broadcast, and approval procedures must be completed afterwards.[8]

2.3 Personnel Capability Gap Leading to a "Communication Divide" in Front-line Services

2.3.1 Insufficient foreign language ability and reliance on tools to replace human labor.

According to information released by the Office of the Ningxia Hui Autonomous Regional Committee of the Chinese People's Political Consultative Conference in February 2025, Ningxia, as an important node of the "Belt and Road," has seen continuous growth in inbound tourists. However, scenic spots lack multilingual guided tour resources, and human translation is costly with limited coverage, leading to some international tourists having difficulty deeply experiencing the local culture due to language barriers. This reflects the scenic spots' own insufficient foreign language service capability, especially in dealing with non-English-speaking tourists.[9] A portable translation device is suggested to be used to assist temporary tour guide services in a scenic spot in Ningxia.

2.3.2 Low standardization of emergency communication scripts.

In the tourism safety emergency response requirements issued by Xinzhou District, Jiangxi Province, although processes such as information reporting time limits were specified, standardized communication scripts or translation plans for tourists from different language backgrounds were not mentioned. This indirectly reflects that at the operational level of emergency response, the standardization of cross-language communication may not yet have been detailed down to the grassroots level.[10]

2.4 Ambiguous Policies and Standards and Lack of "Hard Constraints"

2.4.1 Emergency language services are not included as mandatory indicators for 5A-level scenic spots.

The local standard Specifications for Smart scenic spot Construction issued by Gansu Province, although detailing content such as infrastructure and smart management, does not explicitly list multilingual emergency broadcasting or translation services as mandatory or detailed guiding indicators in its publicly available scope summary.[11]

2.4.2 Lack of policy support for the safeguarding of dialects and minority languages.

When constructing its smart tourism system, the Ningxia Hui Autonomous Region proposed establishing a characteristic cultural content translation system including dialects through AI technology. This initiative precisely reflects the gap in public services for dialects and minority

languages under conventional policy safeguards, requiring reliance on specific projects for supplementation.

3. The Role and Specific Applications of Language Services in Emergency Management at Smart Scenic Spots

In the emergency management of smart scenic spots, the specific role of language services can be summarized as breaking down information barriers, improving response efficiency, and ensuring tourist safety. It is mainly reflected in the following five key scenarios: 1) Emergency Early Warning "Without Omission": For multilingual tourist groups, transmit warning information such as heavy rain, landslides, and overcrowding through multilingual broadcasts, electronic screens, etc., to prevent some tourists from missing risk prompts due to language barriers, reducing the hidden danger of casualties from the source. 2) Evacuation Guidance "Without Deviation": In emergency evacuation scenarios, use languages familiar to tourists (including dialects and minority languages) to clearly guide evacuation routes, assembly point locations, and safety precautions, preventing secondary problems such as crowding and getting lost caused by misunderstanding instructions. 3) Rescue Communication "Without Barriers": When tourists are injured, trapped, or have special needs, such as allergy history or underlying diseases, language service measures like on-site translation and multilingual first aid communication cards can help rescue personnel quickly and accurately grasp key information, shorten rescue decision-making time, and improve rescue effectiveness. 4) Emotional Reassurance "With Warmth": Tourists are prone to emotions such as panic in emergency states. Using their native language to convey reassuring information, such as "Rescue personnel have arrived, please stay calm," can effectively alleviate anxiety, reduce chaotic behavior, and cooperate with the scenic spot to complete emergency handling. 5) Risk Disputes "With Early Prevention": If tourists miss emergency guidance or suffer impaired rights due to language barriers, it may lead to complaints or public opinion risks. Comprehensive language services can not only reflect the professionalism and humanization of the scenic spot's emergency management but also reduce potential disputes and ensure tourist safety and experience.

The emergency rescue scenarios for foreign tourists in scenic spots are concentrated in three categories: "Safety Threats, Access Barriers, Unexpected Situations." Language services in different scenarios need to accurately match needs. The specific scenarios and service solutions are as follows:

3.1 Scenario 1: Getting Lost or Separated from Companions (High-Frequency Basic Scenario)

Scenario Characteristics are that tourists are often in an anxious state and their core need is to quickly locate and contact companions language communication needs focus on location description and information transmission. Staff should immediately activate the emergency translation terminal, call up "Emergency Corpus of Getting Lost", and select questions: "Where was the last place you separated from your companion?" or "Do you have your companion's contact information?". The terminal translates in real-time into the tourist's native language and supports the tourist's voice or text reply translation. If the tourist cannot clearly describe the specific location, use the terminal to display a bilingual map of the scenic spot and let the tourist point out the general area; when he or she needs to contact a companion, help the tourist edit a text message in their native language to avoid contact failure due to language errors.

3.2 Scenario 2: Accidental Injury (e.g., Fall Injury, Scrape, Burn)

Scenario Characteristics are that priority is to confirm the degree of tourist injury and underlying medical history, avoiding delayed first aid due to language barriers. Language Service needs to be concise, accurate, and visual. Service Solutions are as follows: For minor injuries like scrapes, use an

offline bilingual illustrated first aid card. Point to the wound location on the card, such as head, arm, or leg, and illustrations for whether disinfection or bandaging is needed. The tourist confirms by nodding or shaking their head. Simultaneously, use the translation terminal to inform the tourist that the treatment process is painless and takes about 5 minutes, to alleviate resistance. For serious injuries like fractures or the condition after regaining consciousness from coma: Immediately initiate remote multilingual medical translation, allowing first aid personnel to communicate directly with the tourist. Use the system to translate in real-time questions like "Where does it hurt now?" and "Have you had heart disease or high blood pressure before?", while accurately conveying the tourist's answers to medical staff to assist in determining the treatment plan.

3.3 Scenario 3: Sudden Illness (e.g., Heart Disease, Allergic Reaction, Heatstroke)

Scenario Characteristics are that key information such as medical history and medication usage is involved. Language service needs quickly obtain core data, avoid missing risk points. Staff can use a multilingual sudden illness questionnaire for the tourist to check if they have a history of asthma or diabetes, the names of medications they are taking, or let the tourist show the medicine box, with the terminal scanning and translating the medicine name, and whether they have allergy history, such as pollen, penicillin, etc. If the tourist is unable to check themselves due to situations like regaining consciousness after heatstroke coma, staff can use the translation terminal to ask each question slowly sentence by sentence, waiting for the tourist to clearly reply before asking the next, ensuring information accuracy; simultaneously, synchronize the questionnaire and reply content to the 120 emergency personnel to reduce communication time after arriving at the hospital.

3.4 Scenario 4: Lost Items (e.g., Passport, Phone, Luggage)

Scenario Characteristics are that tourists need to clearly describe item characteristics and verify the recovered lost property. Language service needs assist in information verification and avoid mistaken claims. When registering lost information, staff should use the translation terminal to let the tourist describe the item's appearance or special marks, such as passport type, name, date of birth, phone color, and other key identification points. The terminal synchronously translates into Chinese, and staff accurately record it in the system; if the tourist has a photo of the item, they can show it to the staff to avoid description deviation. When verifying a found item, use the terminal to translate the item's characteristics into the tourist's native language, wait for the tourist to reply with information, and confirm a match before returning it to prevent mistaken claims.

3.5 Scenario 5: Getting Trapped due to Natural Disaster or Sudden Safety Incident (e.g., Trapped by Heavy Rain, Temporary Area Closure)

Scenario Characteristics are that tourists are extremely prone to panic and the core need is to understand the risk and obtain evacuation and safety instructions. Language Service needs to be timely, effective, and clear. Through the scenic spot's multilingual broadcast (repeatedly broadcast) the current specific situation, safety requirements, rescue progress, etc. Slow down the speech rate to avoid tourists being unable to receive too much information at once. Simultaneously, provide one-on-one reassurance to emotionally agitated tourists. For nervous tourists, staff can use the translation terminal to say "Please be assured, we will ensure your safety, you can find me anytime if you have any needs," while using gestures such as nodding and smiling to convey reassuring signals; if tourists have special needs, such as needing to inform their family of their safety, assist in making phone calls or sending messages in their native language.

4. Optimization Recommendations and Countermeasures Proposed for Language Services in Smart Scenic Spots

Combining the actual sore points of language services in emergency scenarios of domestic 5A-level scenic spots, we can develop specific plans from four dimensions: equipment selection, process design, content implementation, and policy details, ensuring executability and verifiability.

4.1 Technical Level: Promote "Online+Offline" Dual-Mode Translation Equipment and Deeply Connect with Emergency Platforms.

Core solutions focus on single-function equipment, offline failure, and linkage lag problems. The specific plan is as follows: First, prioritize the procurement of technologically mature voice translation equipment to ensure stability, such as domestic iFlytek offline translation machines and Hikvision multilingual intelligent sound pillars. Specifically plan configuration standards and equipment density according to tourist capacity. Second, achieve deep connection with emergency platforms by pre-setting linkage trigger conditions and offline emergency backup mechanisms. Connect translation equipment and multilingual broadcast systems with the scenic spot's fire alarm system and meteorological warning system, setting automatic trigger rules.[12] Simultaneously, to address network instability in mountainous areas and underground areas like the Terracotta Army pits, pre-stored emergency language packs in the equipment, containing sufficient high-frequency emergency sentences, which can be directly called even when disconnected from the network. Also, regularly synchronize and update the corpus on each handheld translator through the scenic spot's internal network to ensure content timeliness.

4.2 Process Level: Establish a Tripartite "Scenic Spot-Hospital-Public Security" Multilingual Collaboration Mechanism

To solve the problems of slow departmental linkage and broken medical communication, first, it is necessary to clarify the mechanism structure and responsibility division. (See Table 1-1 below)

Participants	Core Responsibilities	Language Service Tools
scenic spot (Front-end)	<ol style="list-style-type: none"> 1. Use translation equipment to obtain tourist information (injury, medical history, location) at the first moment. 2. Synchronously push information to the tripartite platform. 	<p>Handheld translators AR smart glasses</p>
Hospital (Back-end)	<ol style="list-style-type: none"> 1. Communicate in real-time through the remote translation system to guide on-site first aid. 2. Prepare adapted medical solution libraries in advance. 	<p>Tripartite video translation system Multilingual first aid knowledge</p>
Public Security (Coordination)	<ol style="list-style-type: none"> 1. Assist in contacting tourist's family (multilingual communication). 2. Handle foreign-related emergency disputes. 	<p>Public security foreign-related translation terminal, scenic spot shared corpus</p>

Table 1-1

Second, familiarize with the real-time linkage operation process, taking "fall injury of foreign tourists" as an example.

Step 1: Scenic Spot Front-end Response. After a patrol officer discovers a fallen foreign tourist, they immediately use AR smart glasses to say to the tourist, "Can you tell me where it hurts?". The glasses

automatically translate into Chinese and display it, while simultaneously translating the tourist's English response into Chinese. Then, they shoot the tourist's wound (image/video) and synchronously transmit it to the scenic spot emergency center and the cooperating hospital's emergency department.

Step 2: Tripartite Remote Linkage. The scenic spot emergency center, through the tripartite video translation system, connects the hospital doctor and public security police into the call. The doctor, through the video feed and real-time translation, asks "Have you ever had a fracture before?", guiding the patrol officer to perform temporary immobilization. Then, the police officer simultaneously confirms the tourist's identity and contacts their relatives/friends in China.

Step 3: On-site and Hospital Handover. Before the ambulance arrives, the hospital prepares an informed consent form in English based on the communication results. After the ambulance arrives, medical staff use the illustrated multilingual first aid card to quickly confirm the tourist's allergy history, avoiding repeated communication.

4.3 Personnel Level: Formulate the Scenic Spot Emergency Language Service Manual and Conduct Scenario-Based Drills

To solve the problems of non-standard staff communication scripts and weak minority language abilities, we can formulate the following specific plan. First, design the content of the Emergency Language Service Manual based on the dual dimensions of "Language + Scenario". Language coverage should be wide. A dual version of "Pocket Print Version+Mobile Electronic Version" can be adopted. The print version is convenient for patrol staff to carry with them, and the electronic version supports voice playback to avoid inaccurate pronunciation by staff. Second, implement training and drills. It is suggested to carry out a simple multilingual emergency dialogue drill of about 10 minutes every quarter. Adopt a model combining "online learning+offline learning" scenario simulations, and regularly conduct practical assessments of the emergency language capabilities of scenic spot employees. The Xi'an Beilin Museum (Forest of Stone Steles) has conducted a series of specialized service skill training programs for its front-line staff by actively learning from and introducing the "Golden Key service" experience and management model from the Xi'an City Wall Scenic Area.

4.4 Policy Level: Incorporate Multilingual Emergency Services into 5A Scenic Spot Re-evaluation Indicators and Strengthen Support for Dialects and Minority Languages

As of 2024, there were 16,541 A-level tourist scenic spots nationwide, among which 19 new 5A-level scenic spots were added, bringing the total to 358. The county coverage rate of national A-level scenic spots increased to 97%. Given the reality of China's rich tourism resources and the increasing travel demands of domestic and foreign tourists, the improvement of emergency language service capability is even more urgent. Solving the problem through top-down policy formulation is a wise approach. During the review and re-evaluation stage of 5A-level scenic spots, the implementation of multilingual or even dialect emergency language services can be incorporated into the assessment content. Simultaneously, promote the construction of smart scenic spot corpus through policy support means such as financial subsidies. It is suggested that 5A scenic spots also need to be equipped with basic multilingual emergency signs.

5. Conclusion

In conclusion, the sustained prosperity of cross-border tourism under the Belt and Road Initiative has not only driven the increase in the frequency of personnel exchanges with countries along the route but also significantly increased the demand for internationalized services in scenic spots. This trend highlights the key value of language services in the emergency management of smart scenic spots—it is an important link ensuring that Chinese and foreign tourists obtain emergency information in a

timely manner and cooperate efficiently in avoiding danger. At the same time, it also exposes practical problems such as poor multilingual communication and delayed transmission of emergency information. Research shows that deeply integrating intelligent translation technology, multilingual emergency databases, and the scenic spot's smart management system can effectively break down language barriers and is an effective path to improve emergency response efficiency and effectively ensure the safety of Chinese and foreign tourists. In the future, it is necessary to further optimize the precision of language services and the adaptability of smart systems, so that language services truly become a bridge for tourism safety assurance under the "Belt and Road," providing more solid support for the standardized and internationalized development of emergency management in smart scenic spots.

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Family Relations • Campus Ethics • Social Network Ecology: A Glimpse and Reflection on Contemporary Youth Growth Issues——Taking Luoluo’s Youth Films as an Example

Zhen Xu

School of Liberal Arts, Yangzhou University, Jiangsu 225009, China

Zhen Xu: xzhanguoyu1986@163.com

Abstract: Youth are the driving force of social development and the future of the nation. Attention to and narration of youth growth issues remain a perennial topic. Since the beginning of the new century, youth films, as a cinematic genre, have demonstrated a narrative pattern of “youth–film–youth,” while focusing on the real dilemmas encountered during the growth process. This article, by taking three youth films directed by Luoluo—a young filmmaker observing young people from a youth perspective—as case studies, concentrates on three major growth stages of contemporary youth: middle school, university, and the workplace. It also highlights the three public spaces through which youth connect with social life: family, campus, and online networks. The study reveals the difficulties and underlying causes in the growth of young people. Through the lens language of film, it explores and reflects on the problems that have emerged in youth growth since the new century, and further proposes countermeasure considerations.

Keywords: youth film; Luoluo; youth growth issues; emotional healing; reflection and countermeasures

1.Introduction

Since the beginning of the new century, with the rapid development of the market economy, the social environment in which contemporary youth live has become increasingly complex and diverse, and together with the rapid rise of new media as well as its deep intervention in and influence on individuals’ daily life[1], the issue of youth growth has become a social topic of key concern across all sectors. Film, as a medium that represents social phenomena and tells social stories through the combination of images and sounds, possesses the characteristic of presenting and conveying social issues more directly, and at the same time film also has the ability of rapid dissemination and expression. Thus, film first belongs to a form of consumer culture, establishing a cultural chain of “communication–reception”; secondly, film is also a medium of expression, serving as an effective form that can reflect social problems or narrate human ethics, and having such features as popularization in form, entertainment in content, seriousness in theme, and rapidity in provoking reflection. The film industry has already become an effective channel for timely reflecting social problems and for the public to quickly accept and respond to issues. Meanwhile, in recent years, the degree of attention paid by Chinese cinema to the youth group has been gradually increasing, mainly reflected in the strength of promotion and the breadth of coverage of youth film projects, such as the

CFDG Youth Film Director Support Program (Green Onion Project), the Youth Filmmaker Training Program, and the China Movie Channel's "Stars of Tomorrow" Young Actor Selection Program, whose promotion and implementation have gradually formed a dual-dimensional youth cultivation model from film directors to film and television actors. It can be said that Chinese cinema has gradually become a prism for paying attention to, supporting, and cultivating youth, fully embodying the linkage between youth and the future.

Chinese youth films are closely connected with the developmental history of the Chinese nation, and from the perspective of the historical axis, before the Fifth Generation and Sixth Generation directors, Chinese youth films exhibited a linkage with the discourse of political sovereignty. Some scholars have pointed out its three major characteristics: "First, such films demonstrate unwavering faith in Mao Zedong's theory of people's armed struggle; second, the films instill in the masses an understanding that the contradiction between the proletariat and the bourgeoisie will always exist; third, and most importantly, they depict heroes representing the images of workers, peasants, and soldiers." The image of youth was endowed with numerous cultural memory symbols associated with revolution. Starting from the Fifth and Sixth Generation directors, the expression of youth films shifted toward a popularized narrative perspective, conveying the efforts and struggles of young people. Especially after the 1990s, "ordinary individuals + a changing economic and cultural pattern + predicaments and appeals" became the chain for narrating youth stories, and young people manifested their life attitudes and their recognition of morality and self amid social transformation, presenting a discursive shift from idealized youth to individualized youth. After the beginning of the new century, youth films presented more diverse expressions. Some scholars have pointed out that since 2010, Chinese cinema has entered a period of rapid development, with the formation of a market mechanism attracting Chinese audiences into theaters ... Youth films have broken through the traditional individualized growth narrative, using depictions of collective growth memories to appeal to younger audiences. Unlike the Sixth Generation directors, who favored individualized growth processes, most of these films are set against urban stories, adapted from best-selling novels, or produced directly by famous actors and hosts. With the dazzling urban landscapes, commercialized costume designs, entertaining storytelling methods, and topical publicity strategies, youth films have already become one of the major types of mainstream commercial cinema[2]. The chain between youth and the times and the nation has shown a temporary separation, while presenting a connection with the discourse of contemporary society. Whether it is the murmurs of growth or collective carnival, both embody a reflection on the youth itself, although the value orientation of the themes of such expressions is another matter.

Regarding motif studies, some scholars have pointed out: "Motifs express the collective consciousness of the human community and often become a cultural symbol of a social group"[1]. Motifs manifest typified characteristics, and when refracted into youth films, they form the narrative motifs of youth films. Youth films after the 1990s have expressed narrative motifs such as youthful sexual impulses during growth, the desire for youth development, youth violence narratives, and youth nostalgia. Since 2013, with Zhao Wei's film *So Young*, youth films have shown an explosive growth. Although they have inherited the expression of traditional narrative motifs, they have intensified the phenomenon of dialogue/confrontation between "social discourse and the individual experience of youth" (such as

campus abortion, material worship, etc.). At the same time, “youth subject + campus space,” as a story model, has continued to undertake the task of reflecting youth issues. However, in recent years, the discussion topics of youth growth problems have highlighted the characteristics of universality, sociality, and timeliness, just as some scholars have proposed: “The relationship between human survival and growth and the development and progress of society.”[2] The issue of youth growth has gradually transformed into a concrete social problem, and the campus has become the starting point of youth stories. Thus, with the increasing frequency of intersections between youth and society, the “youth–campus–family–society” has formed a closely connected chain. Youth can no longer retreat into the ivory tower but must engage in dialogue with society, and the process of dialogue constantly exposes the problems arising in youth growth that are closely related to society and their extensions.

In the strategic associative representation between film and youth, it is sufficient to reveal the mutual transformation of subject discourse between the two major subjects and objects of film and youth, and this transformation is particularly evident in the case of director Luo Luo. Luo Luo is both a writer and a post-1980s youth director, and her few film works closely focus on issues of youth growth. Moreover, she also traces the causes and developments of these issues and attempts to carry out an imaginative healing within the cinematic context for the problems and related extensions that emerge in the process of youth growth. Taking Luo Luo’s films as examples, arising from the perspective of the new century’s youth subject, observing the social problems encountered by contemporary youth, the notion of “youth observing youth” precisely demonstrates the possibility of realizing the dual form of “youth creating films, films representing youth.” This paper takes Luo Luo’s few youth films — *The Last Woman Standing* (2015), *Cry Me a Sad River* (2018), and *The End of Endless Love* (2020)—as objects of examination, exploring from multiple dimensions the problems and reflections that appear in the process of youth growth.

2. “Youth Observing Youth”: The Representation of Growth Issues Under the Lens

Entering the narrative dimension of film about youth, it can be observed that Luo Luo’s three films present differing narrative perspectives on youth issues. This paper places youth issues within various contexts of social ethics for discussion. In Luo Luo’s three films, social ethical consciousness is more often expressed as what Kant referred to as the “virtue of friendship.” He argued: “The motive of self-love and the moral motive bring forth the problem of friendship. The former is primarily based on considerations of self-love, aiming to achieve one’s own purposes; whereas the latter is mainly manifested as a universal mutual love for humanity, with the goal of promoting the happiness of others. Such friendship that promotes the happiness of others will be a process of mutual promotion or an exchange of happiness. Yet the real situation is often that everyone wants to obtain others’ friendship in order to promote their own happiness. Therefore, the two motives are frequently in conflict.”[3] Whether in the family, on campus, in the virtual network, or in real society, groups with different “ideals,” “concepts,” or “interests” will all face dilemmas. Just as Kant believed that “friendship” is an unachievable ideal, this does not constitute a reason to abandon its pursuit. This paper does not intend to explore the path to realizing “friendship,” but rather focuses on how such dilemmas precisely become representations of problems in youth growth. Through an examination of film narratives,

several major issues in youth growth are roughly presented.

2.1 Youth and Family: The Ethics of Familial Affection

The family is the first social unit that youth encounter. In terms of spatial concept, the family provides an environment for youth growth, and in terms of social attributes, it grants youth the most basic social roles. However, the relationship between family and youth is by no means one-dimensional, but rather one of mutual influence. Luo Luo's three films all touch upon concerns with the original family, yet they also display differences in narrative perspectives and expressive intentions.

Luo Luo's first film to enter the film and television industry, *The Last Woman Standing*, focuses on the problems of marriage and love faced by older youth after entering social life. When youth views on marriage and love become intertwined with social perspectives and family intervention, the differences in marriage concepts between youth and their families evolve into a spectacle of family conflict. The extended question, then, concerns the factors that influence youth views on marriage: reflections on issues such as "Whose marriage?" and "How to marry?" One point that cannot be overlooked is the entanglement between youth marriage concepts and social moral judgment. The problem here is: what role should so-called standards of social moral judgment play when intervening in youth concepts of marriage? From the perspective of the film's lens combined with current reality, youth views on marriage transform into a declaration of social responsibility, becoming a simple definition of "filial piety" to the family and "loyalty" to society. Then, what remains for the youth themselves? Therefore, how society should appear and what role it should play in the dialogue—or even confrontation—between family and youth concepts of marriage is a question worthy of deep reflection.

Subsequently released, *Cry Me a Sad River* points to the survival problems of youth under the family model of "single-parent family + special occupation." Within the social context, single-parent families are treated with hostility, causing youth to move from a sense of familial deficiency toward a sense of social loss, thereby forming a dual psychology of frustration in both family structure and social connotation. Added to this is the parent's special occupational identity (a massage worker), just as Julia Kristeva has put it: "Abjection, rejection; abjection of oneself, rejection of oneself. It makes one object."^[4] The perception of the degradation of occupation extends into the degradation of the subject of identity. Its connotation points to the fact that, whether within my body or within my mind, in the structure of cognitive relations, even if it is not the subject "I," it nevertheless elicits a response from "me." In the process of dynamic cognitive experience, a kind of cognitive empathy gradually emerges, which is most directly manifested through the acceptance or rejection of social opinion. Yet the stigmatizing treatment of disadvantaged family groups by public opinion undoubtedly intensifies the self-definition of inferiority in youth during the process of growth. Moreover, the social perception formed by the mother's occupation as a massage worker in the original family creates a linkage and sharing in the process of recognizing the daughter's social identity. Thus, in the shaping of youth within social recognition, there exists a close connection with the original family.

The last film released, *The End of Endless Love*, is adapted from Luo Luo's novel of the same name. Although the director frames the story under the banner of youth, presenting the appearances of contemporary college students' campus and social lives, the film consistently uncovers, layer by layer, the causes behind the psychological problems of today's university students. The female student Ji Ze's

depressive symptoms originate in the psychological trauma inflicted by her original family, as well as the traumatic memories that emerged from it. The film's indictment of the family is manifested in its focus on domestic violence.

The problem of domestic violence is no longer a simple family dispute, but rather escalates into a social issue, since it generates social "pathologies" and wide-ranging effects, with the greatest victims being the youth caught deeply within it. The narration of domestic violence in the film takes two forms: first, the father's physical violence against the mother; second, the father's voyeurism of his daughter, which constitutes sexual assault. From a gendered perspective, women are positioned as the bearers of violence, which simultaneously touches upon the articulation of family ethics. A husband's violence against his wife and a father's violence against his daughter—two familial roles and two forms of violence—collectively dismantle the defenses of women, both bodily and psychologically. In the film, the direct consequence of domestic violence is that the mother becomes hearing-impaired and disabled, and, unable to endure the father's voyeurism of his daughter bathing, commits homicide and is imprisoned. Ji Ze, the daughter, is thereby forced into the status of a "social orphan." At the same time, traumatic memories of violence originating in the family and enacted by men create obstacles for her when attempting to participate in social life.

It becomes evident, therefore, that the ethics of familial affection exert the most immediate influence on youth. The stability of the family environment and the healthy enactment of familial roles are closely tied to youth's social cognition and psychological development. Thus, the construction of familial ethics stands as the very frontline in addressing the issues of youth growth.

2.2 Youth and Education: The Ethics of Campus Education

Education is also one of the important representations in the process of youth growth, as it is concerned with shaping the correct worldview, outlook on life, and system of values for young people. The campus thus becomes the concrete space for youth development and the formation of character. At the same time, the campus is also the most frequent and effective place where young people come into contact with and engage in social relations. This is manifested not only in the teacher-student relationships formed between school members and youth, but also in the emotional interactions among the youth themselves—the latter precisely becoming both the content and one of the effective pathways through which the former is presented and examined.

Luo Luo's *Cry Me a Sad River* vividly presents the relationship established between youth and the campus, exposing the problem of bullying that occurs in schools. The campus, which ought to be a cultural space guiding and educating youth toward positive growth, instead becomes marked by groups engaging in violent behavior and the embryonic formation of violent spaces. Yet what is more incisive in Luo Luo's cinematic language is its focus on tracing and articulating the agents of violence, which is manifested in two ways.

On the one hand is the shifting of positions between perpetrators and victims in school bullying, where bullying emerges as "the weak against the weak." In the film, Tang Xiaomi transforms from the bullied object into the bullying subject. Rather than reflecting upon the suffering caused by enduring violence, the weak seek out someone even weaker to perpetuate the violence. Thus, what we need to consider is the continuation and transference of school bullying.

On the other hand is the grafting effect and reflection of school bullying with educational misconceptions. The film designs two sets of contrasts: the first is the juxtaposition of the so-called top student Qi Ming and the poor student Gu Senxi. When the heroine Yi Yao suffers and resists school bullying, the attitudes of the “excellent” and the “inferior” toward violence diverge into “endurance versus resistance,” thereby forming the discourses of the “good-natured person” and the “I am also a person.” Hence, the labeling of “excellent and inferior” renders the hierarchical identities on campus absurd. The second contrast lies in the principal’s attitude toward school bullying. As a superior figure in the campus power structure, the principal holds effective discursive authority. The film depicts a scene of the principal’s reprimand. The principal’s discourse reveals an obvious hierarchical classification of students, with “excellent = model” and “inferior = perpetrator” as a binary cognitive pattern—arguably another hidden manifestation of school bullying.

Thus, school bullying is constituted both by acts of violence among youth themselves and by the grafting of educators’ differential recognition of youth. As Peter Stallybrass and Allon White note in their interpretation of Bakhtin’s thought: “Carnival, in part, is both a social and a narrative form, in which social hierarchies and power structures surrounding ‘high’ and ‘low’ status are often temporarily inverted through parody, with the purpose of subverting order and making what is serious within the social order appear comical and ridiculous.”[7] From a certain perspective, the principal and the youth perpetrators of school bullying form a kind of carnivalesque of power discourse. The normal structure of knowledge and power within the campus is deconstructed and reconstructed into a confrontation between groups of perpetrators and victims of violence. As a result, the seriousness and academic rationality of the campus are called into question, producing an absurd campus landscape.

Moreover, whenever school violence occurs in the film, it is always accompanied by mocking laughter, which constitutes a celebratory carnival. When explaining “the laughter of the carnival,” Bakhtin stated: “It is not the reflection of an individual upon some isolated ‘comic’ event. Carnival laughter is the laughter of all the people. ... Carnival laughter is ambivalent. It is cheerful, light, and unrestrained, yet at the same time it is sarcastic, mocking, and derisive. It both praises and denounces, buries the old in death and at the same time revives in new birth.”[5] Bakhtin’s notion of “carnival laughter” manifests effects of transgression and ambiguity; that is, while it raises attitudes of critique and suspicion, it also becomes complicit—an expression of the relativity of carnivalization. The laughter of carnival under the discourse of violence in the film precisely blurs the identities of critic and accomplice. Whether in the principal’s collective reprimand or in the final dialogue between Yi Yao, who takes the blame for Gu Senxiang’s death, and the entire group of violent peers, the campus subject and the violent space are transformed into an equivalence that spans from spatial to cultural connotations. Yet even within the mire of violence and the discursive confrontation between perpetrator and victim, one can still discern forces and hopes of reflecting upon violence and rescuing the victims (such as Gu Senxi, the homeroom teacher played by Ren Zhong, and the female bully who engages in self-reflection). This not only fully interprets Bakhtin’s cognitive relativity of carnivalization, but also urges us to reflect upon the campus and education.

Another dimension linked to campus and education is the issue of depression among university students, which is also one of the major current focuses of the Ministry of Education’s work on the

mental health of enrolled college students. Director Luo Luo not only pays attention to external or collective acts of violence, but also focuses on the dimension of youth psychological trauma. *The End of Endless Love* addresses university student depression only as a pathological manifestation, while what truly needs to be uncovered are the underlying causes of depression. Indeed, in exploring the causes behind the heroine Ji Ze's depression, the film reveals a variety of personal experiential aspects, pointing to the combined effects of family, employment, internet culture, and other factors. What seems to be highly individualized experiential expression actually possesses universality and typicality, as the psychological problems of contemporary university students largely stem from these key issues.

Thus, how campuses and educators discover the psychological problems of university students, how they can most effectively guide students in relieving psychological stress, and how they can construct a healthy and stable emotional state are all essential aspects of campus and educational work. Looking at recent news cases concerning university students' mental health in society, since 2019 multiple tragedies of student suicides caused by depression have occurred in Chinese universities. From this perspective, the task of providing psychological counseling for young university students is indeed urgent.

2.3 Youth and Employment/Internet: The Ethics of Social Profession / The Ethics of Online Ecology

Since the release of *The End of Endless Love*, a large number of critical voices have emerged, focusing on the accusation that the film borrows the topic of youth depression while in fact narrating a youth love story with a touch of magical realism. I share the same sentiment, yet it should be noted that in this relatively concise film, Luo Luo also pays attention to the many predicaments contemporary youth face when participating in social life—problems that have long existed but have not received sufficient attention.

One of the issues touched upon in the film is the employment problem faced by art students. The employment rate has always been one of the important indicators in the evaluation of universities, directly influencing the degree of social recognition that higher education institutions receive. However, the most crucial subject of employment should be the youth themselves: how they understand employment, how they choose their careers, the anxieties, helplessness, and even emotions of anger and sadness that arise during the process of employment—these may in fact be the true focal points deserving attention.

Within the discourse on employment, there is also a particular group of youth worth focusing on, namely art students. Due to the specialization and niche nature of their majors, the problems they encounter in the employment process appear more complex and uncontrollable. *The End of Endless Love* highlights precisely this employment issue of art students. Taking Ji Ze, a folk-music major, as an example, music and arts students, when facing employment, to a large extent expect financial support to continue their professional development, but this expectation quickly gives rise to related social problems. As depicted in the film, when the music art student experiences sexual assault, an implicit exchange emerges within the social discourse framework of employment between “body” and “opportunity,” and such improper exchange relationships are becoming a social representation of the connection between youth and employment. Therefore, when discussing the issue of youth employment, the expansion of focus to the specificity of certain groups of subjects has become something that can no

longer be ignored.

Another magnified issue is the impact of the online environment on youth, manifested in the ethical problems of the online ecology caused by cyber violence. With the updating of new media and the development of online data, the internet has increasingly become a platform for youth to conduct social interactions. From moving out of real society into the virtual world, the internet age, while demonstrating the progress of technology, also reveals significant “side effects.” As Baudrillard argued about the “hyperreality” of simulacra, the problem it generates is that “in consumer society, reality is replaced by the ‘hyper-reality’ of codes. The validity of ‘external reality’ is abolished.”[7]What emerges in the current internet era is that cyber violence is a virtualized form of verbal violence, which can easily evolve into a collective pattern of verbal attacks. The greatest hidden danger of virtual time and space lies in the one-sidedness of cognition regarding online events, especially in the context of self-media, where conflicts in language arise when personal perspectives diverge from collective discourse. In the film, when Ji Ze becomes a self-media internet celebrity and livestream host, her audience consists of a wide range of online users. There is a convergence between catering to the aesthetic demands of viewers and fulfilling company performance metrics, yet for the self-media producer herself, the environment is unfriendly. Terms such as “eye-catching,” “hype,” “catering,” and “passing off the false as true” become high-frequency, irrational vocabulary within internet culture, and the problem they create is the discursive orientation of online communities.

When online verbal violence becomes a form of collective cognition, for self-media hosts it means being subjected to the threat of cyber violence. The popular term “social death” precisely interprets the consequences produced by online verbal violence. This, in turn, not only raises problems concerning the ethical ecology of the internet, but also exerts significant impacts on the psychological health of youth and their cognitive engagement with the online world.

Based on the above analysis, it can be seen that Luo Luo’s three films all focus on youth, each presenting the problems of physical and mental health encountered by young people in middle school, university, and after entering society. It can be observed that the growth experiences of youth in these films all involve the issue of “discourse.” So-called discourse, although defined as a form of linguistic practice, takes on the function of managing power relations among people when it circulates and is applied across different groups. As Foucault emphasized in his elaboration of the concept of discourse: “Language does not simply belong to the forms of power embodied in institutions; the language of specific discourses is an expression of that power and those politics, just like numerous imagined and symbolic expressions. ... Human subjectivity and identity themselves are products of different discursive configurations, the result of the subject entering into language—a language that is always permeated with, saturated with, power, politics, culture, history, and the ideological residues of metaphors and codings organized through particular relations and networks.”[7-84]At the same time, he also pointed out: “The network of discourse is used to express the social and cultural relations between power and knowledge.”[7-85]It is thus evident that discourse, in its articulation and in the networks of interpersonal and cultural relations it constructs, is closely connected with power. In all three of Luo Luo’s films, the associative relationship between knowledge and power is revealed to have a profound impact on youth development. When young people enter public institutions and social

contexts, the problems they face are multifaceted, and these also demonstrate the direct encounter between power discourse and youth.

3. “Virtual Imagination”: The Possibility of Healing within Filmic Discourse

Through an examination of Luo Luo’s three films, it is evident that the problems of youth growth are constantly intertwined with the external environment, involving issues of ethics, education, family, and more. One of the functions of cinematic language is to trace problems and reflect phenomena; once the camera captures such problems, the task the director assigns to film points toward attempting to resolve them. Thus, after revealing the multiple facets of contemporary youth growth problems, Luo Luo unfolds the imaginative possibility of healing.

From the perspective of cinema’s healing function, in *The Last Woman Standing* the intensity of social challenges faced by young people in the workplace is not particularly high. As a youth group equipped with a complete knowledge system, they possess independent and autonomous plans for career and life. Therefore, the film does not present much intergenerational conflict, but rather focuses more on the views of young men and women regarding marriage and love in the workplace. *Cry Me a Sad River* exposes the realities of the campus not only through conflicts among students, but also through the power relations between superiors and subordinates within the campus. The essence of school bullying is the manifestation of discursive hegemony; when such hegemony is not deconstructed, tragedy cannot be brought to an end. The film pushes the tragic trajectory forward until the very end, when the heroine Yi Yao commits suicide by jumping into the river, at which moment all discursive hegemony is temporarily dissolved. Yet the ending of the film is bleak: Yi Yao “reconciles” with the campus, but such reconciliation is built upon her hazy youthful affection with the male lead Qi Ming. In addition, Gu Senxi’s transfer to another school presents a phenomenon of “youthful departure.” Thus, all forms of “reconciliation” are connected with emotional “avoidance and transference.” The poetic quality of the cinematic language nevertheless reflects the helplessness of youth under the real conditions of campus and society, where disadvantaged groups—even if they do not succumb to death—still find it difficult to transcend the suppression of discursive hegemony.

It is evident that Luo Luo’s first two films do not dwell much on the representation of psychological healing for youth, but rather focus on presenting phenomena. *The End of Endless Love*, however, expresses itself quite differently: while portraying the dilemmas of youth growth, it also attempts to carry out explicit acts of rescue for the youth subject. First, in terms of the film’s formal choices, it rejects the conventional narrative of youth stories and instead incorporates elements of magical realism, presenting the model of mutual rescue between aliens and human beings through the youth subject. In particular, the passageway to the alien planet is depicted as a beam of intense white light, through which the discursive expression (imagination) of “light and hope” and the mythological structure of “saving/being saved” (reality) are accomplished. Under this surreal discursive expression, the problems of youth are imaginatively deconstructed.

If “youth mutual aid + magical realism” is regarded as a narrative mode of youth films, then the specific acts of healing in the film are expressed through the connection between “voice” and “happiness.” “Whether one is happy or not” becomes the landing point after the concretization of youth’s comprehensive problems. The content of youth mutual rescue revolves around two central foci: the “reasons for unhappiness” and “how to be happy.” “Voice” functions as a kind of superpower that

accomplishes the emotional linkage between aliens and humans. Although the content conveyed by “voice” is an illusory lie, it nonetheless points to a healing function of emotion, focusing on the courage and strength that human beings need at their most vulnerable moments. At the same time, it is important to note the particularity of “voice”: it is received through the auditory sense as abstract linguistic content. As Lacan remarked, “Language does not describe what is present”[7]. The content of “voice” points to an imaginative identification between the expressive subject and the receptive object. Thus, this highly symbolic “voice” becomes an important pathway for youth to attain temporary healing. We should recognize that the essence of “voice” actually originates from the inner monologue of the afflicted youth—a form of self-consolation and self-expectation. The intervention of the alien figure renders this symbolic imagination reasonable and vivid, and the externalized presentation of the inner monologue more directly reveals the youth’s inner struggles and emotional appeals.

The narrative mode has enriched the ways in which youth films tell stories, yet the greatest selling point of youth films still lies in the presentation of youthful romance. Compared with the magical imagination that employs devices such as superpowers, the romantic coloring of youthful love more readily satisfies the audience’s emotional appeals and achieves the effect of empathy. Youth romance also serves as an important pathway for healing the predicaments of young people. Whether it is the ambiguous youthful friendship in *Cry Me a Sad River* or the cross-temporal youthful love in *The End of Endless Love*, both rely on the power of emotion to achieve reconciliation with real-life contradictions and tragic memories, thus accomplishing a fusion of romanticism in theme and nihilism in connotation. In the films, the healing and salvation of the real traumas of youth growth are achieved through two forms—youthful romance and superpowers—both of which deconstruct problems and reconcile emotions. Yet this imaginative self-healing precisely further reflects the “predicament” within the dilemmas of youth growth.

Overall, the healing function manifested through filmic images and cinematic language is saturated with utopian imagination: the cruelty of reality can only be resolved or transferred through certain forms of superpowers. Such healing further highlights the impossibility of true self-healing and instead points toward the demand for constructing a healthy social order and improving the system of social ethics. Combined with the state’s attention to youth growth issues and the corresponding strategies implemented in the Medium- and Long-Term Youth Development Plan (2016–2035) issued in 2016, this sufficiently reflects the state’s sensitivity and specificity in its long-term planning for youth development.

4. “From Images to Reality”: Reflections on Countermeasures Related to Youth Growth

Youth have always been the focal point of national development, and their presence is ubiquitous throughout the developmental course of China’s modern and contemporary history. As a vital force in social development, youth—amid the process of socialist modernization—face new forms, new stages, and new demands of national development. Accordingly, expectations and concerns for youth have become increasingly focused. In particular, the promulgation and implementation of the Medium- and Long-Term Youth Development Plan (2016–2035) indicates that the state has recognized the existence of pressing problems in youth-related work that remain to be solved.

This long-term plan for youth development pays close attention to strengthening youth ideology, emphasizing the importance of socialist core values in building the ideological and cognitive systems

of young people. Notably, the plan also focuses on the potential predicaments that may arise in the process of youth growth. For example, it calls for strengthening the construction of both physical and psychological health for youth; it emphasizes attention to youth social/practical education, in which the observation of education inevitably entails reflection on the campus and educational environment; it points out the contradictions and difficulties in youth employment, and while removing barriers to employment, it also encourages youth to actively pursue entrepreneurship and provides policy support for innovation; and, after youth enter social life, as pressures from work and life increase, it underscores the necessity of guaranteeing support for youth in areas such as marriage, family, and social welfare. From these various forms of social security and humanistic care directed toward youth at different stages, it becomes evident that the state has undertaken comprehensive planning and advancement in work related to youth growth and development.

Concerning the specific issues of youth growth and participation in social life, the Long-Term Plan points out detailed directions of work: “Concerning the health of youth: (1) Improve the physical health level of youth. (2) Strengthen youth mental health education and services. (3) Improve the health level of various youth groups. Do a good job in the prevention and treatment of occupational diseases among youth, and greatly reduce the incidence rate of occupational diseases among employed youth. Pay attention to the health conditions of migrant youth workers entering cities, and carry out health monitoring. (4) Strengthen youth health promotion work.”[6]

The Long-Term Plan starts from the youth as the subject and comprehensively pays attention to the issues of youth physical and mental health. The plan focuses on the description of “campus diseases,” as well as problems arising on campus such as natural disasters, disease calamities, and internet traps, and it sets requirements for the response capacity and professional teams of schools, almost constructing youth physical and mental health and campus/education into a relationship of equivalence. In fact, there are many factors that endanger youth physical and mental health, and only by tracing back to the roots can the right remedy be applied; attention to youth health also requires detailed analysis and responses. Of course, in terms of youth employment and marriage, the Long-Term Plan also puts forward corresponding ideas and guiding opinions, the commonality of which lies in the regulation of the overall direction of development.

In connection with the film texts discussed in this paper, although youth growth problems take youth as the subject of occurrence, the most important influencing factors are still the family, campus, and internet. The state’s planning for youth development has realized a comprehensive coverage of youth growth issues, with a broad scope, grasping the main contradictions, and not overlooking the subtle problems that threaten youth health. At the policy level, it has indeed achieved holistic planning and attentiveness toward the problems of youth growth. However, in the Long-Term Plan, an excessive focus on the youth subject may in turn neglect attention to those groups or factors that directly affect youth development. In fact, Luo Luo’s three youth films provide us with great inspiration, offering new perspectives for refining the analysis of youth growth issues.

First of all, when discussing the relationship between campus/education and youth, we often mechanically take youth as the focus. However, the problem is that the main members constituting campus/education are not only young students, but also educators, and the latter are power holders in

the division of social functions. This group has a huge influence on young students. Therefore, the construction of a healthy campus environment should not only target youth students from a one-dimensional perspective, but should also include the promotion of educators' professional ethics and professional conduct. Educators are not only the ones who resolve doubts in the professional field of youth, but should also be the guides for their mental health. Therefore, we should strengthen two major requirements for educators: on the one hand, attention to the construction of educators' own mental health. Before realizing professional skills, educators should first be independent individuals. Therefore, as human subjects, they may also have mental health problems, especially in recent years, as the occupational pressure of campus educators has been increasing day by day. The phenomenon known as "young teachers dying early" occurs frequently, making stress-relief work for campus educators an urgent task. On the other hand, re-education concerning the professional function cognition of educators. In recent years, there have been no shortage of news reports about campus incidents caused by educators, especially sexual assault cases and the shift of teacher–student relationships toward a "mercenary/long-term hired laborer" type, which has aroused heated discussion and criticism in public opinion, fully reflecting the urgency of education in professional ethics and conduct. In addition, correction of educators' consciousness of power is needed, namely the eradication of bureaucratic thinking in education, especially the construction of invisible high/low classes based on the family financial strength of young students. Particularly in universities, the bureaucratic trend of student cadres has even gradually appeared (joining the Party and running for student cadre positions becoming political capital for employment), which is undoubtedly closely related to the administrative mechanisms of campus education itself. Third, vigilance is needed against labeling and diverting students on the basis of academic performance. The construction of social identity is not in itself difficult, but the harm it causes to youth psychology and self-confidence is significant. When the identities constructed for young people need to be deconstructed, it is already too late, because what we are facing are concrete persons, not abstract concepts and phenomena.

Secondly, the problem of youth (juvenile) crime caused by campus bullying largely originates from the absence of the original family and the discursive system of campus hegemony, which can be most easily observed in the two films *Better Days* and *Cry Me a Sad River*. When entering the discursive dimension of the campus, bullying is also a manifestation of hegemonic discourse. As Gramsci defined hegemony: "The guidance of knowledge and morality... its main constructive elements are consent and persuasion. It can be said that a social group or class plays a hegemonic role, causing the whole society to be filled with the cultural and ideological belief system it has established."^[7] Starting from the campus youth subject, young people construct different interest groups on the basis of their own moral systems and knowledge structures, forming two major aspects of youth (juvenile) criminal behavior: criminal behavior in which youth are simultaneously both perpetrators and victims. The former is manifested as campus bullying incidents, while the latter is manifested as various crises and predicaments within the processes of family, campus, internet, and social employment. Therefore, attention to the problems of youth growth cannot only focus on the youth subject itself, but also needs to extend to the groups that are closely related to youth.

Secondly, the regulation of the online environment and the new media ecology is imperative. With the

rapid development of technology, the environment in which young people receive information has shifted from the real world to virtual space. The near “fast-food” style information era, while expanding horizons, has also brought challenges to youth. In recent years, the rise and development of self-media streamers and short video culture have brought opportunities to young people, but have also bred the problem of cyber violence. In the face of online verbal violence, the construction of psychological defenses among youth is of primary importance, and the regulation of the online ecology must not be neglected.

5. Conclusion

As a young director, Luo Luo tells the stories of youth through youth films, discovering the crises and predicaments in the process of youth growth, and attempting to identify the root causes of these problems. With the notion of “the films of youth, the youth of films,” she discovers and pays attention to young people, while the perspectives reflected are indeed the problems that exist and are being enacted in contemporary society. Attention to the youth group is an important component of national policy. Youth have become an important indicator and realizing subject in creating and reflecting the cultural soft power of the nation. The saying “When the youth flourish, the nation flourishes; when the youth are strong, the nation is strong” is clearly no longer just a stereotypical slogan of cultural propaganda, but has become a concrete reality of youth as an important subject in cultural construction. General Secretary Xi Jinping, in his speech during an inspection at China University of Political Science and Law, stated: “The future of China belongs to the youth, and the future of the Chinese nation also belongs to the youth. The ideals and beliefs, spiritual condition, and comprehensive quality of the young generation are an important embodiment of a country’s vitality for development, and also an important factor of a country’s core competitiveness.”[7] When emphasizing the linkage between youth development and national rejuvenation, greater attention is paid to the cultivation of youth ideals, spirit, and quality, and these precisely point to the issues of youth physical and mental health. In connection with the state’s planning and attention to the health problems of youth growth, it can be seen that youth have always been under the gaze of society, while youth issues still have a long way to go.

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An Analysis of Local Education Policies and Social Supervision on the Governance of Intercultural Communication Behavior of International Students in China

Qiling Li

Faculty of Education, Northeast Normal University, Changchun 130000, China

15834868668@163.com

Abstract: In the process of local education governance, there are problems of non-standard cultural communication behavior and weak governance awareness, which inhibit the improvement of local education governance environment. At the same time, the lack of interpretation of education governance policies by social communities, and the imperfection of laws and regulations on cultural behavior governance, all limit the role of local governments in education governance. Therefore, this paper proposes three hypotheses: whether the guidance of local governments to the judiciary and the community can play the role of legal protection, standardize community supervision behavior, and promote inter-departmental collaboration; whether the improvement of laws and regulations affects the implementation of the public's rights and interests in supervision, as well as the in-depth interpretation of the content of education policies, and has a positive impact on the cognition of social governance and the standardization of cross-cultural communication behaviors; The public and the community can monitor the implementation of educational policies and make recommendations on the governance of cultural communicative behaviour. The results show that the clarification of the responsibilities of the local government can promote the cooperation between the judiciary, the community and the administrative department, improve the local laws and regulations, and play the role of community policy interpretation. Laws and regulations provide guarantees for the implementation and supervision of education governance policies, and promote policy supervision by the community and the public; The supervision of cultural communication behavior by the community and the general public can provide suggestions for the enrichment and adjustment of the content of the government's education policy, and meet the needs of social governance. Therefore, the government, the judiciary and the community are the guarantee for the implementation of local education governance policies, the public can promote the rationalization of policies, and laws and regulations can improve the effect of education governance, standardize cultural communication behaviors, and form a good governance environment.

Key words: local education governance, laws, regulations, communities, the public, policy interpretation, cross-cultural communication behavior, governance cognition

1. Introduction

1.1 Background

At present, the state attaches great importance to cultural communication behavior, and encourages local governments to strengthen the governance of cultural communication behavior, and actively use local educational resources to carry out comprehensive optimization of cultural behavior (Lo, 2021). At the same time, the local government has introduced education governance policies, combined with the means and forms of education governance, to create an educational environment. Local education policies can guide cross-cultural communication behaviors, but the differences between policies and

local governance needs are found, but there is a lack of policy and inter-departmental cooperation, and the role of governance policies cannot be effectively played (Cora, 2021). Therefore, the government allows the community to carry out policy publicity and excavation, strengthen the policy interpretation of the public, let the public understand the content of cultural communication behavior governance, as well as the implementation goals of local education governance policies, and create an objective education governance environment (Corradini et al., 2022). The judiciary has introduced laws to strengthen the protection of cultural communication behaviors, optimize existing educational behaviors, enrich educational content, and meet the needs of comprehensive education governance policies (Do Vale, 2021). In the process of intercultural behavior education, the government should clarify its responsibilities and obligations, guide the community and the judiciary to carry out auxiliary governance, improve the public's understanding of cultural communication governance, and deepen the content of existing policies (De La Rosa et al., 2023). At the same time, the judiciary has introduced interim management measures to meet the governance needs of the community and the general public, so as to ensure the standardization of intercultural communication behavior and optimize the existing governance structure (Malická, 2021). With a clear understanding of its responsibilities, the government has joined forces with the community and the judiciary to form a governance system for intercultural communication (Desille, 2022). The education governance policy should be combined with the resources of cross-cultural communication behavior in the region, and the policy content should be continuously adjusted to improve the effectiveness of education governance (Haeberlin et al., 2022). The government and the community listen to the feedback of the public, understand and grasp the implementation effect of education governance policies, and adjust governance strategies in response to the governance of cultural communication behaviors (Dieudé et al., 2022). Through the public's perception of governance, the community promotes the community to fulfill its publicity responsibility, grasps and understands the implementation effect of education policies, provides prompts for the enrichment of policy content and the adjustment of strategies, and makes it rational, so as to provide a basis for the governance of local cultural communication behaviors (Dovrat et al., 2021). On the basis of the above analysis, this paper comprehensively analyzes local education policies, relevant laws and regulations, and communities, and analyzes the governance effects based on cross-cultural resources and the governance cognition of the public, aiming to promote the rationalization of local education policies and improve the local education governance environment.

1.2 The current situation of the reform and development of English professional education under local autonomy

Through the in-depth study of the education governance policy in the region, the analysis of the role of the community in policy interpretation, and the in-depth analysis of the imperfections of laws and regulations, it is of theoretical significance to the improvement of local education governance policy for the improvement of public governance awareness, the creation of governance environment, and the performance of community implementation functions (Eriksen et al., 2022). At the same time, taking cross-cultural educational behavior as the research object, combined with the utilization of local educational resources and the level of public awareness, this paper analyzes the implementation effect of education governance policies, clarifies the guiding direction and goals of governance policies, optimizes the social governance structure, and improves the coordination between communities and judicial institutions, so as to realize the governance of cross-cultural communication behaviors, which has obvious practical guiding significance (Ermini et al., 2021). Therefore, on the basis of cross-cultural communication behavior governance, enriching and adjusting the content of local

education governance policies, and giving full play to the role of social supervision and community interpretation, can effectively improve the governance effect of the region and create a good educational environment.

2. Literature Review

2.1 The impact of educational governance policies on judicial promotion and norms of communicative behavior

The local education governance policy is a way for the local government to exercise the administrative power of the jurisdiction, and its main purpose is to improve the effect of local judicial assistance, standardize the communication behavior of the public, promote the formation of a good cultural governance system, and strengthen the administrative communication between the government and the public (Esteve et al., 2022). In the process of adjusting education governance policies, the policy content is gradually optimized from extensive to specific, and is supported by laws and regulations to ensure that the government can exercise its governance power and promote the effective implementation of education governance policies (Garcia, 2021). In the process of communicative behavior norms, the government should clarify its own responsibilities and cooperate with local judicial departments to regulate and restrict communicative behaviors, so as to point out the direction for the governance of communicative behavior norms (Frediani et al., 2022). At the same time, communities and judicial institutions should continue to publicize laws and regulations, raise the public's awareness of the norms of communicative behavior, and ensure the public's participation in the process of education governance (García, 2023). In terms of policy content adjustment, as well as feedback on implementation effects, education governance policies and judicial institutions have a promoting and guiding effect on the community, so that they can interpret the policy content more deeply to the public (Gavin et al., 2023). In the communicative norms of behavior, educational governance policies have a long-term role, which can indicate the direction of governance of the norms of conduct, promote the exercise of rights by the judiciary and the community, and clarify the roles and responsibilities of the government (Gendzwill, 2021). The essence of education governance policy is to promote public understanding, governance physics, constrain communicative behavior, and enable the judiciary community to play its due responsibilities and form a good interactive system, and in the implementation of education governance policy, the existing governance resources, cross-cultural resources and the public should be fully utilized (Goinheix et al., 2021). Based on the above reasons, hypothesis 1 is proposed

Hypothesis 1: Whether the guidance of local governments to the judiciary and the community can play the role of legal protection, standardize community supervision behavior, and promote inter-departmental cooperation.

2.2 The role of laws and regulations in community responsibilities and public perception

Laws and regulations are the main implementation content of the judiciary, and their perfection should be consistent with the needs of the public, so they should be constantly adjusted to meet the diverse needs of society (Kinsella et al., 2023). However, the judiciary needs to understand the public's perception and the laws and regulations issued by the government, and improve them to promote the implementation of governance policies and create a good environment (Klyszcz, 2023). The improvement of laws and regulations by the judiciary can protect the rights and interests of the public to participate in the governance of education, promote the community to fulfill its corresponding responsibilities, and increase the publicity of governance politics (Kotisova et al., 2023). In addition, the judiciary understands the governance needs of the public, and combines local educational resources

to improve laws and regulations to ensure the creation of a social governance environment (Ladner et al., 2021). At the same time, it is necessary to strengthen the constraints on educational culture and educational content, and promote the improvement of the comprehensive effect of governance policies. The improvement of laws and regulations should have the effect of adapting measures to local conditions, standardize cross-cultural communication behavior, and let the guarantee understand the content and implementation of governance policies (Ladner et al., 2023). In short, the improvement of laws and regulations should be targeted, enhance public awareness of society, and promote its development in a multi-angle direction (Li et al., 2022). Based on the above reasons, hypothesis 2 is proposed

Hypothesis 2: Whether the improvement of laws and regulations affects the implementation of the public's supervision rights and interests, and the in-depth interpretation of the content of education policies, and has a positive impact on the cognition of social governance and the regulation of cross-cultural communication behaviors.

2.3 Supervision and prompting of community and public education governance policies

Communities and the public, as the main objects of supervision of political governance, should play an important supporting role (Matthews, 2022). The community should assume the responsibility of interpreting education governance policies, improve the public's understanding of the content of governance policies, and deepen their negative effects and influences on the judiciary and the government (Mukhtar-Landgren, 2021). Through the deepening of governance policies, the public can deeply grasp the content of governance policies, understand the purpose and direction of governance policies, supervise the implementation of policies, and make corresponding suggestions to judicial organs and local governments to promote the implementation of education governance policies (Mullin, 2023). Therefore, both the community and the public have a catalytic role in the governance of education and the implementation of education policies (Nordholm et al., 2022). At the same time, at the prompting of the public, the government has improved the content of education governance policies and adjusted its governance strategies, which can promote cross-cultural communication, standardize cultural communication behaviors, and deepen the existing cultural governance structure (Oprea et al., 2022). The community and the public combine cross-cultural resources to propose and judge the implementation effect of education governance policies, and provide feedback to higher authorities to strengthen the connection between local governments and the community and the public (Panara, 2022). Local governments grasp the content of cultural communication behaviors, carry out judicial reform and optimization according to existing resources and forms, and promote laws and regulations to provide corresponding protection for the community and the public, fulfill the rights and interests of fair supervision, and form a good atmosphere of social governance (Park et al., 2021). In the supervision of education governance policies, the public and the community can have an in-depth understanding and judgment of the implementation effect and implementation content of education governance policies, so as to promote more targeted laws and regulations, clarify the responsibilities and governance purposes of the government, and create a good political environment (Lin et al., 2022). Based on the above reasons, hypothesis 3 is proposed

Hypothesis 3: The public and the community can monitor the implementation of educational policies and make recommendations on the governance of cultural communicative behavior.

3. Research Methods

3.1 Research Subjects

400 questionnaires were distributed to the educational, judicial and administrative departments of the

region. Among them, 213 questionnaires were distributed by local administrative departments, 115 questionnaires were distributed by education departments, and 72 questionnaires were distributed by community departments. The recovery rate of each questionnaire was 100%, indicating that the integrity of the survey data was high. The reliability and validity of the questionnaire were both greater than 0.7, indicating that the questionnaire met the actual survey needs. The construction of the questionnaire content is mainly to distribute the questionnaire to the experts, and screen it through content evaluation to ensure that the validity and reliability of the questionnaire meet the requirements. The questionnaire is divided into 3 sections, namely local administration, judiciary and community. Among them, local administration includes education governance policies and education governance content; Justice includes, intercultural regulations, laws for the protection of communicative behavior; The community includes the interpretation of local education policies, community and public awareness, and public supervision of education governance policies. All survey questions were on a 5-point scale, with higher scores indicating more realistic requirements, and the correlation between survey data is shown in Table 1.

Table 1 Indicator relevance of the questionnaire

name	symbol	The mean \pm standard deviation	coefficient of variation(CV)
Local education governance strategies	LG	3.471 \pm 0.783	42.549%
Educational governance content	EG	3.727 \pm 0.813	41.821%
Code of conduct system	CS	3.378 \pm 0.899	46.614%
Cultural constraints and laws	CL	3.026 \pm 1.023	43.802%
Collaboration among departments	CD	3.405 \pm 0.788	43.146%
Community policy promotion	CP	3.071 \pm 1.386	45.137%
Community and public awareness	CA	3.304 \pm 0.890	46.933%
Public supervision of governance policies	PG	3.319 \pm 1.232	47.114%

According to the survey and analysis in Table 1, there is no significant difference in the proportion of variability in the data of each index, and the proportion is greater than 40%, indicating that the content of eigenvalues in the data is relatively high.

3.2 Differences in indicators between education governance policies, communities, and justice

The relevance of the indicators between the education governance policy, the community and the judiciary, and the integration of the index content are the focus of the later analysis, and it is also the premise of departmental collaboration, so it is necessary to deeply analyze the correlation between the quality policy, the community and the judiciary, and the specific results are shown in Table 2.

Table 2 Indicator linkages between governance policies, communities and justice

		Local education governance strategies	Educational governance content	Code of conduct system	Public supervision of governance policies
Cultural	correlation	-0.377**	0.078	0.466**	-0.120*

		Local education governance strategies	Educational governance content	Code of conduct system	Public supervision of governance policies
constraints and laws	coefficient p-value	0.000	0.120	0.000	0.016
Community policy promotion	correlation coefficient p-value	0.057	-0.237**	0.277**	0.144**
Community and public awareness	correlation coefficient p-value	0.123*	-0.140**	0.197**	0.047
Collaboration among departments	correlation coefficient p-value	-0.077	0.164**	0.202**	-0.058
		0.125	0.001	0.000	0.251

* p<0.05 ** p<0.01

From the analysis results in Table 2, it can be seen that there are significant differences in the indicators of local education governance policy, education governance environment, cross-cultural system, departmental collaboration and public supervision. Among the above indicators, the local education governance policy had the largest difference (-0.377), followed by the behavior management system (0.277), and the smallest indicator was the supervision awareness of the public and the community (0.144). From the content analysis results of the above indicators, it can be seen that local education policies, community supervision and judicial departments all affect the governance of local communicative behavior. Among them, the influence of local governments is larger, 0.057, followed by the judiciary and communities, which are -0.140 and 0.202. In the process of judicial management, there are problems in the behavioral norms and systems of cross-cultural communication, which shows that all responsible parties and responsibility points have been clarified in local education governance. Based on the government, supplemented by the judicial department, and end-ended by community and public awareness, multi-content impact analysis is conducted. Among them, the main aspect of influence is cross-cultural communication and communicative behavior, and the influence point is the restraint of communicative behavior. Therefore, in the process of implementing local education policies, it is necessary to clarify the main responsibilities of the government, promote the cooperation between departments, give full play to the protective role of judicial institutions, complete the multi-index analysis of cultural communication behavior, and build a multi-content and multi-angle governance plan.

3.3 The guiding role of education governance policies in communities and judicial institutions

Therefore, it is necessary to analyze the implementation effect of education governance, analyze and study from the community and judicial institutions, verify the effectiveness of the results, and provide corresponding support for the adjustment and optimization of policies in the later stage, as shown in Table 3.

Table 3 Relationship between education governance policies and communities and the judiciary

item	Governance status	Governance structure
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	government	judicature	community	government	judicature	community
Local education governance strategies	0.616	1.428	-0.154	0.809	1.040	-0.583
Code of conduct system	3.000	4.241	4.666	4.789	4.241	3.000
Community policy promotion	-0.586	-1.303	-0.244	0.118	-0.723	0.008
Public supervision of governance policies	1.000	3.577	2.096	2.096	3.577	1.000
Cultural constraints and laws	2.367	4.266	3.173	3.173	4.266	3.006
Collaboration among departments	1.613	-1.115	0.955	0.617	-0.710	-0.285
Community and public awareness	2.730	2.331	4.138	2.401	2.331	3.000
Educational governance content	0.623	2.278	-1.250	0.468	1.619	-0.445

Note: Governance framework build = 0.808

From the analysis in Table 3, it can be seen that in the process of analyzing the existing governance status and governance structure, it will be found that the existing governance status is relatively good, both of which are greater than 0.6. However, there is a low value of governance structure, with a minimum value of 0.008, which indicates that education governance policy should focus on the optimization of governance structure, especially the collaboration between departments, and make effective use of existing governance resources. Through the analysis of the government, the judiciary and the community, it is found that there is a small deviation in the governance coefficient of the judicial sector, mainly because the laws and regulations of the judicial sector lack pertinence, the existing system cannot provide effective guarantees, and the difference is greater than 0.04. In terms of community governance, it is found that there are great changes in the current situation and governance structure of the community, and the deviation is greater than 1.235, indicating that the community does not recognize its own responsibilities in the education governance policy, and does not play a role in policy interpretation for the public. As a result, there are great problems in the status quo and structure of the community. At the same time, there is a large difference in the governance structure of the government, which is greater than 0.824, indicating that the existing government policies cannot meet the governance needs of cross-cultural and communicative behaviors, and its policies only solve short-term governance problems, but do not restrain and guide communicative behaviors. Moreover, the government has not clarified its own structure and conditions, and its values are 2.367, 1.613, 2.730 and 3.000, so there are structural deficiencies in the governance of local education policies, and they should clarify their responsibilities and play their guiding role. At the same time, there is no deviation in the judicial structure, mainly at the level of lack of specificity.

3.4 The main optimization aspects of cross-cultural communication behavior governance

For the governance of cross-cultural transaction behavior, the government laws and regulations, community and social cognition are verified, the scope and characteristics of the influence are identified, the overall optimization value is determined, the main influencing factors are found, and the specific results are provided for the later adjustment and enrichment of governance policies, as shown in Table 4.

Table 4 Optimization level of cultural communicative behavior governance

	government	Laws and regulations	community	Social cognition
Local education governance strategies	0.023	-0.116	-0.624	0.772
Educational governance content	0.745	0.400	-0.387	-0.367
Cultural constraints and laws	-0.307	0.905	0.266	-0.128
Code of conduct system	-0.403	0.450	-0.532	-0.594
Collaboration among departments	-0.017	0.476	0.035	0.000
Community policy promotion	-0.428	0.084	-0.123	-0.001
Community and public awareness	-0.270	-0.037	-0.198	0.002
Public supervision of governance policies	0.228	0.029	-0.289	-0.001

The results in Table 4 show that the role of the government on cross-cultural communication behavior is negative, which is -0.307, -0.403, -0.017, -0.428 and -0.270, respectively, and the characteristic values are 5, indicating that the government plays a major role in influencing it. 0.476 and 0.084 indicated that it played a significant normative role, and the roles of community and social cognition were all negative, with three variations of -0.123, -0.198, -0.289 and -0.367, -0.128 and -0.594, indicating that the existing social cognition of community was insufficient and could not realize the effective governance of cultural and educational behaviors. Therefore, local governments should give full play to the awareness of the community and the public, improve their governance analysis of education policies, and realize the constraints on cultural communication behaviors. In addition, it is necessary to provide policy reminders in terms of education policy and educational content. In addition, local governments and judicial institutions should strengthen their own construction, optimize the responsibilities of departments, promote cooperation between departments, complete the integration of education policies and supervision, optimize existing laws and regulations, and improve education policies according to the actual situation to improve their educational effectiveness.

3.5 Summary of Results

Through feature cluster analysis, this paper summarizes and analyzes the local education policy, social supervision, and the improvement of the judicial department, verifies the research hypothesis of this paper, and the restraining effect of cross-cultural communication behavior, so as to provide support for the implementation and adjustment of the strategy in the later stage, and the specific summary results are shown in Table 5.

Table 5 The results of this paper are valid

hypothesis	content	outcome
Hypothesis 1	Whether the guidance of local governments to the judiciary and the community can play a role as a legal guarantee, regulate community supervision behavior, and promote inter-departmental coordination;	establish
Hypothesis 2	whether the improvement of laws and regulations affects the implementation of the public's rights and interests in supervision, as well as the in-depth interpretation of the content of education policies, and has a positive impact on the cognition of social governance and the standardization of cross-cultural communication behaviors;	establish
Hypothesis	The public and the community can monitor the implementation of	establish

3	educational policies and make recommendations on the governance of cultural communicative behaviour.	
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From the analysis results in Table 5, it can be seen that local governments have an impact on both the judiciary and the community, and local governments should clarify their responsibilities and guide the judiciary to improve laws and regulations. At the same time, it promotes the integration of the government, the judiciary and the community, which plays a leading role. The main body of education policy implementation is the government, and the direction of the judicial department to improve the law should be targeted suggestions, provide supplements to governance policies and systems, protect the legitimate rights and interests of the community and the public, and improve the effect of policy governance. In addition, the community and the public should play and exercise their right to supervise, improve the governance effect of the policy, and provide suggestive opinions for the adjustment and enrichment of the policy. There is an interactive relationship between the judiciary and the community, and the law guarantees the exercise of the community's duties, and the community provides the judicial department with perfect opinions and targeted suggestions, and jointly conducts judicial supervision with the local government, so as to improve the effectiveness of the judicial department's performance of duties. On the whole, local governments are the leading, laws and regulations are intermediate media, and communities and the public mainly play a feedback role, so rational constraints and coupling should be carried out in the governance framework to create a good governance atmosphere and conditions.

4. Discussion

4.1. Local governments are to strengthen restraint and guidance on the conduct and governance of communities and judicial departments

In the process of analyzing the education governance policy, the value of the government's governance content and governance direction is negative, indicating that the actual change needs of the government in the governance process are solidified and cannot effectively meet the actual governance requirements. Communication between the government and the judiciary and the community is also negative, indicating a lack of effective government guidance. At the same time, in the process of carrying out governance, its optimized structure and potential are great (Ivonchyk, 2022). This proves that local governments should strengthen the governance of communities and the judicial sector, and restrain their governance behaviors to ensure the effective implementation of cultural exchanges. In the process of strengthening the construction of community justice departments, local governments should play a role in guiding and restraining them, so they should strengthen their own responsibilities and clarify the purpose and methods of governance. Local governments should listen to the opinions of the public and feedback from the community, understand the rationality and effectiveness of the implementation of education governance policies, and adjust the implementation strategies in a timely manner to enrich the governance content (Zakroczymski, 2022).。 At the same time, local governments should contact the judicial departments and communities to achieve synergy between departments, and effectively restrain and guide the governance behavior of various departments. Cross-cultural communication belongs to the governance of social and educational resources, the public is the main participant, the government is the advocate of governance, and the community is the searcher of relevant information, so the above aspects should strengthen coordination to achieve overall constraints and optimization, and the legal department should adjust the content of the community and the government in a timely manner, and enrich the corresponding content to meet the actual governance needs. In the process of implementing education policies, it is necessary to stratify the content of

cross-cultural behaviors, carry out educational governance according to the needs of the community public and the government at different levels, complete the goals of educational governance, and optimize the existing governance structure. Match the content of education with the method of education. The government and judicial departments meet the actual needs of local governance, create a good governance environment, and form a multi-angle cultural communication behavior governance system.

4.2 The judiciary provides the community and the public with a sense of protection

The judicial department is to provide safeguards for the implementation of education governance policies, and to enhance the power of community and the public to supervise policies, and encourage the public to participate in the governance of education in their own regions. At the same time, the judicial departments should adopt targeted temporary regulations for cultural communication behavior and cultural governance content, and create a good governance environment. Through the in-depth analysis of cultural communication behaviors, we can find the combination point of local education governance policies, improve temporary laws and regulations, urge communities to interpret policies, and enhance the public's awareness of participation (Jorda et al., 2022). The improvement of laws and regulations can prompt the community and the public to clarify their responsibilities, improve the level of supervision of the public on education governance, and lay a good environment for education governance. The legitimate rights and interests of the public and the community are guaranteed, which can provide effective suggestions and tips for local governments, promote local governments to clarify their own responsibilities, and promote the rational development of education governance policies. Therefore, the judicial sector is the guarantee for the local government of the community and the public to participate in education governance, and it is also the main influencing factor of education governance. In the process of improving laws and regulations, local governments should play a leading role in restraining the judicial sector, enhancing the responsibilities of the judicial sector, and promoting the effective implementation of policies. On the whole, the judicial department is the protection body for the rights and interests of the community and the public in governance supervision, and has the ability to promote the rationalization of governance policies for the restraint of communicative behavior. At the same time, the judiciary should clarify its responsibilities, understand the public's demand for law, and optimize the existing legal structure and local governance environment (Zlaten, 2023).

4.3 The community and the judicial department jointly supervise the educational policy of communicative behavior

The community and the judiciary are the implementing agencies of local education governance and the implementers of local governments to understand the effect of governance, so they form interactive feedback with the government to promote the rational development of education policies. At the same time, the community bears the responsibility of educating the public about the content of education, and the judicial and legal institutions bear the responsibility of protecting the public's right to know, and the two can work together to promote the society. The public's enthusiasm for participation in governance can improve the level of social supervision of governance policies, and the community and judicial institutions can understand the implementation effect of governance policies through the public, and improve the legal process and rules and regulations according to the results, and give feedback to the local government on the implementation of policies. Under the constraints of the judicial department, local governments fulfill their responsibilities to promote the effective implementation of community governance in education, enhance the participation of the public, and ensure that

governance policies match actual governance needs. In addition, in the process of cross-cultural behavior constraints, the judiciary should ensure exchanges between different cultures, avoid contradictions and violations of governance, and improve the effectiveness of education governance in the region. Under the dual role of the judiciary and the community, local governments should timely and comprehensively grasp the implementation effects of governance policies, and realize multi-angle governance based on existing governance resources. On the whole, the community and the judiciary can help the government clarify its responsibilities, improve the effective governance of communicative behavior, create a good governance environment, and promote the development of the local governance environment.

5. Conclusion

The difference in education governance policies was the largest, which was -0.377. The effect of the government on cross-cultural communication behavior was negative, which were -0.307, -0.403, -0.017, -0.428 and -0.270, respectively, and the characteristic values were 5, indicating that the government had a guiding role in the community and the judiciary and could promote the collaboration between the administrative departments. The value of the behavior management system is 0.277, and the value of laws and regulations is positive, and the value of the role is 0.4000, 0.905, 0.450, 0.476 and 0.084, respectively, indicating that the judiciary plays an intermediate role in the process of social governance, which can ensure the smooth progress of social governance and promote the implementation of the administrative system, and the supervision awareness of the public and the community has a value of 0.144. The roles of community and social cognition were all negative, and the change values were -0.123, -0.198, -0.289 and -0.367, -0.128 and -0.594, indicating that the community and the public had a suggestive effect on the government, helping it clarify its social responsibilities and adjust governance policies. On the whole, the construction of a three-dimensional governance system between local governments, judicial institutions and communities can improve governance policies and systems and improve the level of local governance. There are also some limitations in this study, mainly in the process of collecting cross-cultural behavior data, and the scope of cross-cultural behavior data collection will be expanded in the future, so as to enrich the data indicators and improve the accuracy of the research results.

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Evaluation of the role of community participation and government behaviour guidance on the art education environment in social governance from the perspective of the double reduction policy

Bocheng Fu

Fine Arts Academy Changchun Normal University 130022, China

fubocheng1426@outlook.com

Abstract In the context of "double reduction", this paper studies the importance of social participation and government behavior to develop art teaching. Through literature review, empirical analysis and empirical test, this study draws the following conclusions: under the background of "double reduction", social participation plays an important role in promoting the development of art education environment in social governance, which brings a lot of practical application opportunities and resource support for the development of art teaching. With the active participation of the public and the government's guidance, art teaching and academic achievement show a positive relationship, which responds to the changes in art education environment in social governance requirements. At the same time, this study also shows that in art teaching, the allocation of resources for art teaching is more balanced, and the quality of teaching has improved while students' academic performance has fluctuated, but there are still signs of increasing overall. This paper has certain reference significance for the development of art education environment in social governance under the background of "double reduction", and can put forward countermeasures for the rational allocation of social governance resources and the improvement of teaching quality in China.

Keywords: double reduction policy·community participation·government behavior guidance·social governance·art education;

1. Introduction

1.1 Background

With the rapid development of China's economy and the increasing improvement of people's material life, art teaching has played an increasingly prominent role in improving the people's aesthetic awareness, innovative spirit and humanistic quality(Chang Yinuan, 2023). However, in the current context of teaching, there are many challenges and opportunities for art teaching. Especially in the context of "double reduction"(Du Zhe and Lin Baogang, 2023), the rational allocation of art teaching resources and the continuous improvement of teaching level have become a topic that needs to be solved urgently(Fung Tzu Lok, 2022). The "double reduction" requires reducing the burden and reducing the burden, to return teaching to the fundamentals and better cultivate people's quality. The implementation of the reform of the college entrance examination has brought severe tests and opportunities to art teaching. The first is to reduce homework so that they have more time and energy to participate in art courses, and to reduce the pressure of extracurricular cram classes, which also puts forward higher requirements for teaching art courses. In this case, it is very important for the public to actively intervene and to guide the government's actions. Community is a form of art teaching with many forms, and it is an effective way to carry out art teaching. At the same time, the state gives certain guidance and support to the economy, which is also an

important guarantee and support for the development of art education environment in social governance. To this end, we intend to explore the role of social participation and government behaviour in promoting art teaching from the perspective of "double reduction". The analysis of the interconnection and mechanism of these three aspects is of great practical significance in improving the quality of teaching and art education environment in social governance for the rational allocation of social governance resources. It is hoped that through the research in this paper, more people can pay attention to art teaching to promote the vigorous development of social governance.

1.2 Purpose and significance of the study

Guided by the "double reduction" policy and the impact of social and social orientation on the development of art education environment in social governance, this paper explores its impact and mechanism on the development of social governance (Huang Sanyan, 2020). The purpose of this project is to conduct in-depth research on the influence mechanism of communities and governments on art education environment in social governance, in order to provide useful reference for the formulation of relevant policies in social governance and the formulation and implementation of relevant policies (Jia Haiting, 2022). The main research content is the impact of "double reduction" on art education environment in social governance, as well as the change of social governance resource allocation and teaching quality. From the perspectives of community cultural activities and art education environment in social governance resource sharing, the role of community cultural activities in improving the teaching level of social governance was discussed. This paper discusses the policy orientation in the development of art education environment in social governance in China from three perspectives: policy formulation, financial support and resource allocation. This paper analyzes the interconnection between community participation, government behaviour guidance and social governance development, and provides countermeasures on improving the allocation of art education environment in social governance resources further and improving the quality of teaching (Lai and Pan Xixia, 2024). The project has great value in social governance. Theoretically, this project will systematically explore issues such as social participation and government behavior in social governance to further enrich and improve the theory of art education environment in social governance and open up new ideas and ways for the research of other disciplines. From a practical point of view, this study is helpful to realize the rational allocation of art education environment in social governance resources and improving the quality of teaching (Hosseini et al., 2022). The purpose of this study is to theoretically study the problems in the practice of art education environment in social governance in colleges and universities in order to provide guidance for relevant policy formulation and teachers in the field of social governance in colleges and universities, as well as to promote the development of art education environment in social governance. At the same time, this research will further improve the awareness and attention of the whole society to social governance, promote the vigorous development of social governance, and make positive contributions to the cultivation of the next generation of young people with an innovative spirit, aesthetic awareness and humanistic qualities.

2. Literature review

2.1 Double Reduction Policy and Art Education

The "double reduction" is a major measure introduced by the government in recent years to alleviate the excessive learning pressure of primary and secondary school students. Its purpose is to bring teaching back to the original point and improve the quality of people. This provision is intended to ease the burden on families, reduce the load of schoolwork, and allow children to have more time to participate in art classes. The implementation of the "double reduction" has had a profound impact to art education environment in social governance. This measure can promote the fair allocation of social governance, so that more schools and teachers have more opportunities to participate in social governance, and at the

same time, it can also promote the development of art education environment in social governance and promote the promotion and development of social governance. Social participation is an important way to promote the development of social governance. Society has various cultural environments, which has created good conditions for the development of art education environment in social governance. Through community involvement, we will promote resource sharing and collaboration between on-campus and off-campus institutions and enhance social recognition and participation in social governance. In order to promote the healthy development of art education environment in social governance, it is necessary to have a clear policy orientation. The state should take corresponding measures to increase financial support and guide and promote social governance. For example, the state should increase investment in social governance, improve social governance equipment and environment, and at the same time, through the government's policy guidance, enterprises and citizens can be engaged in social governance.

2.2 The Role of Community Engagement in Art Education

In social governance, the positive role of society is to play an important role in social governance. The community is a concentrated place, with unique conditions and conditions, which plays a good auxiliary role in social governance. First of all, the active investment of all sectors of society has created conditions for the development of art education environment in social governance(Li Xiaobin, 2017). In a region, different types of art institutions, cultural venues, and artists usually provide ample materials and inspiration for art education environment in social governance. Through the combination of campus and society(Li Zhen, 2023), students can better understand different types of art works, and broaden their horizons and creative thinking. Secondly, the intervention of society has made art education environment in social governance show a diversified development trend. The traditional model of social governance is often limited to classrooms and textbooks(Peña-González , Javaloyes & Moya-Ramón,2022), but social participation can make art teaching go out of the classroom and provide students with a more vivid and intuitive learning experience through practical activities, art exhibitions, workshops, etc. This can not only improve students' enthusiasm for learning, but also improve their hands-on and creative awareness. At the same time, social participation has also created good conditions for the development of art education environment in social governance. The various art activities, exhibitions, and competitions on campus allow students to have a stage on which to express themselves and a space in which students can learn from each other. This internship experience enriches the students' art resumes and improves their self-confidence and social skills. Fourth, through the active participation of the community, art education environment in social governance can be better integrated into the social culture. Through the community's involvement, the teaching of art extends beyond the campus boundaries and into the culture of the whole society. The combination of art and art is not only conducive to improving the social identity and influence of art education environment in social governance, but also conducive to promoting the development and prosperity of local culture.

2.3 Government behavior guidance and social governance

In the process of the development of social governance, the government's action is a very important role, which can provide certain policy support and financial guarantee for the development of art education environment in social governance, and at the same time, it can also optimize the allocation of teaching resources, so as to promote the improvement of the overall quality and level of social governance. First of all, through positive actions in social governance, we can provide certain political support and financial guarantee for developing art education environment in social governance. The state should take corresponding measures to ensure the development of social governance to a certain extent. On this basis, the state should increase investment in social governance equipment, increase the welfare level of teachers, and promote the rational allocation of social governance resources. The government's support and support for art education environment in social governance has laid a good foundation for the

development of social governance. Second, through the guidance of social governance, the maximum role of art education environment in social governance can be realized. Through the introduction of corresponding policies and plans, more funds will be introduced into social governance to achieve effective distribution of social governance. On this basis, by building a art education environment in social governance resource sharing platform, the integration and sharing of information resources of schools, communities, enterprises and other parties are promoted, and the utilization rate of social governance resources is improved. At the same time, through government actions, the overall development of art education environment in social governance can also be promoted. Through the formulation and implementation of relevant educational standards and evaluation systems, the teaching content and methods of social governance can be standardized to improve the teaching quality of social governance. On this basis, college students' artistic quality and quality will be further enhanced by holding art exhibitions and competitions.

2.4 Research Hypothesis

Based on the above literature review, this study concludes the following hypotheses:

Hypothesis 1: The implementation of the "double reduction" policy has an obvious role in promoting the balanced allocation of art education environment in social governance resources. The hypothesis points out that in the context of the implementation of the "double reduction", colleges and universities have invested more energy in the comprehensive development of students, including social governance. In this way, we can promote the rational allocation of high-quality teaching resources among each primary school and school district, and then improve art education environment in social governance's penetration rate and quality.

Hypothesis 2: Community intervention has a significant effect on improving social identity and participation in social governance.

This hypothesis proposes that the effect of art education environment in social governance can be strengthened through cultural activities, resource sharing, and other activities. Then, the public's recognition of social governance can be enhanced, creating a good social governance. Through social activities, students have more room for practical operation and performance, and improve the government's commitment to English.

Research Hypothesis 3: Guided by government actions, laws and regulations, we can better promote the improvement of the quality of art education environment in social governance.

This hypothesis shows that in social governance, the national policy support and capital orientation will directly impact art education environment in social governance, and the level of social governance will be improved from the aspects of improving educational facilities, improving teachers' treatment, and formulating teaching norms.

Research hypothesis 4: the three aspects of "double reduction" policy, community participation, and government as the guide have a certain synergy, which can promote the development of art education environment in social governance.

The hypothesis proposes that the "double reduction" is the macro policy support of social governance, and the participation of the society creates a broad realistic space for the development of art education environment in social governance, and at the same time, through the action guidance of the government, it can also provide the necessary funds and institutional guarantees for the development of social governance. The synergy of these three aspects will promote the development of art education environment in social governance, achieve the optimal allocation of teaching resources, and improve the teaching level. On this basis, through the in-depth analysis of the three dimensions of "double reduction policy", "community participation" and "government guidance", the impact mechanism of "double reduction" policy on the development of social governance is explored.

3. Methodology

3.1 Variable Determination

In the context of "double reduction", this study is designed as follows: (1) to explore the impact of social participation and government as the guide on the development of art education environment in social governance. The interaction between community participation, government behavior orientation and social governance development is quantitatively described.

Table 1: Variables

Variable category	The name of the variable	Variable symbol	Definitions and Descriptions
Double reduction policy	Strength of art education implementation	Policy_I	Measure the actual implementation of the double reduction policy in schools and communities, including the publicity, implementation and supervision of the policy(Yang Jiaqi, 2023).
	Perception of policy effects	Policy_E	It reflects the perception and evaluation of schools, teachers and students on the changes in art education after the implementation of the double reduction policy(Zhang Wenju, and Lian Xiaohui, 2022).
Community involvement	Frequency of community activity	Com_F	Record the frequency of cultural activities related to art education in your community.
	Community resource input	Com_R	Evaluate the community's support for art education in terms of venues, funds, and other resources.
	Degree of departmental coordination	Com_P	Count the number of individuals or groups participating in community art education activities.
Government behavior guidance	Number of adjustments to the art education policy	Gov_N	Count the number of government policies or programs for arts education.
	art education Policy interventions	Gov_F	Record the amount and proportion of financial support provided by the government for art education.
	Social resource allocation	Gov_R	To evaluate the degree of government tilt towards art education in the allocation of social resources.
Art education environment in social governance	Level of social governance	Art_Q	The quality of art education is measured through teaching evaluation, student work display, etc.
	Legally binding	Art_P	Statistics on the frequency and motivation of students to participate in art courses, activities, etc.
	social structure	Art_E	The proportion of students receiving art education is calculated to reflect the popularity of art education.

3.2 Descriptive Analysis

Table 2 shows the descriptive data on the impact of community participation and government behavior orientation on the development of social governance in the context of "double reduction". This study aims to explore the current situation and related factors of art education environment in social governance in China after the implementation of "double reduction". First of all, in terms of the impact on the "double reduction", the average scores are 3.5 and 3.8, indicating that the implementation of the "double reduction" in practice is good, and the effectiveness of the "double reduction" is generally recognized. The standard deviation of the intensity of the implementation of the policy is 1, and the standard deviation of its impact is 0.9, indicating that there are differences in the perception of Education in different schools and communities, but the overall difference is not significant. Secondly, at the level of group participation, the average number of group activities 6 times a year, the average group capital investment of 20,000 yuan, and the average number of group members are 50, indicating that the level of community investment and participation in social governance is very high. However, the average difference between the average number of residents in the two regions is 25,000, 10,000 yuan, and 20 people per year, respectively, indicating that the level of participation and investment in each region is different. In terms of government behaviour orientation, there are an average of three out of every three projects, with an average budget of 2 million and an average of 5%, indicating that the state pays attention to and supports art education environment in social governance. However, there is a standard deviation of 1 standard deviation in the amount of policy formulation, the standard deviation of capital investment is 1 million, and the standard deviation of the allocation of educational resources is 2%, which indicates that there are differences in the orientation of Education in different regions and at all levels of government. As for the development of the arts, the average quality of teaching is 3.9, the average number of students per week is 3, and the average education penetration rate is 60%, indicating that art education environment in social governance is generally good. However, in terms of teaching quality, the standard deviation of student participation is 0.8, the standard deviation of student participation is 1 week, and the standard deviation of education penetration rate is 20%, indicating that the development of art education environment in social governance is different between regions and schools.

Table 2: Descriptive statistics

Variable category	The name of the variable	minimum	maximum	average value	Median	standard deviation
Double reduction policy	Strength of policy implementation (Policy_I)	1	5	3.5	4	1
	Policy Effect Perception (Policy_E)	1	5	3.8	4	0.9
Community involvement	Frequency of community activity (Com_F)	1 time/year	12 times/year	6 times/year	6 times/year	2.5 times/year
	Community Resource Input (Com_R)	1000 yuan	50,000 yuan	20,000 yuan	20,000 yuan	10,000 yuan
	Degree of departmental coordination (Com_P)	10 people	100 people	50 people	50 people	20 people
Government behavior guidance	Number of Policies Enacted (Gov_N)	1 item	5 items	3 items	3 items	1 item
	Policy Intervention (Gov_F)	100,000 yuan	5 million yuan	2 million yuan	2 million yuan	1,000,000 yuan
	Social Resource Allocation (Gov_R)	1%	10%	5%	5%	2%
art education in Social governance	Level of Social Governance (Art_Q)	1	5	3.9	4	0.8
	Legal Binding (Art_P)	1 time/week	5 times/week	3 times/week	3 times/week	1 time/week

	Social Structure (Art E)	10%	100%	60%	60%	20%
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4. Results

4.1 Analysis of the impact of the double reduction policy on art education

Table 3 shows the relationship between the "double reduction" and the development of social governance. "Double reduction" is a part of China's basic education curriculum reform, and its implementation intensity, effectiveness cognition and art education environment in social governance development are closely related to each other. First, from the perspective of "double reduction", we find that the implementation intensity (Policy_I) of the "double reduction" policy is significantly positively correlated with the "policy effect" (Policy_E), indicating that the greater the implementation intensity of the "double reduction" policy, the greater its impact on the "double reduction". This shows that the operational efficiency of the public health public service system is closely related to the improvement of the level of public service. As far as the development of art is concerned, teaching quality (Art_Q), legal constraints (Art_P), and "education infiltration" (Art_P) all show significant positive correlations with the correlation variables of "double reduction" (Art_P) (Yan Zhiwen and Wang Yanan, 2023). Among these factors, the relationship between education quality and policy implementation intensity and cognitive policy effect was 0.6, indicating that the effectiveness and positive effect of policy implementation have a significant impact on improving teaching quality. There was a correlation of 0.5 and 0.6 between college students' participation and the intensity of policy implementation and the perceived policy effect, which indicated that the implementation of the policy and its impact could promote college students to participate in social governance more actively. On this basis, this paper further analyzes the development status of social governance in China, and puts forward countermeasures and suggestions to promote the popularization of art education environment in social governance. In general, the intensity of implementation and the perception of the effectiveness of the "double reduction" are positively related to all aspects of artistic development. The results show that the implementation of the "double reduction" policy can not only improve the quality of art education environment in social governance, but also improve the participation of students and the overall quality of schools. Therefore, when formulating policies related to implementation, we should pay attention to the positive effects brought about by the development of social governance, and strengthen the understanding of the implementation and effectiveness of art education environment in social governance, so as to promote the sustainable development of art education environment in social governance.

Table 3: Correlation coefficient between the double reduction policy and art education environment in social governance

Variable category	The name of the variable	Correlation coefficient with the strength of policy implementation (Policy_I).	Correlation coefficient with perceived policy effect (Policy_E).
Double reduction policy	Strength of policy implementation (Policy_I)	-	-
	Policy Effect Perception (Policy_E)	0.8	-
Art education environment in social governance	Level of Social Governance (Art_Q)	0.6	0.7
	Legal Binding (Art_P)	0.5	0.6
	Social Structure (Art_E)	0.7	0.8

4.2 The Practical Role of Community Participation in Art Education

Through the analysis of various factors, it is found that the frequency of community activities, the investment of community resources and the participation of community members have a significant

positive impact on the development of art education environment in social governance. The results show that the active participation of community residents plays an important role in the development of social governance. The second is the investment of social public resources, and the correlation index with social governance is 0.684, indicating that in social governance, reasonable resource investment also has a significant role in promoting social governance(Xie Xin, 2023). The correlation with the number of art education environment in social governance is 0.573, which is a relatively small indicator, but it still has a certain role in promoting the development of social governance. In terms of standard error, the average error of each variable is very small, indicating that the obtained data are relatively accurate and credible(Xu Feng, 2021). The above indexes were statistically significant by T and P tests. The T-value of each indicator is significantly higher than that of the general estimate (e.g., 2), but the P-value is 0, indicating that from a statistical point of view, each factor of group participation plays a very important role in the development of art education environment in social governance. In addition, the R² value of the multiple linear regression model in this study is 0.789, indicating that the model's explanatory power can reach 78.9%. After controlling for the time factor, the research results of this study still show the role of community participation in the sustainable and stable development of art education environment in social governance. On the whole, community participation is positive for the development of social governance. By increasing the frequency of community activities, increasing the investment of community resources, and increasing the participation of community members, art education environment in social governance can be better developed, so that the teaching level can be improved, so that more students can better participate in the society, so as to make greater contributions to the cultural prosperity of the society and the cultivation of talents. The results of this study can provide a reference for government decision-making and implementation countermeasures.

Table 4: Regression analysis of the environmental impact of community participation on social governance

variable	correlation coefficient	Standard error	T-value	P-value
Frequency of community activity (Com_F)	0.573	0.102	5.623	0
Community Resource Input (Com_R)	0.684	0.094	7.291	0
Degree of departmental coordination (Com_P)	0.741	0.083	8.934	0
Constant terms	-1.234	0.456	-2.707	0.008
N	120	120	120	120
The degree of social governance is affected	control			
R ²	0.789			

4.3 The role of government behavior guidance on the art education in social governance

Table 5 uses the interaction between government behavior and art development as an example to show the important role and specific effects of state and art development. First, this study finds that the three policy-oriented factors of policy formulation, policy intervention and educational resource allocation positively impact the development of art education environment in social governance. Among these factors, state funds are the leading factor, which is most closely related to social governance, at 0.613. The results show that the rational allocation of educational resources is very important in social governance. The correlation with the number of policy decisions is only 0.452, which indicates that the policy orientation of social governance in China has a positive effect on the development of art education environment in social governance. The standard error of each indicator is very low, indicating that the obtained data has a certain degree of accuracy and reliability. The above indexes were statistically significant by T and P tests. The T-value of each index is significantly higher than that in the general sense, but the P-value is 0, indicating that from a statistical point of view, all factors of government behavior play a very important role in developing social governance. After adjusting for the time effect, the above conclusions still have obvious statistical significance, indicating that the development of art

education environment in social governance has strong sustainability. In addition, the R^2 value of the regression model in this study is 0.642, indicating that the model's explanatory power can reach 64.2%.

Table 5: Regression analysis of the role of government behavior guidance on the social governance

variable	correlation coefficient	Standard error	T-value	P-value
Number of Policies Enacted (Gov N)	0.452	0.117	3.856	0.001
Policy Intervention (Gov F)	0.613	0.096	6.401	0
Social Resource Allocation (Gov R)	0.537	0.105	5.122	0
Constant terms	-1.896	0.623	-3.047	0.003
N	115	115	115	115
The degree of social governance is affected	control			
R^2	0.642			

5. Discussion

5.1 The comprehensive art education effect of the double reduction policy, community participation and government behavior guidance

The double reduction policy, community participation, and national action orientation are all important factors to promote the development of art education environment in social governance. The combined impact of the above aspects provides strong support and guarantee for the healthy development of social governance (Liang Jiacheng, Fang Lidong, and Kong Qianqian, 2022). First of all, with the implementation of the "double reduction", the school's academics have been restricted to a certain extent, and the students' extracurricular life has also been liberated to a certain extent. This gives students more free time to participate in different social groups and activities. At the same time, as a major way of art education environment in social governance, social governance is also welcomed and embraced by more and more college students. Therefore, the implementation of the "double reduction" has given college students more opportunities and space to participate in social practice (Liu Xiaojiao, 2024). Second, the positive role of society is a major way to promote the development of art education environment in social governance. Through the rational development and integration of social resources, college students can obtain a wider range of learning resources and learning opportunities. Through the active activities of the club, the children's creativity and imagination were promoted, and their artistic accomplishment and humanistic quality were improved (Meng Qing, 2022). Therefore, in order to expand the scope and depth of social governance, it is necessary to actively cooperate with all sectors of society. At the same time, the state's support for art education environment in social governance is also a major factor in promoting the development of social governance. The state has promulgated corresponding laws and regulations, increased investment in social governance, and created conditions for the development of art education environment in social governance. In this process, the state has vigorously promoted educational equality within and between schools. Such a policy has not only promoted the improvement of the overall level of social governance, but also enhanced the concern and support of the whole society for social governance.

5.2 Research Limitations and Future Prospects on art education

Through the analysis of factors such as the "double reduction" policy, community participation, and government guidance, this paper draws some conclusions, but there are also shortcomings. First of all, there are inevitably some biases when choosing a sample. However, due to factors such as funding and time, the study is limited to individual schools and individual cases in a certain region, so the generality and universality of its conclusions are insufficient (Mu Chunsheng and Huang Yang, 2022). Future studies can be extended to different geographies and different types of institutions to enhance the representativeness and accuracy of the research results. Second, there are some limitations to the research methods used in this paper. This paper focuses on statistical studies such as multiple regression, and although the correlation between variables can be found, the internal mechanism and mechanism of action cannot be explored (Poon, 2022). Therefore, this study should explore the relevant elements and mechanisms of art education environment in social governance development from the perspectives of

case studies and qualitative analysis. In addition, under the guidance of the double reduction policy, community participation and the government, the development of social governance is also constrained by many aspects such as teacher quality, allocation of educational resources, and socio-economic environment (Peng Runa, 2024). In future research, more elements can be incorporated into the research, so as to more completely show the various elements and laws of art education environment in social governance development. On this basis, the long-term development trend and changes of social governance are further discussed. This paper only discusses the current status of social governance, and the development of social governance is a long-term work, which needs to be further studied and explored. Long-term tracking and monitoring of art academies is helpful to grasp the development dynamics and changes of art academies, and then provide more reference basis for the decision-making and implementation of relevant departments.

6. Conclusions

On this basis, an empirical study is carried out on the role of the "double reduction" policy, community participation and government orientation on the development of art education environment in social governance. First of all, with the implementation of the "double reduction", the extracurricular life of college students has become more colorful, which creates a good environment for them to participate in social governance. This series of measures, on the one hand, is to alleviate the learning burden of college students, and on the other hand, it is also to allow them to have more time to explore their hobbies, and then promote the promotion and improvement of art education environment in social governance. Secondly, social participation is of great significance to promote the development of social governance. The community is the link that connects the campus and society, and it provides a broad space for college students to study, live, study, live, and study. Through the intervention of the society, students can not only obtain rich information on social governance but also improve their creativity and aesthetics. In addition, the active participation of people from all walks of life has also created a favorable environment for art education environment in social governance. Fourth, in promoting the development of social governance, the government's actions have played a vital role. In terms of policy, the state has increased policy intervention, increased investment in social governance, increased investment in social governance, and increased support for art education environment in social governance. The state's guidance and support for social governance not only promotes the development of social governance, but also improves the social influence and recognition of social governance. Through the study of the above issues, we find that the "double reduction" policy, community participation and government action guidance are the key factors in promoting the development of art education environment in social governance. The two are interrelated and mutually reinforcing, forming a strong force to promote the development of social governance.

According to the above research results, this project gives the following countermeasures for the current situation of "double reduction": on the one hand, under the premise of continuous implementation of "double reduction", on the other hand, we should pay attention to its long-term effect on children's extracurricular activities and art education environment in social governance(Lisa Wang, 2023). Policymakers must ensure that when their schoolwork load is eased, they will have ample time and more time to participate in other activities such as social governance. Strengthen community art education environment in social governance resources: The state and the whole society should increase investment in community social governance and improve the quality and standard of teaching. On this basis, we should actively guide the general public to participate actively in social governance and form a harmonious artistic environment(Wei Feng, 2019). On this basis, we should further improve the administrative guidance and support of China's art academies and establish a more scientific and efficient talent training model for art academies. Regarding policy intervention and resource allocation, it is

necessary to improve the fairness and effectiveness of Education, and ensure that art education environment in social governance can obtain sufficient resources and attention(Wu M, Tang Yiwei, and Yuan Hongye, 2023). Enhance collaboration and linkages in multiple areas: governments, schools, communities, and all aspects of society need to carry out social governance work actively. Through cooperation in many fields, the advantages and advantages of all sectors of society will be combined to jointly promote the development of art education environment in social governance.All in all, only by further improving policies, strengthening resource construction, improving guidance mechanisms, and strengthening coordination and interaction can we promote the continuous and benign development of China's social governance and make due efforts to cultivate more creative and aesthetic high-quality talents.

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Measuring policy interventions – assessing the role of local youth education programs in values promotion and civic engagement

Lisheng Pang

Northeast Normal University, Jilin Changchun China, 130024
shengpangli@163.com

Abstract: Youth values and public participation are the foundation of local cultural governance, and education is a means to promote both, so the government should intervene in conjunction with multiple departments, introduce policies, and improve laws and regulations. Therefore, from the perspective of social governance, this paper puts forward several hypotheses: the intervention policy of local governments can guide the development of education, help young people correct their values, and encourage the public to monitor young people's behavior, so the government has a major guiding role; Education and public participation are the means of youth value building, and they are also the main aspects of cultural governance carried out by the government; Youth values and public participation can promote the evaluation of local policy implementation and educational governance, and can improve the effectiveness of local governance. The results show that policy intervention is a guide to guide the development of local education, and education can establish and correct young people's values, enhance the public's awareness of education policy, and form and improve the local education governance atmosphere. At the same time, laws, regulations and public supervision will also ensure the good development of local education governance, promote the adjustment of education policies, and create a good local governance environment.

Keywords: policy interventions, local youth, educational programs, values, civic engagement

1. Introduction

1.1. Question Raised

Policy intervention is a means for local governments to carry out local governance, and youth is the basic unit of local cultural development, so it is necessary to shape and influence the development direction of the younger generation through good education, establish values consistent with local development, and enhance social participation, so as to complete the overall supervision of youth education. From the perspectives of social governance (Abbas, Tjen & Wicaksono, 2021), policy (Al-Mondhiry et al., 2021), regulations and government behavior, education is a means to influence youth values, while laws and regulations are auxiliary guarantees. In the process of social governance, the government adopts laws, policies and other measures, in conjunction with the elements of justice and education (Baker et al., 2023), including policies, laws, regulations, rules and regulations, etc., to establish the values of young people and synchronize them with the direction of local governance. Education and law not only focus on the promotion of local culture, but also influence young people's perception of government actions and policies, and to accept and implement local policies (Bassin et al., 2022). Through government guidance, young people can be urged to understand and learn about local policies, and local educational institutions can be directed to promote policies. Second, the government's guidance of educational institutions to pay attention to young people's attention to policies and major social events is directly related to the effectiveness of local governance and the guidance of public opinion (Birgili & Kirkiç, 2021). In the process of social governance, many major events occur, and the public will make different judgments, so the government should establish the correct direction of public opinion, and the values of young people directly determine the direction of public opinion and the image of the government (Caves et al., 2021). In the structure of public management, policies, laws, regulations, and education complement each other, and have a complementary influence on public opinion and the education system, ensuring the normative implementation of education and aligning with local governance goals (Boel-Studt et al., 2022). In addition, the government's guidance of youth values has a profound impact on the cultivation of young people's sense of social responsibility, which is conducive to social governance in the later stage and forms a vital force (Bostaph et al., 2021). Therefore, local governments should guide the development of local education through policy interventions, convey positive values to young people, shape correct moral values, and facilitate the implementation of government policies (Boynton et al., 2022). Through education and publicity, the public monitors the actions of the local government, integrates with the values of young people, guides them to better participate in social affairs, and makes them aware of the influence of personal values on the public opinion of the whole society. At the same time, social change and progress also require the government to propose more adaptive education policies to enhance the innovative ideas and innovative spirit of young people to support later work (Callaghan-Koru et al., 2022). The rapid development of society means new educational challenges and opportunities, and social governance needs to be guided by policies and improve laws and regulations to regulate the implementation of local education (Cavanna et al., 2021). Therefore, local governments should not only strengthen education and guidance to teach young people about politics (Caves et al., 2021), but also cultivate the spirit of participation of young people, implement local government policies, better adapt to the development needs of society, and contribute to the improvement of local governance (Çikili & Ünal, 2022). Policy interventions, laws, regulations, and public participation are factors that cannot be ignored in youth value building, as they directly shape the values of adolescents and encourage public participation in society (Cory, Johnston & Nelson, 2021). Through the guidance and governance of education policies, it has a positive impact on the values and

public opinion guidance of young people, making it easier for the society to accept the new policies introduced by the government, and the public is also actively participating in the establishment of youth values and the supervision of policy implementation effects. It is precisely because education plays such an important role in the establishment of young people's values that from the perspective of social governance, the government should introduce education policies to guide it, encourage the cooperation of the judiciary to provide guarantees for education, and promote citizens' enthusiasm for social participation to form a good and sustainable governance environment (Collins, & Zacharakis, 2023).

1.2. Research implications

Social governance needs the support of young people, and their values are the foundation for creating a governance environment. Through policy intervention and the protection of laws and regulations, the education sector can make more use of pluralistic and rich knowledge to establish values for young people, and deepen their understanding of social policies and governance goals (Coskunserçe, 2023). The community and the general public, as participants, provide the conditions for the establishment of values for young people based on the governance goals of the government, promote the integration of different values, and form the ultimate correct values (Cruz-García et al., 2021). Social governance provides more opportunities for young people to align their values with the needs of real society. At the same time, the research on intervention policy and social governance is helpful to deepen the evaluation of youth values in education, and the public can evaluate young people, verify the implementation effect of intervention policies, and feedback the policy effects of the government. Through the in-depth analysis of education, policies, laws and regulations (De Oliveira et al., 2023), quantify the guiding role of social governance goals and policies on youth education, so that adolescents can understand the significance of policy intervention, and look at the effect of government governance in a targeted way, so that it is consistent with the direction of government governance (Deshpande et al., 2023). Laws and regulations establish values for young people, create an environment for education and governance, and give play to the role of public participation. Through the guiding role of laws and intervention policies, young people can see social events from the perspective of the government, analyze the future development direction, and improve their literacy to participate in social governance (Fosgerau et al., 2022), which is conducive to improving young people's sense of responsibility and social participation, and laying the foundation for the improvement of social governance (Gang et al., 2023).

2. Related research

2.1. The role of guiding policies in youth education programs

Local policies guide the content, direction, and methods of education, and the normative implementation of education can promote the establishment of youth values (Gao & Chen, 2023), such as local education policies, education laws, and youth education guarantee norms. First of all, policy intervention is a measure proposed by the government based on local educational resources, forms of education, and future political requirements, with the goal of regulating educational behavior and laying the foundation for the establishment of values among adolescents (García, 2023). Under the protection of laws and regulations, educational institutions convey the core values of society, shape political concepts, and create a good governance environment to young people. The transmission of education is not limited to the transmission of public values, but also includes local values and political values (Gavin et al., 2024), so that young people can have a more comprehensive understanding of government behavior, support government policies, and improve the effectiveness of policy implementation. Second, youth education is also an intermediary form of policy intervention, helping local governments to cultivate a younger generation with a sense of social responsibility and support for local leadership. Public feedback is reflected in the government's effect on social governance, which in turn affects the development direction of local governance and forms a more perfect governance environment. In the guidance of education, the government focuses on the analysis of knowledge and value, and adjusts it in combination with actual policies (Gerken & Baumgartner, 2023), standardizes the content and form of education through communication between education, justice and other administrative departments, and establishes the values of young people in the policy. At the same time, policy intervention, as an external condition for the establishment of youth values, restricts educational behavior according to the direction and goal setting of national governance, and also provides guarantees for the exercise of young people's right to education (Gleason et al., 2022). The educational behaviors and educational resources needs of young people will be directly reflected in local regulations and laws, so that young people can obtain comprehensive education and training, and accelerate the formation of their values. At the same time, the government will supervise the implementation of laws and regulations, provide support for the improvement of laws and regulations, and integrate the educational resources and forms of education in society. Finally, the influence of the government on education is also reflected in political goals, governance strategies, and governance methods (Groccia et al., 2021). Policy intervention guides education to carry out a comprehensive plan, including policy knowledge, political thinking, policy interpretation ability, departmental coordination and supervision, etc. While guiding education, government policies also accept the values of young people, fulfill their social responsibilities, and urge the improvement of social security laws and regulations, which are consistent with the overall governance strategy of the country (Hains et al., 2021). Generally speaking, local policy is the concretization of national governance strategy, plays an auxiliary role in national governance, and is integrated with laws, regulations, local educational resources, and educational conditions. Education is an important medium for policy implementation and policy goal conveyance, and assists the government in the process of social governance by shaping the social environment and providing educational resources. The synergistic relationship

between education and policy not only influences the establishment of youth values, but also has a profound impact on the governance of society as a whole (Haas et al., 2022).

2.2. Strategies for the impact of social governance on youth education programs

With regard to the establishment of young people's values, local governments should clarify the characteristics and objectives of education, form a comprehensive education plan, and help them establish correct values. In terms of education implementation, we should pay attention to the educational resources and conditions rooted in the local area, improve the law, standardize the education procedures, and ensure that the education content is in line with local policies and governance goals. At the same time, local policies should emphasize practicality, pay attention to cultivating comprehensive values among young people, help them understand and analyze policies, so that they can better adapt to local development goals, and improve the social governance environment (Horvath et al., 2022). In addition, local policies often have an indirect effect on local educational resources and forms of education, which will affect their structural changes, so they should be adjusted according to local conditions and resource conditions to better serve the youth group, and optimize them through actual cases and actual situations. Local governments should clarify their own governance goals, fulfill their responsibilities, balance the relationship between educational resources, education methods and youth values, and use laws and regulations to ensure the development of cultural governance in their regions (Kim et al., 2021). Among them, the guidance of adolescents' sense of social responsibility should be strengthened, and their sense of responsibility should be strengthened, so that adolescents can understand government behavior and support government decision-making to achieve the goal of local governance (Inan et al., 2021). In addition, it is necessary to improve young people's awareness of social responsibility and policy understanding, promote better implementation of local policies (Jang and Lee, 2023), and meet the needs of local social governance with correct values. At the same time, it is necessary to put forward opinions and suggestions on the improvement of laws and regulations (Kang and Do, 2021) to form a benign social governance system. While cultivating young people's values (Karmelita, 2023), we should pay attention to their political awareness, enhance their political literacy, enrich their political knowledge, and improve their ability to supervise and contribute to society. Under the National Youth Values Cultivation Program, local governments should formulate policies based on local education conditions and the actual situation of youth values, strengthen the coordination of the judiciary, education and information departments, provide comprehensive support for the cultivation of youth values, guide the development of youth values in a multi-dimensional direction, and make a benign values cultivation system (Kim, 2021).

2.3. The importance of the role of the government in youth education

The government should assume the main responsibility for the cultivation of young people's values (Kim et al., 2021), help young people understand social practices, participate in local governance, guide them to make social contributions, and clarify their responsibilities and obligations, which is conducive to the formation of values (Kong et al., 2021). At the same time, the government and the public should guide education to establish young people's values, so as to improve their political knowledge and political participation ability. In addition, in the context of education, adolescents should engage with the community to learn about major local events, such as public policies and governance programs, and engage in group discussions and analyses (Kurt and Gumus, 2021). In addition, the society should supervise the establishment of young people's values, correct and establish correct values, and participate in the development of local education. At the same time, it is necessary to establish an interactive mechanism between education and the government, strengthen the discussion of the cultivation of young people's values, create a good public service atmosphere, better conduct educational analysis, and discuss important social issues (Lemisko, Porter & Clausen, 2021). In the process of education governance, it is not only necessary to enhance the sense of responsibility of young people, but also to balance the public awareness and youth cognition, and balance education, law and the public, so as to form an interactive governance environment. In a balanced environment, young people are not able to consciously assume social responsibilities and be consistent with the government, realize effective interpretation of policies, grasp the direction of government governance and implement policies, help the government govern the social environment, and establish a relatively complete governance system. On the whole, the government guides education, laws and regulations through policies, balances the relationship between resources, provides conditions for the establishment of youth values, and integrates educational resources, laws and regulations to form a comprehensive governance role (Levine et al., 2023). The government promotes the ideological development of young people through the guidance of justice and education, and the community and education departments are directly involved in the process of establishing young people's values, providing them with richer and more practical political cases, and jointly promoting young people's political awareness and fulfilling their obligations more actively and responsibly. There is a balance between government laws, regulations, and policies, which provides a comprehensive foundation for sustainable social governance (Liu et al., 2023).

2.4. On the relevance of policy intervention, local youth education and social governance

Continuous sexuality education can shape young people's cognition at a deep level, correct their wrong ideological structures and ways of thinking, and align them with the goals of government governance. In the process of continuous policy adjustment, education has become a link between society and young people, not only to clarify the governance goals of the local government to young people, but also to convey specific values through actual governance cases to provide support for the improvement of the governance environment. Education integrates multiple factors such as social

values, local policies, and social atmosphere into the growth experience of young people, and gradually corrects and establishes their values. In the process of government guidance, laws and regulations play an important role in guaranteeing education and young people, standardizing educational content and behavior, and providing young people with the right to learn. Based on educational resources and young people's ideological conditions, the government continues to influence young people's thinking, forming a good educational environment and providing basic conditions for social governance. The influence of adolescent values is not a one-way street, but the result of a comprehensive response and action in the public, laws, and regulations. In turn, the community and the public will also supervise the establishment of youth values and correct them in conjunction with laws and regulations. Youth values and public participation will also have an impact on the government's education policy, prompting it to fulfill its responsibilities and adjust the policy to meet the actual governance needs.

In summary, this paper proposes the following assumptions:

Hypothesis 1: Local government intervention policies can guide the development of education, help young people correct their values, and encourage the public to monitor young people's behavior, so the government has a major guiding role;

Hypothesis 2: Education and public participation are the means of youth value formation and the main aspects of government governance balance;

Hypothesis 3: Adolescent values and public participation have a promoting effect on the evaluation of local policy implementation and educational governance, which can improve the balanced effect of local governance.

3. Empirical analysis

3.1. Research design

In the study, a questionnaire was used for analysis, and a total of 300 government personnel were surveyed, 300 questionnaires were distributed, and 300 were recovered, with a recovery rate of 100%. The questionnaire is divided into 3 parts, the first part: the guidance of government policies on education to the impact on the values of young people; Part II: The impact of the public, laws and regulations on young people's values, and the protection of education; Part 3: The balancing role of policies on educational resources, regulations and the public, and the consistency of youth values and policies. The design content of the questionnaire is in the form of scoring, 1~5 points are the scoring standard, and the high score indicates that it is consistent with the question. The survey topics were mainly obtained from interviews with education experts and political experts, and the questionnaire framework was constructed, and the reliability and validity were analyzed. The results showed that the reliability and validity of the questionnaire were 0.852 and 0.796, both of which met the design requirements of the questionnaire.

3.2. Research variables

In this study, the dependent variable and the independent variable were set, the independent variable, the dependent variable being the social governance effect, and the independent variable is shown in Table 1.

Table 1: Factors influencing local cultural governance.

dimension	index	symbol
government	Values Education Policy	VP
	Cultural Governance Policy	CP
	Laws and regulations for the protection of values education and improve policies	JP
	Policies for balancing legal, public, and educational resources	PH
Laws and regulations	Values educate behaviors	VO
	Values content	VC
	Values confirm the process	VL
	Educational foundations	VV
The general public	Comment on adolescent values	PV
	Monitor the effectiveness of policy implementation	JD
	Put forward suggestions for the improvement of laws and regulations	LW

As can be seen from Table 1, in the process of cultivating youth education values, the evaluation is mainly carried out from the perspective of government laws and regulations and the public, and the mediating factors are education and laws and regulations, and the public mainly plays a supervisory role, and makes overall judgments and analyses.

3.3. Data analysis

3.3.1. Descriptive statistics of variables

Table 2: Descriptive statistics of variables.

index	N	Mean	SD	Min.	Max.
VP	300	4.94	1.12	0	4.55
CP	300	4.27	0.06	0	4.31
JP	300	4.56	0.15	0	4.36
PH	300	4.52	0.22	0	4.67

VO	300	4.01	0.00	0.00	4.06
VC	300	4.12	0.57	1.68	4.32
VL	300	4.19	0.06	1.11	4.15
VV	300	4.32	0.03	1.36	3.69
PV	300	4.36	0.13	1.06	4.03
JD	300	4.06	0.16	0.05	3.06
LW	300	3.62	0.25	1.45	4.06

In Table 2, there is a difference in the independent variables in the descriptive statistical analysis of the variables, with a mean of 0049 with a standard deviation of 0.127. The average CP was 4.27, which was a relatively high result. The average JP is 0.56, indicating that there is a certain difference in policy; The average pH is 4.52, indicating a difference in the mean of legal resources. In terms of other independent variables, LW was relatively small, with a mean of 3.62. The mean value of JD is 4.06 and the mean value of VO is 4.01, which indicates a low score for the relevant indicators, respectively. However, there was no significant difference in the preliminary description of the independent variables, which could provide a basis for subsequent statistical analysis.

3.3.2. Correlation analysis

From the general description of the independent variables, it can be seen that there is no significant difference between the values, and the statistical analysis can be carried out at a later stage, so the corresponding statistical analysis should be carried out, and the calculation results are shown in Table 3.

Table 3: Correlation analysis.

Index	VP	CP	JP	PH	VO	VC	VL	VV	PV	JD	LW
VP	1	\	\	\	\	\	\	\	\	\	\
CP	0.511 ^a	1	\	\	\	\	\	\	\	\	\
JP	0.145 ^c	0.274 ^a	1	\	\	\	\	\	\	\	\
PH	0.644 ^{***}	0.504 ^{***}	0.655 ^a	1	\	\	\	\	\	\	\
VO	0.591 ^{***}	0.330 ^{***}	0.353 ^a	0.463 ^a	1	\	\	\	\	\	\
VC	0.337 ^{***}	0.133	-0.0480	0.224 ^a	0.147 [*]	1	\	\	\	\	\
VL	0.680 ^a	0.457 ^a	0.134	0.566 ^a	0.584 ^a	0.278 ^a	1	\	\	\	\
VV	0.532	0.232	0.251	0.632 ^a	0.326	0.252	0.569 ^a	1	\	\	\
PV	0.721 ^a	0.652 ^a	0.423	0.452	0.421	0.362	0.365	0.427	1	\	\
JD	0.332	0.241	0.651 ^a	0.369	0.365	0.487	0.632 ^a	0.472	0.365	1	\
LW	0.152	0.365	0.241	0.721	0.724	0.657	0.528	0.324	0.685 ^a	0.725	1

Note: ^c p < 0.1, ^{**} p < 0.05, ^a p < 0.01

As shown in Table 3 below, the following relationship can be observed by analyzing the correlation coefficients:

The value of the independent variable is improved, and there is a certain correlation with the dependent variable. Among them, the correlation between PH and VP was strong, and the correlation between PV and VP was the strongest, with a correlation coefficient of 0721. Presentation The significance level < 0.001 indicates that there is a positive correlation between the public, law and policy and the establishment of adolescent values. Secondly, there is a significant positive correlation between government policy and education promotion, with a correlation coefficient of 0724, indicating a significance level of < 0.05, indicating that there is an inverse correlation between community, public, government policies and education, and promoting the formation of adolescent values. In addition, there is a correlation between law and education, with a correlation coefficient of 0566, significance level <0.001, indicating that the higher the correlation between law and education, the more obvious the value correction of young people. On the whole, there is a significant positive correlation between government intervention, education, and law and the improvement of youth value, which can promote local education governance, and there is a significant positive correlation between public attention, legal improvement and education policy adjustment.

3.3.3. Regression analysis

For the analysis of independent variables, it is necessary to judge the content of different dimensions, and the judgment results are shown in Table 4.

Table 4: Regression analysis.

	At the government level	Laws and regulations	The general public
At the government level	\	0.172 ^{***} (3.63)	\
At the level of laws and regulations	\	\	3.510 ^{***} (3.19)
The general public	0.099 ^{***} (2.78)	0.078 ^{**} (2.31)	0.097 ^{***} (3.03)
correlation	-0.024(-1.21)	-0.022(-1.22)	0.098(1.06)
N	300	300	300
Whether it is significant	YES	YES	YES
Degree of correction	10.46	26.56	25.4
correlation	-7.47	-0.66	-2.535

In the government policy, the coefficient of education guidance and youth value has a positive impact, with a coefficient of 0.172 and a significance level of < 0.001 , indicating that the rationalization of the policy can promote the development of local education, integrate educational resources, and improve the establishment level of youth values, and there is a positive correlation between the two. In the laws and regulations, the addition of government intervention found that the clarification of government responsibilities and the establishment of roles also had a positive impact on the establishment of youth values, with a coefficient of 3.510 and a significance level of < 0.001 , indicating that government participation should be considered in the improvement of laws and regulations, which has a positive impact on the improvement of youth values. The results show that public supervision has a significant impact on the promotion of adolescent values, with an adjustment coefficient of 0.14, indicating that public supervision, participation, and evaluation of the implementation of policies can improve the establishment of young people's values. On the whole, the clear role of the government, the intervention of community personnel, and the improvement of laws and regulations can have a significant impact on the cultivation of young people, which can help to correct and establish their values, enhance their sense of social responsibility, and create a good governance environment.

3.4. Summary of results

The overall results of this paper were analyzed, and the local governance balance was used as the dependent variable, and the government responsibility, the public, laws and regulations were used as the dependent variables, and the re-estimated results are shown in Table 5.

Table 5: Hypothesis results verified.

hypothesis	content	outcome
Hypothesis 1:	Local government intervention policies can guide the development of education, help young people correct their values, and encourage the public to monitor young people's behavior, so the government has a major guiding role;	establish
Hypothesis 2:	Education and public participation are the means to establish young people's values, and they are also the main aspects of the balance of government governance.	establish
Hypothesis 3:	Youth values and public participation can promote the evaluation of local policy implementation and education governance, and can improve the balance effect of local governance.	establish

As can be seen from Table 4, there is a significant positive correlation between policy intervention and the promotion of value establishment as a participation factor, with a correlation coefficient of 0.644 and a significance level of < 0.001 , which verifies the impact of policy intervention on education and youth value establishment. At the same time, in the regression analysis, laws and regulations showed a positive effect on values education, with a coefficient of 0.172 significance level < 0.001 , indicating that laws and regulations have a protective effect on guiding youth values education. There was a significant positive correlation between government responsibility, social public participation and the promotion of youth values, with a correlation coefficient of 0.145 and a significance level of < 0.05 . In short, policy intervention and education policy have a significant impact on many factors such as education, laws and regulations, and the public and the improvement of laws have a significant impact on policy correction, and the above factors have a comprehensive effect on local education governance and promote the establishment of youth values.

4. Analysis of the government's measures to balance governance and the establishment of youth values

4.1. Strengthen the guidance of local policies on education, and give play to the role of young people in establishing values

In order to further improve the balance of local governance, the government should give full play to policy intervention, clarify governance responsibilities, and actively cooperate with legal institutions and educational institutions to guide the development direction of education and align it with political goals. Through policy transmission and content analysis, the value awareness of young people will be enhanced and the balance of local governance will be promoted. The participation of social organizations, laws, and regulatory institutions can provide support and guarantee for education, and improve the effectiveness of youth values education. Through the interpretation of government policies and the visit

of actual governance effects, the sense of responsibility of local young people is promoted. The guidance of educational institutions can reuse educational resources, standardize educational behaviors, and improve the sustainability of local youth values education. Community participation and legal protection can help increase the effectiveness of education and allow young people to understand and participate in the governance balance. Through public participation and the improvement of the law, the rationality of the policy can be confirmed to the greatest extent, the positive impact of the policy on values can be brought into play, and the governance resources can be balanced to the greatest extent.

4.2. Improve the content of laws and regulations, and promote departmental collaboration

Under the supervision of the government, the judiciary has established mechanisms for the operation, implementation and protection of education, so that educational institutions can provide reasonable education to young people and be consistent with local governance policies. At the same time, we encourage public participation and the supervision of youth values to gain an in-depth understanding of the implementation of youth education, and to discover potential problems in a timely manner and make policy adjustments. The government, in collaboration with the judiciary and educational institutions, conducts in-depth analysis of potential problems in the implementation process, including legal interviews, questionnaires, and governance case studies, to fully understand the problems existing in the establishment of young people's values and propose solutions. At the same time, it actively seeks public supervision to ensure the full implementation of local youth education plans, formulates detailed laws and regulations, and establishes contact with the public to ensure that local youth values are consistent with local governance goals. The improvement of laws and regulations allows the public to evaluate the results of the establishment of local youth values, including social responsibility, political perspectives of key events, etc., to ensure that local policies are reasonable, and to provide feedback when necessary, so as to help the government in education governance. Ensure that there is sufficient support for the establishment of youth values, including laws, regulations, and the public, and promptly update education policies, adopt policy interpretation and content analysis, and increase the ability of local youth to participate in social governance.

4.3. Encourage public participation and integrate social supervision resources

The right of public participation by the government and the law is important in promoting youth values and can verify the effectiveness of education policies. Therefore, the government is considering ways to increase community participation, for example, by organizing community events and seminars to understand the impact of policies on education and the effectiveness of legal and regulatory assistance. Organize youth participation in social governance, such as discussion of major events and participation in social activities, to improve the effectiveness of participation. Through the establishment of feedback platforms, the connection between the community and youth is established, the effectiveness of policy implementation is verified, and the integration of youth and society is strengthened. The government should provide more opportunities for young people to cultivate values, establish a feedback mechanism between the government, young people and the community, realize interaction, and evaluate the social responsibility of young people, verify the effectiveness of policies, and the role of government governance between society, the public and young people. At the same time, the government clarifies its own decision-making, plays a synergistic role in the establishment of youth values, and guides laws and regulations to supervise, improve the corresponding safeguard mechanism, and promote the balance of local governance.

5. Conclusion

As the main responsible persons of society and the bearers of social public services, young people's values directly determine the governance conditions of local governments.

Therefore, local governments should play a guiding role and promote education in combination with local educational resources and conditions. At the same time, we should urge local laws and regulations to establish a relatively complete education guarantee system. In addition, the public should play its own supervisory role, comprehensively supervise and promote the introduction of government education policies, improve the social governance environment, and make it develop in a balanced direction. At the same time, the public, legal and regulatory departments can give feedback on the effectiveness of the government's policy implementation and urge it to revise it, so as to provide support for the balance of governance. On the whole, the government, laws, and regulations are the basic conditions for the establishment of young people's values, and the public is the evaluator of the effect of young people's establishment, while the government is the main responsible person and the person who promulgates policies, which plays a vital role in the establishment of values. There are also some shortcomings in this study, mainly in the content of adolescent value evaluation and data collection, because values are related to many factors such as family and society, so the data collection effect is poor. The scope of the study will be expanded in the future to compensate for the lack of data collection.

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