

# Study on the Current Situation, Causes and Countermeasures of Chinese Application Ability of Editing and Publishing Learners

Shujuan Sun<sup>1#</sup>, Zunzhang Sun<sup>2#</sup>, Guohua Huang<sup>1\*</sup>

<sup>1</sup>School of Humanities and Arts, Nanchang Institute of Technology, Nanchang, Jiangxi, China

<sup>2</sup>School of Humanities and Public Administration, Jiangxi Agricultural University, Nanchang, Jiangxi, China

\*Corresponding Author.

#Co-first Author

## Abstract:

The Chinese application ability of editors not only reflects the Chinese level of employees in the current press and publishing industry, but also plays an important role in the development of national language and writing and the dissemination of Chinese excellent culture. The Chinese application ability of editors should at least include keen language perception ability, superb language modification ability and accurate language expression ability. At present, learners majoring in editing and publishing are still relatively insensitive to the perception of language and characters. The revision of manuscripts mainly depends on language sense rather than linguistic theory. They have some difficulties in excellent topic selection planning and copywriting. This situation is not only related to the serious dilution and weakening of mother tongue learning and people's unwillingness to learn, but also related to the lack of practical content in the editing of current teaching materials. Therefore, re-examining the importance of Chinese, reforming the teaching content according to the needs of the market and industry, and paying attention to the role of editing are the key to improve the ability of Chinese application.

**Keywords:** *Editing and publishing, Chinese application ability, Present situation, Reason, Countermeasure.*

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## I. INTRODUCTION

*Suzhou Consensus of the World Language Conference* points out that “language is the carrier of human civilization from generation to generation, the key to human communication and understanding, and the link of human civilization exchange and mutual learning”<sup>[1]</sup>. Good language ability plays an important role in personal growth, talent and success. Improving national language ability is of far-reaching significance to the inheritance of culture, the development of society and the progress of civilization. “Improving the application ability of national languages is one of the six main tasks of the planning outline on the reform and development of the country's medium - and long-term language and writing undertakings (2012-2020). As the main force of the publishing industry, editors' Chinese application ability not only reflects the current Chinese level of employees in the press and publishing industry, but also plays an important role in the development of the national language and writing industry and the dissemination of Chinese excellent

culture. This paper intends to investigate the current situation of Chinese application ability of editing and publishing students, analyze its causes, and put forward countermeasures to improve their Chinese application ability.

## II. INVESTIGATION ON THE CURRENT SITUATION OF CHINESE APPLICATION ABILITY OF EDITING AND PUBLISHING LEARNERS

Editing Chinese application ability should include at least the following three aspects: the ability of language perception, language modification and language expression. The author selected his province as the survey point and investigated the Chinese application ability of 485 editing and publishing students in his province in December 2021.

In terms of language perception ability, when answering "can you fully understand the author's manuscript", the selection proportion which chose "can understand most" is 10.56% , while the others chose "absolutely, without any reading disabilities"; When answering "can you read the author's manuscript quickly", the selection proportion which chose "I can read it quickly" is 26.7%, the selection proportion which chose "sometimes I can do like this" and "I can't do like this" is 6.32% and 4.54% respectively, while the selection proportion which chose "most I can do like this" is 62.44%.

In terms of language modification ability, when answering "can you quickly find the errors in the author's manuscript", the selection proportion which chose "I can see it at a glance" is 18.63%, the selection proportion which chose "most I can do it", "sometimes I can do it" and "I can't do it" is 47.72%, 11.56% and 22.09% respectively ; When answering "do you think what is the most easily found error in the manuscript", the selection proportion which chose "text error" is 83.69%, and the selection proportion which chose "vocabulary error", "grammar error" and "punctuation" is 7.52%, 3.58% and 5.21% respectively; When answering "can you easily correct the errors in the manuscript", the selection proportion which chose "I can easily correct" is 18.21% , the selection proportion which chose "sometimes I can do it" and "I can't do it" is 20.75% and 11.69% respectively, the selection proportion which chose "most I can do it" is 49.35%. When answering "what is the basis for your revision of the manuscript", the selection proportion which chose "based on language sense" is 87.91%, while the selection proportion which chose "based on linguistic theory" is only 12.09%.

In terms of language expression ability, when answering "can you communicate well with the author during the editing process", the selection proportion which chose "no" and "yes" is 2.9% and 97.1% respectively. When answering "can you help the author straighten out some incorrect views or refine some arguments", the selection proportion which chose "I can" is 26.46%, the selection proportion which chose "most I can", "sometimes I can" and "I can't" is 40.97%, 25.36% and 7.21% respectively. When answering "can you create excellent topic selection planning copywriting", the selection proportion which chose "no" is 58.65%, while the selection proportion which chose "yes" is only 41.35%.

The above data shows that 10.56% of the respondents are relatively slow to perceive language and characters and 10.86% of the respondents admit that they are lack of reading speed. Above all of these

show that students' language and character perception ability needs to be further improved. 81.37% of the respondents have obvious deficiencies in quickly finding manuscript errors and checking error, they think that textual errors are easier to find than lexical and grammatical errors. 32.44% of the respondents have some difficulties in revising the manuscript. And their manuscript revision is mainly based on the sense of language rather than the linguistic theory they have learned. All of these show that the students' linguistic knowledge is not solid enough, and their vocabulary and grammar knowledge are particularly weak, which needs to be further strengthened. 2.9% of the respondents have problems communicating with the author. Although this proportion is not high, it also shows the necessity of teaching relevant pragmatic knowledge. 32.57% of the respondents have difficulties in straightening out the wrong expression and refining arguments of the manuscript, and 58.65% of the respondents have difficulties in the creation of excellent copywriting. All of these indicate that the students' written expression ability also needs to be further strengthened. Therefore, it is necessary to further improve the students' ability of language perception, language modification and expression from the survey results perspective.

### **III. ANALYSIS ON THE CURRENT SITUATION AND CAUSES OF CHINESE APPLICATION ABILITY OF EDITING AND PUBLISHING LEARNERS**

There are many reasons for students' low Chinese application ability. We believe that there are both objective and subjective reasons for it.

#### **3.1 Objective Reasons**

Objectively speaking, the low level of Chinese application ability of editing and publishing students is related to the serious dilution and weakening of Chinese education. The author has investigated the reasons for the low level of Chinese application ability among students. Among them, 58.4% of the students believe that the reason for the low level of Chinese ability is that many people pay attention to foreign language learning but ignoring Chinese learning. Some students also referred to that English is more valued than Chinese in nowadays. College English training courses include Reading Writing Translating, Video and English for Special Purposes, while there is only modern Chinese related Chinese. It takes four semesters to learn English courses with a total of 224 class hours, while it only take one semester in modern Chinese courses with 40 class hours. In order to learn English many students haven't studied professional compulsory courses well. Some students said that employers also pay more attention to the applicant's foreign language level while looking for a job, which makes many students rush for CET-4 and CET-6 certificates. Chinese education has been seriously weakened not only in universities, but also in the stage of basic education. Mr. Qi Yongxiang, deputy leader of the Chinese marking leading group for the Beijing college entrance examination, once said that English has become more powerful in recent decades in an interview with *China Youth Daily*. English occupies far more time than the mother tongue from kindergarten, primary school, middle school to university. The marginalization of mother language education has not been reversed. No wonder, today's editing and publishing students' Chinese application ability level is not high. The reason for this phenomenon is that Chinese education has always been seriously weakened from basic education to higher education and it took too much emphasis on foreign language education and learning. In addition, the lack of editing practice content of current teaching

materials is also one of the important factors restricting the improvement of Chinese application ability of editing and publishing students. Because there is no *Modern Chinese Textbook* for editing and publishing in domestic, the textbook selected is mainly *Modern Chinese Textbook* commonly used by Chinese language and literature. The textbook is highly professional and systematic, but after all, its object is Chinese language and literature rather than editing and publishing. Therefore, it took into more account the characteristics and needs of Chinese language and literature rather than editing and publishing in the selection of content, the arrangement of key points and difficulties, which is bound to lead to the lack of content in editing practice. This lack makes the teaching content unable to effectively connect with the editing practice, which affects the quality of teaching.

### 3.2 Subjective Reasons

From the subjective aspect, the decline of Chinese application ability of editing and publishing students is related to the students' neglect or even indifference to Chinese learning. Chinese is our mother tongue. We have lived in the context of speaking Chinese since childhood, and receive language training from family and society all the time. This unique advantage makes students mistakenly think that their Chinese ability is good, or even overestimate their Chinese ability, so they are unwilling to spend time and energy to learn Chinese. For example, before the commencement of modern Chinese, the author will make a simple survey of the students' Chinese application ability in class. One of the question is what do you think of your Chinese application ability. There were five options, namely a.90 or above; b.80-89; c.70-79; d.60-69; e.60 or below. The students' answers were a or b. For example, in a recent survey, there were 42 students in the class, 28 students chose a, accounting for 66.7% of the total survey; 14 students chose b, accounting for 33.3% of the total survey. It can be seen from this set of survey data that 66.7% of the students in the class thought that their Chinese application ability was excellent and 33.3% of the students thought that they were good. However, the examination results at the end of the semester were quite different from this finding result: the examination paper still adopted the hundred mark system, and the content of the examination was not difficult. It was nothing more than the specific analysis and application of knowledge such as pronunciation, vocabulary and grammar in editing, but the results were not satisfactory: no student scored more than 90 points; 14 students scored between 80 and 89 points, accounting for 33.3% of the total number of the class; 10 students scored between 70 and 79 points, accounting for 23.81% of the total number of the class; 17 students scored between 60 and 69 points, accounting for 40.48% of the total number of the class; One student scored below 60 points, accounting for 2.38% of the total number of the class. From the examination results, 42 students did not reach the excellent level, and even only 32.14% of the students who thought they were excellent (9 people) reached the good level. The reasons for the different results were related to the overestimation and misjudgment of students' Chinese ability. At the same time, some students still have some wrong ideas about editing and publishing. They believe that under the condition of online publishing, as long as relevant topic selection planning is done well, the editing work is no longer important or even dispensable. This view of de editing also directly leads to students' low enthusiasm and low participation in Chinese learning. Therefore, it is not difficult to imagine that the ability to master and use Chinese is not low.

#### IV. COUNTERMEASURES TO IMPROVE THE CHINESE APPLICATION ABILITY OF EDITING AND PUBLISHING LEARNERS

Editor takes language as his profession. Editor Chen Yuan once said that every qualified editor should be a language artist, if he couldn't control the language for a while, he should try to learn to control this basic tool, and then try to become a master who could use the language freely.<sup>[2]</sup> Therefore, it is very important for editors to improve their language ability. In view of the fact that the Chinese application ability of editing and publishing students is not high at present, we believe that we should improve their language ability from three aspects, namely re-examining the importance of language, reforming teaching content and paying attention to the role of editing.

##### 4.1 Re-recognize the Importance of Language and Pay Attention to the Study of Chinese

Language is a tool of thinking. Einstein, a famous philosopher and physicist, said that a person's intellectual development and his method of forming concepts largely depend on language.<sup>[3]</sup> Therefore, the intellectual development of a person who does not have a good grasp of the thinking tool of language is bound to be greatly limited. For example, the well-known stories of the little Indian girl Kamala who grew up in the herd and the Japanese soldiers who fled the mountains of the Philippines can well illustrate this problem. The former was found to be about seven or eight years old, but she could only understand what a six-month-old baby knows, and her intelligence was very low. The latter left human society and lived alone in the mountains for 28 years. When he was found and ready to send him back to Japan, it was estimated that it would take him at least three to five years to get in touch with society, otherwise he would go crazy. But the fact is that after only 81 days, he was fully adapted to human life and could work like a normal person. This makes us wonder why Kamala who has lived in the wolf pack for seven or eight years only had the intelligence of a six-month-old baby, and why Japanese soldiers who have lived in the mountains for 28 years could adapt to human life and be competent for normal people's work in such a short time as 81 days. The reason is that the former separated from human society and lived with wolves since childhood. She could only howl like a wolf and had no language. The latter had mastered language before leaving human society, so although no one spoke to him in the mountains, he could still think silently with language. Therefore, mastering language is the condition of developing intelligence and language learning is the gymnastics of intellectual development. In addition, Chinese has a long history. It is an important symbol of the Chinese nation standing in the forest of nations in the world and our root culture. Yu Yi, a famous Chinese educator, once said that a language was the carrier of a culture, which had a strong cohesive effect on cultivating the national spirit, nurturing the national complex and carrying forward the national culture. Only those who respect their own country, nation and language could really be respected by others.<sup>[4]</sup> Yang Bin has also pointed out that the benign inheritance and healthy development of mother tongue had a profound cohesion effect on inheriting and developing the national spirit and strengthening the national complex.<sup>[5]</sup> At the same time, studies around the world also show that the cultivation of mother tongue ability plays a unique and irreplaceable role in enhancing national and national identity.<sup>[6]</sup> Therefore, good Chinese ability is of great significance for the construction and rejuvenation of the common spiritual home of the Chinese nation and the inheritance of national culture. Of course, language as a meta ability, even if we can speak it, we should improve it through continuous practice, because it is a

window into human nature. As Ye Kai, the editorial director of *Harvest*, one of China's most important literary magazines, once said that language was the bottom operating system of human civilization, just like Apple's IOS system. Without this system, other application software did not exist.<sup>[7]</sup>

#### 4.2 Reasonably Arrange the Teaching Content According to the Ability Demand of the Market for Talents

The development of modern publishing requires us to cultivate publishers with high theoretical literacy, practical operation experience, understanding publishing laws and innovative consciousness and ability<sup>[8]</sup>. Obviously, the ability demand of the market for talents determines that the practical link of publishing education must be strengthened. Because this is not only related to the development prospect of editing and publishing, but also directly related to the development speed and stamina of the publishing industry. Therefore, the selection of teaching contents and the use of teaching methods must strengthen their practicality and applicability, so as to highlight the characteristics of strong applicability and operability of editing and publishing specialty. Only in this way can the talents we train better meet the needs of the development of the publishing industry, so as to promote the further development of the specialty itself and form a benign interaction.

##### 4.2.1 The teaching content should closely focus on the needs of editing and publishing for learners' Chinese ability

At present, the linguistics course textbooks selected by the editing and publishing are mainly *Modern Chinese* textbooks commonly used by Chinese language and literature. The main content settings include five modules, namely pronunciation, text, vocabulary, grammar and rhetoric. If we copy the teaching contents of Chinese language and literature, we will not be able to complete the teaching task. Because the arrangement of teaching hours is different between them. For example, there are 128 hours in Chinese language and literature, but there are only 40 hours in editing and publishing. Therefore, we should closely focus on the needs of editing and publishing for students' Chinese ability in the selection of course content. For example, there is a close connection between the international common keyboard input, word segmentation writing of Chinese Pinyin and the editing practice in the phonetic part. There is a close connection between the characteristics of the combination form of Chinese characters' construction and meaning, the significance and function of the analysis of the components of Chinese characters, the arrangement and standardization of Chinese characters and the standardization of the use of Chinese characters and the editing practice in the character part. There is a close connection between the composition of compound words, the understanding and application of word meaning, the discrimination of homonyms and synonyms, and the use of antonyms and fixed words and the editing practice in the vocabulary part. There is a close connection between the grammatical features of each part of speech, the discrimination of part of speech, the structural types of phrases, the types of ambiguous phrases and their disambiguation methods, the sorting rules of multi-layer attributives and multi-layer adverbials, the analysis of sentence patterns, sentence types, complex phrases and complex single sentences, the analysis of common errors in sentences, the types and analysis of complex sentences and the editing practice in the grammar part. There is a close connection between the tempering of words, the selection of sentence

patterns the comprehensive use of figures of speech and the editing practice in the rhetoric part. Only in this way can we effectively solve the contradiction between rich teaching content and limited class hours, and truly implement the work of vigorously improving students' Chinese application ability.

#### 4.2.2 Development of practical teaching in editing and proofreading

The key to the improvement of editing Chinese application ability lies in the practice of editing work. Therefore, the teaching of *Modern Chinese* of editing and publishing should urgently change the current phenomenon of separating theory from editing and proofreading practice, highlight the application characteristics of the discipline itself and firmly grasp the law and process of editing and proofreading work. Both the selection and analysis of teaching cases should be introduced into the reality of editing and proofreading practice, which is determined by the pragmatic characteristics of applied disciplines. The aim of studying and understanding the Chinese basic theory is to solve the problems in editing and proofreading. The education from theory to theory first violates the characteristics of this discipline, because the coexistence and integration of multi-media requires compound talents with both theory and practical experience in the publishing era. In order to improve students' Chinese practical ability, the teaching arrangement should add some practical links on the basis of adhering to the concept of theory guiding practice, integrating theory into practice, learning theory in practice, verifying theory in practice and improving theory in practice, so as to improve the adhesion of guiding editing practice. First, we can carry out classroom editing and proofreading practice. Teachers can go to magazines and periodicals to collect some published manuscripts, organize students to edit in class. Secondly, teachers should organize students to discuss the editing results from three aspects that are what needs to be changed, why and how to change. Finally, let students choose the best editing scheme. The model of practice discussion summary not only helps to activate the classroom atmosphere and improve the learning effect, but also helps students find their blind spots in Chinese knowledge. Second, we can expand the practice of extracurricular editing and proofreading. The development of extracurricular editing and proofreading practice can encourage students to apply for the editor of the school newspaper or go to the magazine to assist the responsible editor in editing and proofreading, and it requires students to complete the preliminary proofreading work of 5000 words at the end of the semester, which takes the amount of editing work, proofreading workload and qualification rate as the main basis for the assessment of their practical ability. Students can also be arranged to collect three sentences with improper language use in newspapers and magazines every week, modify them to make them conform to the norms or express them more accurately, and state the reasons for the modification, which can not only stimulate students' interest in studying and analyzing language, but also help students cultivate their autonomous learning habits.

#### 4.2.3 Re-recognize the role of editing and eliminate the viewpoint of de editing

The editor who not only acts as an intermediary of culture, but also participates in the production of culture in the exchange and dissemination of culture is the soul of publishing. He also promotes publishing while participating in cultural creation.<sup>[9]</sup> Whether in the traditional media environment or in today's digital publishing conditions, the status and role of the central link of editing work have not changed. It not only determines the quality of communication, but also determines the brand and credibility of the media.

Because the complicated, disordered and distorted information must be selected, integrated and optimized by editor in order to meet the needs of consumption. According to relevant media reports, Wikipedia, which once ranked 10th in the world, has declined from prominence to recession due to the decline in the number of core editors. The example of Wikipedia shows that the network cannot be without editor. Not only can the network not be without editor, but editor will be the greatest power of the Internet. Therefore, in the current era of digital publishing, the status and role of editors can only be strengthened rather than weakened. In view of the misunderstanding of students' de editing, we can take advantage of the professional education opportunity for freshmen to invite senior editors to share editing stories with students, so that students can truly realize that the power of editor can not be underestimated and the weight of editor is important<sup>[9]</sup> and study hard, work hard, pay full attention to editing rather than de editing.

## V. CONCLUSION

In short, as the intermediary of cultural exchange and communication, the future editor has the responsibility to carry the banner of rejuvenating and inheriting the long-standing culture of the mother tongue. This important task not only requires students majoring in editing and publishing to re-examine the importance of Chinese and pay attention to the role of editing, but also requires Chinese teachers of this major to reasonably arrange teaching contents according to the market demand for talents and the characteristics of the major itself, so as to improve the sensitivity of students' language perception ability, the reliability of modification ability and the accuracy of their expression ability.

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