

## **Hunan City University Undergraduate Graduation Design (Thesis) Writing Standards**

Graduation design (thesis) is an important part of cultivating students' ability to comprehensively apply the basic theories, professional knowledge, and basic skills of this discipline, enhancing their ability to analyze and solve practical problems, and completing the preliminary training for engaging in scientific research and professional engineering work. It is an important means to comprehensively assess the professional achievements of students during their time at school. In order to unify and standardize the writing of undergraduate graduation design (thesis), and to ensure the quality of undergraduate graduation design (thesis) at our university, the "Writing Specifications for Undergraduate Graduation Design (Thesis) of Hunan City University" has been formulated.

### **1. Graduation Thesis**

Basic requirements for graduation thesis

1. The graduation thesis should be centered, content-rich, well-supported with arguments, strong in demonstration, reliable in data, compact in structure, clear in hierarchy, clear in charts and tables, standardized in format, fluent in text, neat in handwriting, and correct in conclusion.

2 All measurement units used in the thesis shall adopt international standard units.

3 All figures or tables in the paper should be explained, uniformly numbered, and titled, arranged in the appropriate positions. If there are too many similar figures or tables, they may also be listed as an appendix at the end of the paper.

4 All hand-drawn graphics must be traced with a carbon pen on sulfuric acid paper or copy paper, and labeled with a figure number and title, then attached to an appropriate position in the paper or in the appendix, requiring the graphics to be neat and proportionate.

5. Length of Graduation Thesis: The word count for humanities theses is generally 8000 words or more, for science and engineering 6000 words or more, for special majors 5000 words or more, and for English majors 6000 characters or more.

6All graduation theses must be printed onA4paper as required by the school. (See printing specifications for specific requirements)

7The reference citation format must comply with nationalstandards.

## (2) Composition of graduation thesis materials

Graduation thesis document materials and binding  
order:Graduation thesiscover,task book, proposal report, defense  
application form, defense review form, graduation thesis manuscript,  
supervisor's guidance record.

Graduation ThesisManagement data related forms, according tothe  
school's unified template format(downloaded from the teaching  
website), printed onA4paper, and the graduation thesis also requires  
submission of an electronic document.

## (3) Composition of the graduation thesis manuscript

Content and binding order of the thesis manuscript: thesis cover,  
statement of integrity, table of contents, Chinese abstract (including  
keywords), foreign language abstract (including keywords), main text of  
the thesis, conclusion, references, acknowledgments, appendix (if  
necessary), etc.

The chapter numbering of the main text of the thesis should use the  
following two forms:

### Requirements for the content of the graduation thesis manuscript

#### **1. Thesis Title**

The title should be short, clear, and concise. Through the title, one can roughly  
understand the content of the paper, its professional characteristics, and academic  
category. However, the word count should be appropriate, generally not  
exceeding20words.

#### **2. Abstract and Keywords**

##### **(1) Paper Abstract**

The abstract should concisely reflect the main content and conclusions of the  
thesis. It must be a high-level summary of the entire text, reflecting the content,  
methods, results, and conclusions of the thesis. It should not be overly brief, and  
the sentences should be smooth and the text fluent. Do not use formulas or charts  
in the abstract, and do not indicate citation numbers. The Chinese abstract should  
be around 200 words; the foreign language abstract should be consistent with the  
Chinese abstract and must comply with English grammar, without any language  
errors.

##### **(2)Keywords**

The keywords are subject terms used for retrieval, and should adopt general  
terms that can cover the main content of the paper, preferably selected from the  
"Chinese Subject Headings." Important terms and names of regions, people, and

literature that are not included in the vocabulary can also be marked as keywords. Keywords are not equivalent to the words in the article title; they should be selected in order of importance from the title and the text. Generally, there are 3 ~ 5 keywords, arranged according to the hierarchical level of the terms (with broader terms placed first). Keywords should be formatted in a different font and size from the main text, placed below the abstract. Multiple keywords are separated by semicolons, and no punctuation is placed after the last keyword. The Chinese and English keywords should correspond one-to-one.

### **3. Text**

The main text is the body and core part of the thesis, which generally includes the introduction or preface, the main body of the thesis, and the conclusion.

#### **(1) Introduction**

The introduction or preface generally serves as the first chapter, marking the beginning of the main body of the thesis. The introduction or preface should include: the background and purpose; the research status both domestically and internationally, as well as the existing achievements in related fields; research methods and research content, etc. The introduction can also serve as the general discussion part of the thesis. The introduction or preface is generally about 300 words.

#### **(2) Main body**

The main body is the primary part of the thesis, which should have a prominent theme, clear ideas, concise wording, reasonable structure, distinct levels, and language that meets standards. The main content should include the following aspects:

- ① The presentation and demonstration of the central argument.
- ② The organization and application of supporting materials.
- ③ The feasibility and effectiveness of the survey research plan design, as well as the processing and analysis of survey data.
- ④ A comprehensive and objective theoretical explanation of the content and results of this research should emphasize the innovations and improvements within the research content. In the theoretical analysis, the research results of others should be written separately and the source should be indicated, without confusing them with one's own theoretical analysis. For those who cite theories and results from other fields into this research field, the source of the theory should be stated, and the feasibility and validity of the citation should be discussed.
- ⑤ Discussion and systematic analysis of the research problem, comparative studies, model or scheme design, case demonstration or empirical analysis, analysis of model operation results or suggestions, improvement measures, etc.

#### **(3) Conclusion**

The conclusion is the summary of the thesis, the destination of the entire paper. It requires to be concise and accurate in articulating one's creative work or new insights and their significance, to raise issues that need discussion or suggestions.

#### **(4) References**

The references are an essential component of the thesis as they reflect the sources of the thesis, the breadth of materials, and the reliability of the materials. They also represent the author's acknowledgment and respect for the knowledge contributions of others. The main literature should include no less than 10 pieces or more.

#### **(5) Acknowledgments**

The acknowledgments should mainly thank the advisor and those individuals and organizations that have made direct contributions and assistance to the graduation thesis work. The content should be concise, clear, and factual. Those who provided funding for the project should also be thanked.

#### **(6) Appendix**

For some content that is not suitable to be included in the main text but is an essential part of the thesis or has important reference value, it can be included in the appendix of the thesis. For example: surveys, questionnaires, etc.

### **(5) Graduation Thesis Writing Standards**

#### **1. Thesis Writing**

The paper must be input, formatted, and printed on A4 paper, single-side printing.

The page numbers of the front matter start from the page of the originality statement of the thesis and the copyright authorization letter using **Roman numerals** in continuous order, while the page numbers after the main text use **Arabic numerals**.

The abstract and keywords of the graduation thesis are required to be presented in both Chinese and English, with the Chinese text first, followed by the English text on a separate page.

#### **2. Abstract**

The word count of the graduation thesis abstract (counted in Chinese characters) is about 200 words, based on the principle of clearly explaining the specified content, avoiding writing the abstract in a directory-style content introduction. The English abstract and the Chinese abstract should be completely consistent, and the English grammar and wording should be correct and error-free.

#### **3. Keywords**

Keywords are arranged according to the extension level of the entries (with broader extensions placed first). Keywords should be formatted in a different font size than the main text and placed below the abstract. Multiple keywords should

be separated by semicolons, and no punctuation should be placed after the last keyword. Chinese and English keywords should correspond one-to-one.

#### **4. Table of Contents**

The table of contents should be organized into three levels of headings: chapters, sections, and articles, with a clear hierarchy. The titles in the table of contents must match those in the main text. The table of contents should include:

Chinese Abstract

Chinese keywords

English abstract

English keywords

Text subheading (requires to be compiled into the 3-level heading, that is, science and engineering: 1.1.1; humanities: 1. )

Conclusion

References

Acknowledgments

Appendix (if necessary)

#### **5. Main Text**

The main body of the thesis should be written in sections, and each section does not need to start on a new page. The titles of each section should highlight the key points, be concise, and generally be within 15 words, without using punctuation marks. English abbreviations should be avoided in the titles, and if necessary, the commonly used abbreviations in the industry should be used.

##### **(1) References**

The citation method for references should be consistent throughout the text, with the number placed in the upper right corner of the last sentence of the cited content, in the same font as the main text, using 4-point Song font as a superscript. The cited references should match the in-text citations. When citing the same reference in several places, the in-text citation should follow the order of the first appearance. The reference numbers should be **Arabic numerals** enclosed in square brackets, such as "...results<sup>[1]</sup>".

When the referenced literature is directly mentioned in the text, its number should be aligned with the main text in size 4 Song font, as can be seen from the literature [67~10].

##### **(2) Noun Terminology**

The names of scientific and technological terms, equipment, and components should use the terms or names specified in national standards or ministry-issued standards. Terms not specified in the standards should use industry-standard terms or names. The

terminology throughout the text must be consistent, and some special terms or new terms should be explained or annotated in appropriate places.

When using English abbreviations, except for commonly used abbreviations in this industry, the first occurrence of an abbreviation in the text should be indicated with the full English term in parentheses.

### **(3) Names, symbols, and units of physical quantities**

The names and symbols of physical quantities should comply with GB 3100~3102-86 regulations. The names and symbols of a certain quantity in the paper should be unified. The units of measurement and symbols for physical quantities should follow the "Legal Units of Measurement of the People's Republic of China" published by the State Council in 1984 and GB 3100~3102 standards, and the use of non-legal units of measurement and symbols is prohibited. For unit symbols, except for the first letter of units named after people which should be capitalized, all others should be in lowercase letters.

Non-physical quantity units (such as pieces, units, people, yuan, times, etc.) can be mixed with Chinese characters and unit symbols, such as "ten thousand tkm."

In the narrative of the manuscript, it is allowed to use Chinese measurement unit symbols after indefinite numbers, such as "a few kilograms to 1000 kg."

When expressing time, Chinese measurement units should be used, such as "上午9点3刻", and it should not be written as "9 h45min."

The symbols for measurement units should be in upright type.

### **(4) Usage of foreign letters in regular and italic fonts**

Physical quantity symbols, physical constants, and variable symbols are in *italics*, while measurement unit symbols are in **regular font**.

### **(5) Number**

Except for those commonly expressed in Chinese numerals, generally Arabic numerals are used. Years should be written in full, such as 2004 cannot be written as 04.

### **(6) Official**

The formulas should be centered in principle. The formula numbers are aligned to the right according to the chapter and Arabic numerals as follows, for example, the first formula number in Chapter 1 is " (1.1) ", the first formula number in Chapter 2 is " (2.1) ", and the first formula in Appendix A is " (A.1) " etc.

When citing a formula in the text, it is generally referred to as "see formula (1.1)" or "from formula (1.1)".

When using a slash to indicate the relationship of "division" in a formula, parentheses should be used to avoid ambiguity, such as "a/(bcosx)". Typically, the multiplication relationship is placed first, such as "acosx/b" instead of writing it as " (a/b) cosx".

#### (7) Table

Tables should generally use a three-line format.

Each table should have its own table number and title, and should be explained in the text, for example: "As shown in Table1.1."

The table sequence is generally arranged by chapter and Arabic numerals, such as the first inserted table in Chapter1being numbered as "Table1.1", and the first inserted table in Chapter2being numbered as "Table2.1", etc. There is a space between the table sequence and the table name, punctuation marks are not allowed in the table name, and no punctuation is added after the table name. The table sequence and table name are centered on the table (**5bold font**) . .

The header design should be simple and clear, and diagonal lines should be avoided as much as possible. The header and the table should be treated as a whole and must not be split across two pages, and use**5-point bold font**.

If the entire table uses the same unit, move the unit symbol to the upper right corner of the table header.

The data in the table should be accurate and clearly written. A dash ("-") should be added in the empty cells (occupying2digits), and expressions like "", "same as above", etc., are not allowed.

Text description in the table (**5-point Song font**) , start a new line with one space, align the next line to the left, and do not add punctuation at the end of the sentence.

If there are notes in the table, uses**small 15point Song font**, written at the bottom of the table, with punctuation at the end of the sentence. If there is only one note, write it as: Note;

When there are multiple notes, the serial numbers of each note should be in**Arabic numerals**, for example: "Note:1. ".

#### (8) Illustration

The illustrations in the thesis should closely match the text, be consistent with it, be appropriately positioned, and contain correct content. The selection of images should strive for conciseness. The illustrations should comply with national standards and professional standards.

Each figure should have a caption (composed of a figure number and a figure title). The figure number is arranged by chapter and in Arabic numerals. For example, the first figure in Chapter1is "Figure1.1", and the first figure in Chapter2is "Figure2.1", and so on. The caption is

placed below the figure, using **5-point bold font**, and if there are figure notes or other explanations, they should be placed below the figure body, using **small 5-point Song font**. Cited figures should indicate the source, with the citation number added to the upper right corner of the caption. If there are subfigures in the figure, the subfigure numbers should be placed below the subfigures using "a), b)" and so on.

The descriptions of each part in the figure should be in Chinese (except for quoted foreign figures) or numerical item numbers, with the text descriptions placed below the figure title (if there are sub-figure titles, they should be placed below the sub-figure titles).

Illustrations and their captions are considered a whole and must not be separated onto two pages. If there is not enough blank space on the page for the entire illustration, the text following it can be moved up, and the illustration can be placed at the very beginning of the next page.

A coordinate map with numerical labels must indicate the coordinates.

## **6. References**

The references should comply with the relevant national standards (according to GB 7714 - 87 "Format for References at the End of the Document"). The reference numbers should be left-aligned and indicated with numbers in square brackets, such as [1], [2], ..., which should be consistent with the format of the reference numbers in the main text. Each reference entry should end with ". Punctuation in the references should be entered in English mode, with half a space. The cited references should be listed in the order they appear in the text at the end of the main text.

Different types of literature identification are: Journals[J], Monographs[M], Conference Proceedings[C], Theses[D], Reports[R], Patents[P], Standards[S], Newspaper Articles[N], Electronic Literature [EB/OL] .

The commonly used references for writing projects and the order are as follows:

### **journal**

[Serial Number] Main Author (up to 3 authors, list all, more than 3 authors, list 3 and add "et al." Authors should be separated by commas).  
Title of the literature [J]. Journal Name, Year of Publication,  
Volume Number (Issue Number): Page Number  
For example:

[1] Yuan Qinglong, Hou Wenyu. Study on the Microstructure and Microhardness of Ni-P Alloy Coatings [J]. Journal of Taiyuan University of Technology, 2001, 32(1): 51-53.

### **(2) Monograph**



[Serial Number]MainAuthor(up to 3 people, list all,if more than 3, list3people and add "et al", separate authors with ""). Title of the document[M]. Place of publication: Publisher, Year of publication: Page range. For example:

Liu Guojun, Wang Liancheng. Research on Library History [M]. Beijing: Higher Education Press, 1979: 15-18, 31.

(3) **Proceedings**

[Serial Number]MainAuthor. Title of the Document[C]//Editor. Title of the Proceedings. Place of Publication: Publisher, Year of Publication: Page RangeFor example:

Sun Pinyi. Characteristics of Modernization in University Journal Editing Work[C]//Research Association of Natural Science Journals in Chinese Higher Education. Collection of Papers on Science and Technology Editing (2). Beijing: Beijing Normal University Press, 1998: 10-22.

(4) **Thesis**

[Serial Number]MainAuthor. Title of the Document[D]. Storage Location: Storage Unit, Year. For example:

Zhang Hesheng. Theory of Geological Mechanics System [D]. Taiyuan: Taiyuan University of Technology, 1998.

(5) **Report**

[Serial Number] MainAuthor. Document Title[R]. Location: Organizer of the Conference, Year. For example:

[5] Feng Xiqiao. LBB Analysis of Nuclear Reactor Pressure Vessels [R]. Beijing: Tsinghua University Nuclear Energy Technology Design Institute, 1997.

(6) **Patent literature**

[Serial Number] Patent Owner. Patent Title[P]. Patent Country: Patent Number, Publication Date.

Jiang Xizhou. A preparation scheme for a warm external application medicine [P]. Chinese Patent: 881056078, 1983-08-12.

(7) **International and national standards**

[Serial Number] Standard Code, Standard Name[S]. Place of Publication: Publisher, Year of Publication. For example:

[7] GB/T 16159-1996, Basic Rules of Chinese Pinyin Orthography[S]. Beijing: China Standards Press 1996.

(8) **Newspaper article**

[Serial Number] Main Author. Document Title[N]. Newspaper Name, Publication Date(Edition). For example:

[8]Xie Xide. Creating Ideas for Learning[N]. People's Daily, 1998-12-25(10).

#### (9) **Electronic Literature**

[Serial Number] Main Author. Title of Electronic Document[Document Type/Medium Type]. Publication or Availability Address of Electronic Document, Publication or Update Period/Citation Date (Optional) . For example:

[9]Wang Mingliang. China Academic Journal Standardization Database System Engineering[EB/OL]. (1998-08-16)/[1998-10-04].  
<http://www.cajcd.cn/pub/wml.txt/980810-2.html>.

### **7. Appendix**

The appendices of the paper are numbered in order using uppercase letters A, B, C, etc., for example: Appendix A. The figures, tables, formulas, etc. in the appendices are numbered separately from the main text, also using Arabic numerals, but prefixed with the appendix code, for example: Figure A1; Table B2; Formula (B3), etc.

#### (6) Requirements for printing the thesis

##### **1. Page Requirements**

The paper should be A4 printed, 1.5 line spacing, with the page settings as follows: top margin of 2.54 cm, bottom margin of 2.54 cm, left margin of 3.17 cm, and right margin of 3.17 cm.

##### **2. Font and Font Size**

Paper Title: Bold Centered Small 2 Black Font

Level One Title: Small 3 Bold

Second Level Title: 4 Bold

Level 3 Title: Small 4 Bold

Standard Text: Small 4 Font Song

Page Number: Small 5 Font Song

Numbers and letters: Times New Roman font

Specification: A4 printing paper

##### **3. Header and Footer**

The pages of the thesis do not have headers.

Center the page number at the footer, such as "1".

##### **4. Cover**

The specifications for the thesis cover can be found in the "text format" in the attachment, the thesis must use A3 white copperplate paper for the cover. The content required on the cover must be

printed. The fixed format can be downloaded from the Academic Affairs Office website, the filled content should be **small 3 bold regular script**.

Note: The serial number is the student's ID number and should be filled out completely, for example "140850108", it cannot be filled as "8号" or "08" etc. The major name should be filled with the full name of the major, for example "Business Administration", it cannot be filled as "Business Management" etc. The supervisor section should include the teacher's name and title.

## 5. Abstract and Keywords

The abstract title is indented by two spaces, and the text of the abstract follows. The Chinese abstract is as follows:

Summary: (Small 4 Black Typeface)

The text part of the abstract. (Font is 5-point Song typeface)

Keywords: (Small 4 Black Typeface) : Keywords1; Keywords2;  
(Keywords3 ~ 5 items, 5 Song Typeface)

The English abstract is: **Abstract:** (Small 4-point Times New Roman Bold)

The text part of the abstract. (Font is 5-point Times New Roman)

After the abstract text, leave a blank line and write the keywords (small 4-point Times New Roman bold) : **key word1; key word2;**  
(Keywords3 ~ 5 items, 5-point Times New Roman)

## 6. Table of Contents

Directory (Small 3 Black Font Centered)

The first-level headings in the directory are in bold 12-point Song font, while the rest are in 12-point Song font.

## 7. Official

The symbol on the right side of the official serial number is aligned with the top edge of the right line.

It is best to break the line at the equal sign "=" when the formula is long. If that is difficult to achieve, you can break the line at the "+、-、×、÷" operators, and the operator should be placed at the beginning of the new line.

## 8. Conclusion, References, Acknowledgments, Appendix

"References" Use small four-character 4-point bold font, content in 5-point Song font.

"Acknowledgments" The 4th font (aligned), the content is in 5th Song font.

"Appendix" in 4 bold font (aligned to the left on a new line), the content is size five Song font.

## 9. Electronic Version of the Graduation Thesis

In addition to printing the thesis as required, an electronic version of the graduation thesis in the same format as the printed thesis must also be submitted (to the respective department).

## 2. Graduation Design

### (1) Basic Requirements

1. The graduation design title should appropriately and accurately reflect the research content of this topic. The Chinese title of the graduation design generally should not exceed 20 characters.

2. Graduation design should be prominent, content rich, data reliable, structure compact, levels clear, charts clear, format standardized, text fluent, handwriting neat, and conclusions correct.

3. The measurement units used in the graduation project shall all adopt international standard units.

4. Graduation Design Length: Generally speaking, for designs primarily explained with numbers, each student should complete at least the equivalent of six design drawings, design specifications (calculation documents) no less than 12000 words; for designs primarily based on drawings, the design explanation should be no less than 5000 words.

5. Graduation Design Specification (Calculation Book) must be printed uniformly on A4 paper as required by the school. (For specific requirements, see Hunan City University Graduation Thesis Printing Standards)

6 The format for citing references must comply with national standards.

### (2) Composition of graduation project materials

Graduation project materials and binding order: Graduation project cover, task book, proposal report, defense application form, defense review form, Graduation project manual (calculation book) and design drawings, supervisor's guidance record.

Graduation Design management related forms, according to the school's unified template format (downloaded from the teaching website), printed on A4 paper, and the graduation design thesis (calculation document) and drawings also require submission of electronic documents.

### (Three) Graduation Design Drawing Format Specification

1. Unified Standard for Architectural Drawing GB/T50001-2017
2. General Mapping Standards GB/T50103-2010
3. Standard for Architectural Drawing GB/T50104-2010
4. Standard for Architectural Structural Drawing GB/T50105-2010

5. Standard for Water Supply and Drainage DrawingGB/T50106-2010

6. Standard for HVAC DrawingGB/T50114-2010

7. Standard for Road Engineering DrawingGB 50162-1992

#### (Four) Graduation Design Specification (Calculation Book) Format Norms

The graduation design specification (calculation book) should be based on the specific requirements of each major and can be handwritten or output on a computer.

##### **1. Handwriting**

Graduation Design Specification (Calculation Book) Requirements Book Write carefully, the font must be neat, and use only black or dark blue ink (charts can be done in pencil), using the school's standardized graduation design paper.

##### **2. Computer output**

If outputting on a computer, it is required to format and print on A4 paper, single-sided printing.

##### **3. Font and Font Size**

Paper Title: Bold Centered Small 2 Black Font

Level One Title: Small 3 Bold

Second Level Title: 4 Bold

Level 3 Title: Small 4 Bold

Standard Text: Small 4 Font Song

Page Number: Small 5 Font Song

Numbers and letters: Times New Roman font

Specification: A4 printing paper

Graduation Design The cover must be made of A3 white coated paper, and the content that needs to be filled in on the cover must be printed.

##### **4. Page Setup**

(1) Margin

Top margin: 2.54 cm; Bottom margin: 2.54 cm; Left margin: 3.17 cm; Right margin: 3.17 cm.

The line spacing is single spacing.

No header.

Requirements for writing page numbers

The cover of the preface, the graduation thesis proposal report; the registration form for the guidance of the graduation thesis by the supervising teacher, the graduation thesis review form, the graduation thesis defense record form, and the table of contents are not included in the page numbering of the thesis.

The table of contents should be numbered with Roman numerals, and the page numbers should be centered at the bottom of the page.

The page numbers of the main text and the appendix start from the title of the thesis and continue to the appendix, arranged in consecutive Arabic numerals, with the page numbers centered at the bottom of the page.

## **5. Noun Terminology**

The terminology should use the terms or names specified in national standards or ministry-issued standards. Terms not specified in the standards should use commonly accepted terms or names in the discipline. The terminology throughout the text must be consistent. Some special terms or new terms should be explained or annotated in appropriate places.

When using English abbreviations, except for the commonly used abbreviations in this subject, the first occurrence of an abbreviation in the text should be indicated with the full English text in parentheses.

## **6. Digital**

According to the "Trial Regulations on the Use of Numbers in Publications" issued in 1987 by the National Language and Writing Work Committee and six other units, except for those commonly represented by Chinese numerals, Arabic numerals are generally used. Years must be written in full, for example, the year 2005 cannot be written as 05 year.

## **7. Table**

The table should be concise and clear, and try to use a "three-line table". Each table should have its own table number and title, and should be explained in the text, for example: "as shown in Table 11".

The table sequence is generally arranged by chapter, for example, the sequence number of the first inserted table in the first chapter is "Table 1.1" etc. There is a space between the table sequence and the table name, punctuation marks are not allowed in the table name, and no punctuation is added after the table name. The table sequence and table name are centered above the table.

The header design should be simple and clear, and diagonal lines should be avoided as much as possible; the header and the table should be treated as a whole and must not be split across two pages.

The text in the table should be accurate and clearly written. A horizontal line (occupying 2 digits) should be added in the empty spaces for numbers, and writing such as " " or "same as above" is not allowed; all text in the table should be in size 5 Fang Song font.

If there are notes in the table, use 5th FangSong font to write below the table, and add punctuation at the end of the sentence. If there is only one note, write it as: Note: ...; if there are multiple notes, the serial numbers of each note should be in Arabic numerals, for example: Note: 1....

## 8. Notes

Graduation Design If there are specific terms or situations that need explanation, annotations can be added. Explanation Notes. Annotations should be placed at the end of the page, that is to place the annotations at the bottom of the annotation page manuscript, rather than inline annotations (annotations inserted within the main text) and end notes (consolidating all annotations at the end of the article). The annotation number should be left-aligned and represented with numbers in circles, such as ①, ②, ..., and should be consistent with the reference numbers and format in the main text. Annotations are limited to being written on the same page where the annotation symbol appears and cannot be on a different page.

## 9. References

The citation of references should comply with the relevant national standards (according to GB7714-87 "Format for Citing References"). The reference numbers should be left-aligned and indicated with numbers in square brackets, such as [1], [2], [3], ..., and should be consistent with the indicated numbers and format in the main text. Each reference entry should end with ".". Punctuation in references should be entered in English mode and with a half space. When a work is cited multiple times in the paper, it should only appear once in the reference list at the end, with the number based on its first appearance, and the numbers should be merged together and listed collectively. References should not be indicated in the main text's various headings. The formatting and examples for various types of reference entries are as follows.

### Continuous publications

[Serial Number] Main Responsible Person. Title of the Literature [J]. Journal Name, Publication Year, Volume Number (Issue Number): Page Range. For example:

Zhu Lanxiang. The Repetition and Interpretation of Verses in the Book of Songs [J]. Cultural Education Materials, 2008, 27(2): 4-5.

Mao Xia, et al. Affective Property of Image and Fractal Dimension. Chaos, Solitons & Fractals. U. K., 2003, 15(1): 905-910.

### (2) Monograph

[Serial Number] Main Responsible Person. Title of the Document [M]. Place of Publication: Publisher, Year of Publication: Page Range. For example:

[3] Yin Xiangru. Writing Tutorial [M]. Beijing: Higher Education Press, 2005: 84-85.

[4] T·Parsons, The Social System, New York: Free Press, 1961: P36-45.

**(3)Conference Proceedings**

[Serial Number] Main Responsible Person. Title of the Document[C]//Editor. Name of the Proceedings. Place of Publication: Publisher, Year of Publication: Page Range.

**(4)Thesis**

[Serial Number] Main Responsible Person. Title of the Document[D]. Location: Storing Unit, Year.

**(5)Report**

[Serial Number] Main Responsible Person. Title of the Document [R]. Location of the Report: Organizing Unit of the Conference, Year.

**(6)Patent literature**

[Serial Number] Patent Owner. Patent Title[P]. Patent Country: Patent Number, Publication Date.

**(7)International and national standards**

[Serial Number] Standard Code, Standard Name[S]. Place of Publication: Publisher, Year of Publication.

**(8)Newspaper article**

[Serial Number] Main Responsible Person. Title of the Document [N]. Newspaper Name, Publication Date (Edition).

**(9)Electronic Literature**

[Serial Number] Main Responsible Person. Title of Electronic Document [Document Type/Carrier Type]. (Publication or Update Date) [Citation Date] Publication or Availability Address of Electronic Document.

Hunan City University Academic Affairs Office

March 16, 2009

Attachment1: Example of a Directory for Science and Engineering Papers

Attachment2: Example of Format for Science and Engineering Papers

Attachment3: Example of Humanities Paper Directory

Attachment4: Example of Format for Humanities Papers



Attachment 1:Example of a Directory for Science and Engineering  
Papers

(empty line)

Table of Contents (Small size bold font centered) (Table of  
contents format does not meet requirements)

(empty line)

□□Abstract (Small4号宋体, 以下同) .....1

□□Keywords.....1

Abstract .....1

□□Key words .....1

□□Preface.....1

**1□Materials and Methods**(Small4Bold  
SimSun).....3

□□1.1□Material(Small4Point 4, same  
below).....3

□□1.2□Method .....3

□□□1.2.1□Observations on Development  
.....3

□□□1.2.2□Mitosis Count .....3

□□□1.2.3□Observation of Meiosis  
.....3

□□□1.2.4□Statistical Methods  
.....3

**2□Results and Analysis**(Small4Bold  
SimSun).....3

□□2.1□Flower Color and Breeding  
.....3

□□2.2□Mitosis Count .....4

□□□2.2.1□Changes in Chromosome Number Distribution Between Two  
Generations .....4

□□□2.2.2□Plant types and changes between the two generations  
.....4



# English Title (3th Times New Roman Bold Centered, with the first letter of each entity capitalized)

(empty line)

## □□ Abstract (Small 4th Times New Roman Bold):

xx  
xx  
xx (5th Times New Roman) (It should be completely consistent with the content of the Chinese abstract, and correct in English grammar and word usage)

## □□ Key Words (Small 4th Times New Roman Bold): xxx; xxx; xxx; xxx (5th Times New Roman)

(empty line)

## 1 □ Title (Can be used as the title of Chapter 1 in the main text, small size 3 black font, flush left)

□□ xxxxxxxxxxx (Small 4-point Song Typeface)  
xxxxxxxxxxxxxxxx  
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.....

### 1.1 □ xxxxxxxxxxx (as Level 2 title, bold font size 4, flush left)

□□ xxxxxxxxxxx (Small 4-point Song Typeface)  
xxxxx.....

#### 1.1.1 □ xxxxxxxxxxx (as the main text level 3 title, small 4-point bold font, flush left)

□□ xxxxxxxxxxx (Small 4-point Song Typeface)  
xxxxxxxxxxxxxxxx  
xxxxxxxxxxxxxxxxxxxxxxxx.....

## 2 □ xxxxxxx (As the title of Chapter 2 of the main text, the same requirements apply)

□□ xxxxxxxxxxx (Small 4-point Song Typeface)  
xxxxxxxxxxxxxxxx  
xxxxxxxxxxxxxxxxxxxxxxxx.....

(Leave a blank line after the text)

## References (Small 4-point bold font, flush left)

[1] □ xxxxxxxxxxx (No. 5 Song font, same below)





English Title(3th Times New Roman BoldCentered, with the first letter of each entity capitalized)

(empty line)

□□Abstract (Small 4th Times New Roman Bold):

xx  
xx  
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (5thTimes New Roman, the content  
should be completely consistent with the Chinese abstract, and should  
be correct in English grammar and word usage.)

□□**Key Words**(Small4th Times New Roman Bold): xxx; xxx; xxx;  
xxx (5thTimes New Roman)

(empty line)

□□ (Introduction to the paper)

XX  
 XXXXXXXXXXXXXXX<sup>[1]</sup>. (Reference citation uses small size Song  
 font) XXXXXXXXXXXXXXXXXXXXXXXXXXXX. (small size Song font)

(The references should be consistent with the citations in the text. When the same reference is cited in several places, the citation in the text should follow the order of its first appearance. When the referenced literature is directly mentioned in the text, its number should be aligned with the main text in 14point Song font as shown in the literature[6,7~10].)

□□One, xxxxxx (Level 1 TitleSmall3Bold)

[illegible]

□□ (1) xxxxxxxxxxxx (Second Level Title4Bold Typeface)

XX  
 XXXXXXXX[2]。XXXXXXXXXXXXXXXXXXXXXXXXXXXX (Grade 4 Font:  
 Songti)

□□1. xxxxxxxxxxxxxxxxxxxx (Level 3 Title Small4Bold)

XX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX (Grade 4Font Size  
4)

□□(1) × × × × × × × × × × × × × × × (Small4Font)

□□ (2) ×××××××××××××××× (Small4 Font)

□□2. xxxxxxxxxxxxxxxxxxxx (Small4Bold Typeface)

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX (Grade 4 Font:

Songti)

□□(Conclusion section) ××××××××××××××××(Small4号宋体)

(empty line)

**References(Small4point bold font, flush left)** (The following content uses 5point Song font, numbers and letters use 5point Song font)

[1] Yuan Qinglong, Hou Wenyu. Study on the Microstructure and Microhardness of Ni-P Alloy Coatings[J]. Journal of Taiyuan University of Technology, 2001, 32(1): 51-53.

Liu Guojun, Wang Liancheng. Research on Library History [M]. Beijing: Higher Education Press, 1979: 15-18, 31.

Sun Pinyi. Characteristics of Modernization in University Journal Editing Work[C]. Research Association of Natural Science Journals of Chinese Higher Education Institutions. Collection of Papers on Science and Technology Editing (2). Beijing: Beijing Normal University Press, 1998: 10-22.

Zhang Hesheng. Theory of Geological Mechanics System [D]. Taiyuan: Taiyuan University of Technology, 1998.

[5] Feng Xiqiao. LBB Analysis of Nuclear Reactor Pressure Vessels [R]. Beijing: Tsinghua University Nuclear Energy Technology Design Institute, 1997.

Jiang Xizhou. A preparation scheme for a warm external application medicine [P]. Chinese Patent: 881056078, 1983-08-12.

[7] GB/T 16159-1996, Basic Rules of Chinese Pinyin Orthography[S]. Beijing: China Standards Press 1996.

[9] Wang Mingliang. The system engineering of the Chinese Academic Journal Standardization Database[EB/OL]<http://www.cajcd.cn/pub/wml.txt/980810-2.html>,1998-08-16/1998-10-04.

Note:Source: He Wei. On the Construction of Sales Teams in China's Fast-Moving Consumer Goods Industry: A Case Study of Unilever [D]. Kunming University of Science and Technology.



Text description in the table (5pt Song font) , start with one space, align to the left on the next line, and do not add punctuation at the end of the sentence.

If there are notes in the table, use small 15point Song font, written below the table, with punctuation at the end of the sentence. If there is only one note, write it as: Note:.

When there are multiple notes, the serial numbers of each note must be in Arabic numerals, for example: "Note: 1. ".

1

Examples of liberal arts papers:

## **On the Construction of National Cultural Spirit in Language Education**

**Abstract:** Constructing the spirit of national culture is an important mission of language education. In terms of teaching awareness, it is essential to emphasize the construction of the spirit of national culture, adhering to the roots of traditional national cultural spirit to promote the modernization transformation of language education, and focusing on the sublimation of students as individual spirits to promote the revitalization of national cultural spirit; in terms of teaching approaches and strategies, it is necessary to accurately grasp the spirit of national culture in the text, integrate innovative spirit, and adopt teaching strategies that can fully promote the sublimation of students' individual spirits, in order to achieve the construction of the spirit of national culture in language education.

**Keywords:** Language education; national cultural spirit; construction

## **On Construction of the National Spirit of Culture in Chinese Language Teaching**

**Abstract:** The construction of the national spirit of culture is an important mission in the teaching of language and literature. In teaching consciousness, we must consider the national spirit of culture

in our construction. We should persist in modernizing language education while reforming the traditions of the national cultural spirit, and we should pay great attention to students who have developed a promotion of the national cultural spirit. In our teaching methods and strategies, we must accurately grasp the national cultural spirit during the process of teaching the text. In the use of teaching strategies, the cultural spirit should mobilize students' motivation so that the students' national spirit of culture can emerge in the teaching of language and culture.

**Key Words:** Chinese language & literature teaching; national spirit of culture; construction

“The spirit of national culture is the unique essence of the formation of national culture, reflected in aspects such as the character and temperament of a nation, spiritual realm, national consciousness, and national psychology. It encompasses the worldview, values, and life philosophy recognized by a nation, serving as the source of thought and spiritual motivation for that nation.” [1]。 Language education bears the responsibility of inheriting cultural knowledge and honing language skills, with the unique function of nurturing national emotions, awakening national cultural consciousness, and invigorating the spirit of national culture. The construction of the spirit of national culture is an important mission that language education must undertake.

## **1. Language education should establish a teaching awareness that emphasizes the construction of national cultural spirit**

### **(1) Reflect on the current situation of language education and emphasize the construction of national cultural spirit**

#### **1. In the past, the quality of teachers, especially their cultural quality, in language teaching needs to be improved**

The quality of teachers is “the sum of the thoughts and psychological qualities that teachers demonstrate in educational activities, which determine the effectiveness of education and have a direct and significant impact on students’ physical and mental development.” [2] Successful language education relies on the rich subject knowledge, profound cultural background, advanced teaching concepts, and solid teaching skills of the educators. Overall, today’s language teaching still suffers from being insufficient, slow, poor, and costly, and it is an undeniable fact that the overall quality of the language teacher workforce is not high, mainly reflected in a narrow reading scope, thin cultural foundation, and lack of innovative awareness.

**2. Previous language teaching was overly constrained by formalism, neglecting the construction of national cultural spirit**

Modern language education overly focuses on the analysis of words, phrases, sentences, and paragraphs, while neglecting the cultural connotations of the texts. Due to the constraints and restrictions of formalism, the vibrant and lively world of texts is reduced to a few dry concepts in teachers' explanations, and the integrated world of texts is arbitrarily dismembered, severing the spiritual connection between students and the world of texts. The spirit of national culture is embedded in the rich language, which needs to be felt and promoted by students' own hearts. In the standardized language teaching, the beauty of language is lost, the value of language is diminished, and the culture of language recedes.

**3In the past, language education was once understood as a tool-oriented subject, neglecting the inheritance of excellent national culture.**

The current language education still has a serious disregard for the spiritual essence of life. It emphasizes knowledge acquisition and training, focusing on the study of the internal organizational rules of the tools themselves, remaining at the level of explaining the structure and meaning of words, sentences, and chapters, without considering other characteristics of language. Language teaching has become a mere decoding of printed symbols. The emphasis on the instrumental nature of language has turned students into containers for receiving knowledge, failing to enhance their humanistic qualities, and the excellent national spirit has been overlooked, passing by the students. The individual spirit of the students is not fully expressed in their learning.

**4. The current language education does not fully understand the actual situation of students, and its ability to construct the spirit of national culture is notfrom the heart**

The object of Chinese language teaching is the younger generation, who, while enjoying the benefits brought by modern civilization, inevitably develop various "civilization diseases." As their consumption levels rise, it becomes difficult for them to think about being diligent and frugal; with an increased sense of competition and a society that values pioneering spirit and rewards hard work, some individuals inevitably disregard the "country" and "others"... and pay little attention to the deeply rooted traditional Chinese culture. The vast majority of young people no longer care about the teachers' habitual methods of thematic summarization and generalization, and they are increasingly averse to "abstract" and "elevated" analysis and education. When teachers attempt to instill the spirit of national culture in students during Chinese language classes, they seem somewhat powerless.

## **(2) Rooted in the spirit of traditional national culture, promote the modernization and transformation of language education**

In the education of the Chinese language, constructing the spirit of national culture should be achieved through selected texts in the teaching materials that embody excellent traditional national cultural spirit, allowing students to be subtly influenced. This enables students to integrate new concepts, awareness, and values while absorbing the traditional national cultural spirit, thus becoming individuals with the cultural spirit of the Chinese nation. The construction of national cultural spirit does not mean a complete break with the past, but rather "to properly utilize the past and build the future on the established foundation of the past."<sup>[3]</sup>

China is currently in a period of modernization transformation. To construct a national cultural spirit that promotes the forward development of the Chinese nation, it is necessary not only to be rooted in traditional national cultural spirit but also to connect with today's modern social environment and multicultural context to promote the modernization transformation of language education.

### **1. Emphasize the integration of the national culture and excellent heterogeneous cultures**

Infiltration refers to "the phenomenon where direct contact between groups with their own cultures leads to changes in the original cultural patterns of one or both groups." Looking at the world, the development of each ethnic culture is inseparable from the infiltration of its own culture and heterogeneous cultures. In this process, the native culture and heterogeneous cultures undergo a development process from collision and conflict to adaptation and integration. The Chinese nation should widely absorb the excellent components of heterogeneous cultures. Language education serves as a window for students to face world cultures and a medium to understand the world. When students learn and read foreign literary works, they are also reading about the people of that nation, examining its culture, analyzing its spirit, and understanding its emotions. Based on the existing cultural spirit of their own nation, students will autonomously experience and examine the cultural spirit, thoughts, feelings, and values reflected in those heterogeneous cultures according to their own experiences. At this point, the excellent elements of those heterogeneous cultures will infiltrate the psychological consciousness of the native culture, enriching its cultural spirit.

### **2. In language teaching, it is necessary to fill in fresh awareness of the times and values**

In language education, there should be content that reflects the spiritual connotation of today's era, and it should be aligned with the world to absorb beneficial elements.

## **The construction of national cultural spirit should ultimately aim at human development**

The construction of national cultural spirit in language education should ultimately aim at human development, focusing on the development of individuals and the construction of their subjective spirit.

Language education is a cultural life activity. "To fully reflect and utilize the cultural characteristics of language education activities, the key issue lies in the conscious and self-constructive nature of the cultural spirit." [5] For students, language education is not just about acquiring knowledge, experience, and skills; more importantly, it is about them as individuals, as free subjects. Language learning allows them to freely choose, judge, absorb, and create the cultural content presented by language education according to their own will, enhancing their spirit and purifying their soul in the process of autonomously engaging with the text and its author. This makes the learning process a conscious and proactive self-development behavior aimed at achieving their own completeness. [6]

### **(4) View the culture of our nation dialectically and adhere to the path of revitalizing national culture**

The traditional culture of the Chinese nation reflects the cultural traditions of the nation, carries the cultural spirit of the nation, and still possesses strong vitality today. We must inherit and promote these excellent traditional national cultures. However, we must criticize and discard some drawbacks in traditional culture, such as being pedantic, conservative, and rigid. For culture to develop, it must break through the old foundations. Unlike Western modern culture, which is characterized by scientific rationality, Chinese national culture emphasizes humanistic spirit, focuses on pursuing the intrinsic value of people, emphasizes harmony between humans and nature, and values the perfection of personality. Whether inheriting and promoting or criticizing and breaking through, we "conduct rational analysis of the profound cultural spirit, expand the resources of traditional culture, and provide creative transformation to offer references for contemporary Chinese cultural construction." The goal is to promote the development of national culture, and in language education, we must unswervingly follow the path of revitalizing national culture.

## **2. Ways or strategies to construct national cultural spirit in language teaching**

### **Improve the cultural quality of teachers themselves**

Mr. Lü Shuxiang once said: To improve the efficiency of Chinese language teaching, the fundamental issue is the quality of Chinese language teachers——Most students need good teachers to guide and

support them. The new "Chinese Language Curriculum Standards" particularly emphasize the cultivation of students' humanistic qualities, highlighting the rich humanistic connotations of the Chinese language curriculum and their impact on students' spiritual realms. In achieving this goal, Chinese language teachers play a crucial role, and their own knowledge, cultural accumulation, and personal development become the center of the issue. Outstanding Chinese language teachers delve into the essence of the works, enter the spiritual world of students, and teach Chinese in a captivating manner, relying on their rich subject knowledge, profound humanistic background, advanced teaching concepts, and solid teaching skills. This enables students to understand the vicissitudes of our nation's history, the trials of the soul, and the ups and downs of emotions; to learn the ancient people's reverence for benevolence, righteousness, propriety, wisdom, and trust, as well as the cultivation of personal character and introspection, leading to the traditional virtues of subtlety, humility, tolerance, and courtesy; to learn the proactive life pursuits and open-minded attitudes of sages and philosophers throughout history, and to appreciate the skill in the structure and composition of excellent works. All of this requires teachers to continuously learn and absorb various cultural nutrients from humanity.

## **(2) Grasp the national cultural spirit in the teaching materials and conduct teaching that is targeted based on the actual situation of the students**

In language education, constructing the spirit of national culture requires teachers to accurately grasp and skillfully excavate the national cultural spirit contained in the texts. The national cultural spirit in language textbooks is not directly written out in a list form; it is embedded between the lines of language. Teachers need to approach it from a special perspective, with a discerning eye, to understand the deeper meaning and to uncover the spirit lurking behind the words. They should guide students to engage deeply with the text, dialoguing with the characters within it, and to communicate and resonate with the cultural spirit reflected in the text, achieving emotional harmony and enriching individual spirit based on the students' age, psychological state, thought level, and comprehension ability.

## **(3) To integrate the spirit of innovation into language teaching, promoting the continuous renewal of national cultural vitality**

Comrade Jiang Zemin pointed out: A nation without the ability to innovate is difficult to stand among the advanced nations of the world. The spirit of innovation and creativity plays a crucial role in the development of a nation or society. Innovation can lead to a qualitative transformation and leap in individual thought, allowing

an individual's thoughts, spirit, will, personality, character, and soul to maintain lasting vitality, enabling a nation to renew itself, discard rigid ideological consciousness, and absorb excellent thoughts and cultures to move forward. It can be said that innovation is the source of the ever-renewing blood of national cultural spirit. How should the construction of national cultural spirit incorporate the spirit of innovation?

**1. Explore the innovative spirit and creativity in language teaching content.**

The students' learning texts are beautifully written and rich in quality; these articles are a condensation of the author's thoughts and feelings, and the essence of their character. When guiding students to interpret the texts, teachers should help students uncover the innovative spirit and creativity contained within the texts, allowing the innovative spirit emanating from the works to be absorbed and internalized by the students, becoming a part of their own spirit. Only when the spirit of individual students in language education can be elevated towards innovation, can the overall national cultural spirit be innovative, supporting the entire nation to keep pace with the times and move forward.

**2. In the teaching process, it is important to stimulate students' cultural creative behavior and encourage them to examine the text with a personal perspective**

In language education, constructing the spirit of national culture should be viewed as a process of cultural cultivation. Language education is seen as "a cultural activity and behavior of individuals, where people consciously select and accept cultural content in specialized cultural transmission, experience and judge cultural values, and understand and interpret cultural spirit."<sup>[8]</sup>In this process, culture is optimally preserved, inherited, and developed. At the same time, students, as the main subjects, accumulate profound cultural knowledge and achieve the sublimation of their own cultural emotions and the perfection of their cultural values. At this point, students will have a conscious cultural awareness and possess a certain ability for cultural creation.

Teachers should pay attention to stimulating students' cultural creative behaviors during the teaching process and should not suppress students' creative individuality. In the face of lively and vivid teaching content, language teachers should provide students with open thinking space. Each student, due to different life experiences, emotional worlds, and cognitive thinking, has their own unique personality and endless creativity hidden within. Teaching should be based on students' innovative spirit, encouraging them to examine texts from different perspectives. Only by granting students the right to autonomously examine culture and releasing their conscious cultural awareness can they better choose and accept

excellent cultural spirit, which may lead to a dynamic construction of the text's content.

### **Strengthening the cultural embodiment of teaching strategies**

It is essential to construct the national cultural spirit in language education and to research and use strategies that are beneficial for enhancing students' cultural spirit.

#### **1. Teachers should create a good learning environment based on specific teaching content to stimulate students' learning emotions**

In teaching, teachers should create teaching situations that align with the cultural connotations of the specific images and emotions of the teaching content. These situations can be verbal or tangible, allowing students to feel the dignity of being the subject, stimulating their interest in learning and innovative consciousness, and provoking deep emotional experiences in students.

#### **2. Use active-exploration methods to stimulate students' initiative.**

Activities and inquiry have become hot topics in the education sector in recent years, both emphasizing the initiative of student learning. Using activity-inquiry methods in language teaching can enable students to demonstrate initiative through hands-on activities and exploration, uncover individual potential, cultivate students' autonomy, enterprising spirit, innovative concepts, and resilience, and develop students' overall quality, allowing them to adapt to the demands of modern society.

#### **3. A democratic and equal communication method is adopted between teachers and students**

Teachers can face students with their sincere and complete personality, communicate openly with them, and provide genuine help and guidance. Students can boldly express their views, respect their teachers but not blindly follow their orders. The relationship between teachers and students is democratic and equal, with open hearts towards each other. In such communication, students can maintain their individuality and develop their personal spirit.

The culture of the Chinese nation, with its unique linguistic charm, intrinsic cultural connotations, and emotional drive, endows individuals with value, dignity, freedom, and meaning, and grants the nation centripetal force, cohesion, inspirational power, and creativity. In language education, it is necessary to use teaching strategies and approaches that can fully promote the spiritual elevation of students, allowing them to possess a spirit of reflection and criticism, an independent and free personality, and a wisdom that transcends the self and reality.



References :

- [1] Zhang Dainian, Fang KelilIntroduction to Chinese Culture[M].Beijing: Beijing Normal University Press1994.
- [2] Cao MinghaiZhang XiuqingResearch on the Cultural Process of Language Education[M].Jinan: Shandong People's Publishing House2005110.
- [3] Cao MinghaiZhang XiuqingResearch on the Cultural Process of Chinese Language Education[M].Jinan: Shandong People's Publishing House2005128.
- [4] Feng ZengjunEducational Anthropology[M].NanjingJiangsu Education Publishing House1998: 186.
- [5] Shi YanThe Construction of Language Education and Cultural Spirit[J].Journal of Shandong Normal University2003, (6): 122-128.
- [6] Cao MinghaiZhang XiuqingResearch on the Cultural Process of Language Education[M].Jinan: Shandong People's Publishing House200522.
- [7] Li ZongguiSeveral Issues on the Spirit of Chinese Culture and the Spirit of the Chinese Nation[J].Social Sciences Front2006(1): 254.
- [8] Cao MinghaiZhang XiuqingResearch on the Cultural Process of Chinese Language Education[M].Jinan: Shandong People's Publishing House200521.

Thankyou: Brief