

Original Paper

Research on the Consistency between the New Era College Entrance Examination Evaluation System and Career Planning Education

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Abstract

This paper systematically analyzes the relevant characteristics of career development theory and the core functions, assessment content, and requirements of the college entrance examination evaluation guided by the "China College Entrance Examination Evaluation System" in the context of educational evaluation reform in the new era. It discusses the implementation of career planning education in high school to meet the basic goal of "student-oriented" in the current education evaluation reform, which helps to form a college entrance examination evaluation system of "categorized examination, comprehensive evaluation, and diversified admission". Through investigation and research, it summarizes the policy support and practical situation of implementing career planning education for high school students across the country. Ultimately, it suggests approaches to highlight the principle of "integrated development with dual wings" and to foster students' "meta-competence" in order to enhance career planning education at the high school level.

Keywords

college entrance examination evaluation system, career planning education, educational reform, Moral education and character development, Comprehensive quality evaluation

Introduction

Since the issuance of the State Council's Implementation Opinions on Enhancing the Reform of the Examination and Enrollment System in 2014, the associated reforms for the college entrance examination have been advanced and executed in numerous regions across the country. The main goal

of the document is to effectively implement the Party's modernization education policy, comprehensively promote quality education, expand students' choice opportunities, and reduce the exam burden through deep and extensive comprehensive reforms, so as to promote students' all-round development and personalized growth. After years of evolution, a set of "classified examination, comprehensive evaluation, multiple admission" as the core of the new college entrance examination evaluation system has been basically established. (State Council, 2014) The new college entrance examination encourages high school students to conduct self-exploration and future planning in advance by increasing students' choice. Under the premise of respecting the individual differences of students, the new college entrance examination creates more opportunities for personalized development, while improving the accuracy of the selection of different professional talents in colleges and universities, and building a lifelong learning platform for connecting different levels and types of education and recognizing diverse learning outcomes.

In June 2019, the General Office of the State Council published the Guiding Opinions on Reforming Parenting Approaches in Ordinary Senior High Schools for the New Era (State Council, 2019), which delineated the essential guiding principles of this reform. The objective is to fully implement the Party's educational policies while emphasizing "moral education," complying with educational regulations, and advancing comprehensive quality education. The reform aims to mitigate the adverse trend of an excessively narrow emphasis on exam-oriented education and seeks to substantially improve the quality of education. It provides a robust foundation for senior high school students to adapt to social life, pursue higher education, and develop their future careers, while also endeavoring to cultivate well-rounded individuals in alignment with the objectives of socialist modernization. In addition, it is necessary to strengthen guidance for senior secondary school students in areas such as career planning, to correctly understand themselves, and to help senior secondary school students set up correct ideals and beliefs, so that they can better adapt to the learning life at the senior secondary school level. This is aimed at helping senior secondary school students to correctly handle the relationship between their personal interests and specialties and the needs of the State and society, and to improve their decision-making ability in respect of examination subjects, elective courses, university specialties and future directions.

From the 1970s to the present, with the popularization of qualitative evaluation methods, the central idea of evaluation in the constructive period has been gradually formed, which defines evaluation as a kind of "psychological construction" process based on "negotiation". Therefore, the evaluation process should reflect the plurality of values (Zhu & Chu, 2020). High school students are at a crucial juncture in the development of their personal values and the preparation for future career trajectories. During this phase, they demonstrate a strong propensity to explore both their inner selves and the external environment, which cultivates a sense of self-efficacy grounded in their learning experiences and profoundly impacts their interests and career choices (Lent & Brown, 2010). The education reform in the new era emphasizes quality education, which requires general high schools to implement career

planning education in the process of human development. Career planning education in high school aims to help students fully understand the needs of self and society, and establish a correct worldview and values through the planned and purposeful guidance of teachers. On this basis, it develops students' ability to make their own choices and plans, promotes their lifelong learning, and realizes the most suitable career development path.

Career planning education has two basic characteristics: lifelong and diversified (Jin, 2007). Lifelong nature is reflected in the fact that it runs through the whole process of students' academic and career life, requiring students to set academic goals based on the correct knowledge of self and social needs, and to choose courses and plan future educational paths accordingly. Diversity, on the other hand, is reflected in the differences between individual students, different university majors and various careers, meaning that each student has a unique personality, interests and potentials, as well as different adaptability to the professional environment. Career planning education is crucial for fostering the individualized development of talents and addressing the diverse requirements of social progress. Additionally, it contributes to the successful execution of reforms in human education during this new era, particularly in nurturing students within general high schools. The reform of the examination and enrollment system takes "educating people" as its basic goal, and the integration of career planning education can improve the personalized assessment of students, provide personalized development services, and provide useful guidelines for students' choice of courses, career planning and career development. (Yang, 2024).

In August 2019, the Examination Center of the Ministry of Education (MOE) answered the initiative from the National Education Conference and established the China College Entrance Examination Evaluation System, as reported by the MOE Examination Center. This system responds to the needs of education reform and development in the new era, and provides long-term and continuous guidance for the implementation of the college entrance examination evaluation work. In this paper, we analyze the "core functions", "examination contents" and "examination requirements" established by the "China College Entrance Examination Evaluation System", and discuss the consistency between career planning and the evaluation system of the college entrance examination. We will explore the consistency between career planning and the assessment system of the college entrance examination. The purpose of this discussion is to provide valuable references for the deepening of the evaluation reform in high school education.

1. Consistency between Career Planning Education and the Core Function of College Entrance Examination Evaluation

The primary functions of the college entrance examination evaluation encompass fostering moral integrity, facilitating talent selection, and guiding educational practices, referred to as "one core." The main objective of reforming the college entrance examination is to enhance moral education. This reform must align with the demands of the new era while adhering to educational principles and the

natural progression of talent development. In October 2010, the CPC Central Committee and the State Council reiterated in their "Overall Plan for Deepening Education Evaluation Reform in the New Era" that establishing moral character should be prioritized. The document calls for systematically promoting reforms in education evaluation, developing quality education in a comprehensive manner, and guiding the whole Party and society to set up correct concepts of education development, views on talent cultivation and selection and utilization of talents. It also suggests that moral education goal requirements should be scientifically formulated to suit the psychological and physiological characteristics of students at various stages of growth (Central Committee of the Communist Party of China & State Council, 2020). The core of career planning education is to respect students' individual differences and growth potential. Its objective is to assist students in establishing goals suitable for themselves and formulating corresponding development pathways. In addition, the mission of moral education at the senior secondary level is to assist students in establishing a correct outlook on life, values and morals, encourage them to strengthen their faith, deepen their feelings of patriotism, and cultivate talents with socialist characteristics. This is consistent with the exploration of self-knowledge and values in career planning. Through career planning education, students are able to examine and improve their personal values and enhance their sense of social responsibility and mission.

"Serving the selection of talents" is the core function of the assessment of the college entrance examination. The purpose of the college entrance examination is to screen out new students who meet the requirements for the State and colleges and universities, thus serving the needs of the State in the selection of talents. In order to realize the goals of scientific talent selection, improve the quality of selection and promote fairness, the college entrance examination must constantly explore and improve its talent evaluation methods. Although career planning education started late in China, it has a relatively long development history in foreign countries, and has proved its high credibility and effectiveness in talent assessment and career guidance. Career planning education is expected to deepen the education evaluation reform and promote the realization of the new era of college entrance examination evaluation system of "classified examination, comprehensive evaluation and multiple admission". Through career planning education, it can realize the reasonable diversion and allocation of talents, meet the social demand for high-quality professionals, help colleges and universities to accurately select talents, and help high school students to better adapt to the diversified needs of the national industry and socio-economic development, which is crucial to building a human resources powerhouse.

"Guiding teaching and learning" constitutes a fundamental requirement for the assessment function of the college entrance examination within basic education. As a pivotal form of evaluation, the college entrance examination significantly shapes the teaching strategies and objectives in senior secondary schools. The results of this examination have a direct impact on the educational resources accessible to students and their future developmental opportunities. The Guiding Opinions on Promoting the Reform of the Parenting Methods of General Senior Secondary Schools in the New Era clearly state that the

goals of the reform include deepening the education and teaching reform that adapts to the all-round development and personalized needs of students, perfecting the teaching and management mechanism of selecting classes and moving to other classes, and promoting the diversified and distinctive development of general senior secondary school education. The modern career planning theory originated from the trait and factor theory of psychologist Parsons, which emphasizes the differences, autonomy and initiative among individuals, which is in line with the diversified development pattern pursued by general high schools. In addition, career planning theory emphasizes the importance of resource integration and support services. It helps promote the improvement of the teaching and management mechanism of elective classes in general high schools by counseling students to explore their own interests, values, subject knowledge and career directions.

2. The Consistency of Career Planning and the Content of the Assessment test of the College Entrance Examination

The assessment system of the college entrance examination summarizes the objectives of quality education in senior secondary school that should be examined into four layers of core values, disciplinary literacy, key competencies and essential knowledge, i.e., the "Four Layers" (Ministry of Education Examination Center, 2019). "Core value" refers to the comprehensive quality that high school graduates should have when they are about to enter higher education. Such qualities include good political literacy, moral character and scientific thinking. They constitute a system of value leadership in various disciplines, which is reflected in the correct emotional attitudes and value orientations held by students when facing real-life problems. Career planning education focuses on individual self-knowledge and development, aiming at guiding students to clarify the meaning of their life goals and pursuits by enabling them to understand their interests, abilities and values. In the process, high school students will realize their uniqueness and value, and develop a positive and optimistic outlook on life and core values. At the same time, during the critical period when they face the choice of college majors and career directions, career planning education guides high school students to make future development decisions that match their individual interests and disciplinary abilities by helping them to understand different career fields and work environments, and to clarify their personal career interests and abilities. A correct view of career can make high school students realize the social value and responsibility of their careers, and prompt them to develop high professional ethics and values.

"Disciplinary literacy" refers to the comprehensive ability of senior secondary school graduates to analyze and solve problems in a high quality manner under the guidance of correct values, using scientific methods of thinking, integrating and utilizing appropriate disciplinary competencies in the face of real-life problems and exploratory learning problems before entering tertiary institutions. Career planning education helps senior secondary students to clarify their career goals and development paths, and to understand their personal interests and career aspirations. It makes them clearer in choosing subjects and more motivated in learning and exploring related knowledge. Thus, career planning

enhances students' self-confidence and sense of meaning in subject learning. Through career planning education, students can gain a deeper understanding of the knowledge systems, learning methods and research areas of different disciplines, so that they can choose disciplines suitable for themselves and enhance their disciplinary literacy in a targeted manner in the learning process. In addition, career planning education also guides students to participate in subject competitions, extracurricular research and other activities, provides opportunities and resources for expanding their subject knowledge, and encourages them to study and practise the subject content in depth.

"Key competencies" refer to the abilities that high school graduates must possess in order to be able to analyze and solve problems with high quality in subject-related life practices and learning exploration when they are about to enter tertiary institutions. Career planning education assists students in setting clear goals and making plans, and teaches students how to self-evaluate and make adjustments to improve their self-management skills. Under the guidance of such education, students will be faced with a variety of decisions and problems, and they need to use logical thinking and analytical skills to make the right choices and find solutions. Through such practical activities, high school students can gradually enhance their decision-making and problem-solving abilities.

"Essential knowledge" refers to the knowledge that senior secondary school graduates should acquire when they are about to enter tertiary institutions and are able to analyze and solve problems with high quality in the face of subject-related life practices or learning explorations. Career planning education enables students to understand the needs and requirements of different career fields and develop the corresponding professional knowledge and skills, thus positively affecting students' perception of the entrance examination and the matching of their subject choices(Xiao & Xue, 2024). For example, for students who intend to choose medical majors, career planning education can guide them to understand basic medical knowledge, recognize the characteristics of medical careers, and make informed decisions on subject selection, laying a solid foundation for future medical education. In addition, career planning education also focuses on fostering students' social and humanistic knowledge, which is crucial to modern society and forms the cornerstone of interpersonal communication and cooperation. Through this education, students will enhance their understanding of the functioning of society, cultural differences and communication styles, thereby improving their social awareness and intercultural communication skills.

3. Consistency between Career Planning and the Requirements of the Gao Kao Evaluation Test

According to the goal of the education evaluation reform in the new era, the evaluation system of the college entrance examination evaluates the achievements of students' quality education from four perspectives, i.e., the "four wings", namely, "fundamentality" and "comprehensiveness"(Ministry of Education Examination Center, 2019). "Fundamentality" refers to the continuity of education and teaching objectives in all stages of quality education. This is because the learning styles and outcomes of the previous stage need to lay the foundation for the learning process of the subsequent stage.

Foundational assessment focuses on the assessment of basic understanding of subject content, its generalizability and its ability to be applied in specific contexts. In career planning education, a core concept is to "begin with the end in mind", which means that students should set self-development goals on the basis of clarifying their personal attributes and recognizing the opportunities for social development, and plan their learning tasks at each stage accordingly. This way of thinking is fully consistent with the current education reform, which emphasizes the articulation of the goals of the various stages of quality education.

"Comprehensive" refers to the aim of fostering the quality of all-round development of students, which requires students to have the ability to learn across disciplines and to synthesize and apply knowledge. Comprehensive assessment mainly assesses students' ability to deal with the interconnections between the contents of various subjects and to apply knowledge in complex situations. There is a problem in the current senior secondary education: the assessment standards and teaching contents of different subjects are too isolated and lack of cross-fertilization. This makes it difficult for students to understand the connection between different subjects, which not only leads to the phenomenon of bias, but also leads to the deviation of students' professional interests and practical abilities. For example, there is a close connection between physics and chemistry in high school subjects. If students fail to recognize that professional chemistry and related career fields require a solid foundation in physics, they may neglect the study of physics subjects because of their interest in chemistry or their target majors. This will create a shortfall in their discipline at the college level. Therefore, in order to strengthen the connections among high school subjects and enhance students' motivation for integrated interdisciplinary learning, it is necessary to understand the real-world application scenarios of different college majors and careers. Therefore, to strengthen the connection between high school subjects and enhance students' motivation for integrated learning across subjects, it is necessary for students to understand the application scenarios of college majors and careers.

"Applicability" denotes the connection between educational training and evaluation standards with the economic and social development of the country, advancements in science and technology, as well as the practical demands of daily life and production. This implies that education should prioritize knowledge relevant to these domains while enhancing students' problem-solving skills, enabling them to fully recognize the practical value of their learning experiences. At the same time, career planning education emphasizes not only guiding students to explore their personal interests and traits, but also includes an understanding of social trends. This kind of education encourages students to combine their own characteristics, define their social roles and development directions, and then combine their personal ideals with social needs. This not only helps high school students to find a suitable place for themselves in social life and career development, but also facilitates the country's goal of realizing the development of every individual to his or her fullest potential.

"Innovation" is an important characteristic of quality education, which emphasizes the cultivation and evaluation of students' thinking skills such as divergent thinking, reverse thinking and critical thinking.

Innovation is not only the driving force for students to make breakthroughs and grow continuously, but also the direction and purpose of practice and application. Career planning education encourages students to think and explore independently in a variety of contexts, and to cultivate their multiple ways of problem solving. By accepting the concept of career planning and being oriented to clear development goals, students are able to enhance their motivation for innovation.

4. Status of Implementation of Career Planning Education in Senior Secondary Schools

Compared with the developed countries in the West, the theory of career development in China has developed later. We can, to a certain extent, learn from the experience of some countries and regions in career planning education. Given the differences in national conditions and education systems, we need to build a career planning education system that meets the requirements of socialist modernization with Chinese characteristics. This system should not only guide the cultivation and selection of talents but also prioritize the advancement of socialist values. Therefore, in executing educational reforms in China, it is crucial to effectively integrate high school career planning education with the college entrance examination evaluation framework.

The exploration of career planning education in general high schools throughout China began in July 2010, subsequent to the issuance of the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) by the State Council. This Outline of the Plan explicitly proposed that the guidance of students in various aspects, such as ideals, psychology, and academics, should be included as an important part of education reform (State Council, 2010). Based on this starting point, the authors of this paper combed through the relevant policy documents retrieved from the State Council's policy document database and local government data platforms from 2010 to 2024 using the keyword "career education". From these documents, it can be seen that the percentage of documents pointing to the level of "general high school" reaches 61.3%, which reflects the high level of attention paid to career planning education in high school at the national level. However, differences in the level of economic development and the number of students in different regions have led to uneven implementation of career planning education. For example, in regions such as Shanghai and Zhejiang, career planning education for high school students has already been implemented. Comparatively speaking, in some other provinces and cities, due to differences in per-student funding and other conditions, it is difficult to fully implement a number of components of comprehensive quality assessment. As a result, the subject selection program in these regions has gradually changed from the "3+3" model (20 combinations of selected subjects) to the "3+1+2" model (12 combinations of selected subjects), Lu (2024) discusses the reforms in the examination and enrollment system under the context of artificial intelligence, highlighting key insights from the seventh educational examination and evaluation seminar. Obviously, a long and continuous process of effort is needed to realize the balanced implementation of high school career planning education nationwide.

In the context of the current comprehensive education reform, especially the reform of the evaluation and curriculum of general high school education, career planning education has been widely emphasized as a key activity to enhance students' right to make their own choices. This is mainly reflected in two aspects: first, students' career planning education is frequently mentioned in education policy documents of governments at all levels, and national and local education organizations have begun to promote the implementation of career education in basic education, especially in general high schools. Secondly, more and more schools and educators realize the value of career planning education and initiate attempts to combine career education with local realities. Integrating career education with students' moral education and mental health education, etc., they have gradually formed high school career education models with their own characteristics and practical effects.

In terms of educational assessment, diversified methods of assessing career education are being promoted throughout the country. These include three main approaches: first, promoting the application of comprehensive quality assessment in the student enrolment process through the implementation of career planning education (Fan & Xu, 2020) second, creating student career development profiles to enrich the process and value-added assessment of students (Zhang, 2021); and, finally, advancing the implementation of the elective and classroom system for teaching in general high schools and ensuring that diversified admissions methods are used to improve the effectiveness of enrolment in higher education institutions.

Summary

In 1971, Marland, the then Director of the U.S. Federal Education Administration, presented the vision of career planning education at the National Association of Secondary Schools that all education should include career education. He proposed that the practicality of education should be brought into play by integrating career education programs into the secondary education system to help students have the ability to make sound developmental decisions in order to make the best use of their talents under the cultivation of career programs (Wang, 1995). The China College Entrance Examination Evaluation System developed by the Examination Center of the Ministry of Education aligns with the objectives of educational evaluation reform in the new era, and has long-term practical guidance significance, giving specific requirements for the college entrance examination evaluation system of "classified examination, comprehensive evaluation and diversified admissions" in the college entrance examination reform, and reflecting the important trend of the implementation of the right of choice of the students in the senior high school education. It also reflects the important trend of implementing students' right to choose in high school education. Career planning education in senior high schools is an essential component for realizing comprehensive and personalized education for students during a particular historical phase of educational development across various countries. The "implementation of students' right to choose," as articulated in the reform of the college entrance examination, closely corresponds with the vital function of career planning education within high schools (Liu, 2015).

Meanwhile, career planning education in high school is also considered by scholars as the most reliable way to "realize students' right to choose" (Fan & Qiao, 2017).

By increasing students' right to choose, the confusion during the period of career exploration is resolved in advance, so that self-exploration and thinking about the future become the students' responsibility. This is not only a restoration of the essence of education, but also reflects the goal of education oriented towards nurturing people. This is in line with the needs of personalized development of adolescents. This paper analyzes the consistency between high school career planning education and the "one core", "four layers" and "four wings" advocated by the "Chinese College Entrance Examination Evaluation System", and points out the high degree of compatibility between the two. Career planning education is closely related to the reform of senior high school education, both from the perspective of people-oriented education and the selection goals of society and higher education institutions. Therefore, high school career planning education will become an important driving force in promoting the reform of college entrance examination evaluation in the new era.

This paper suggests that two areas need to be focused on and strengthened in the process of integrating career planning education with the college entrance examination evaluation system. First, a core mission of career planning education is to ensure students' right to choose. This involves not only giving students the right to choose, but also developing their decision-making skills. Before students make subject choices, schools should guide them through a complete experience of self-knowledge and exploration of subjects, majors and careers. Therefore, the implementation of career planning education needs to be reflected in the education system and throughout students' learning process. A good implementation principle can be the "one body, two wings" model: take the subject curriculum as the main body, the career guidance curriculum and career development system as the auxiliary, and build the career education system together (Liu, 2015). The AP (Advanced Placement) program in American high schools and the career-oriented curriculum in Hong Kong region high schools can be used as reference.

Secondly, career planning education aims to help students assume responsibility for their own life course. This requires students to develop both a belief in lifelong learning and the resilience to adapt to career changes (Zeng, 2012). In today's world of rapid technological innovation, industries and occupational attributes are undergoing changes, and the requirements of jobs are constantly being updated. Therefore, an important educational goal is to develop a sense of resilience and "meta-competence" in students in order to improve their ability to adapt to career changes.

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